

LING 2301 section 004: Introduction to the Study of Human Language Fall 2014

Tuesdays and Thursdays, 2:00 p.m. – 3:20 p.m., Trimble Hall 202

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Prerequisites: A desire (or need) to learn about the nature of human language.

Required Text: Clark, Virginia P., Paul A. Eschholz, Alfred F. Rosa, and Beth Lee Simon. 2008. *Language: Introductory Readings*, 7th edition. Bedford / St. Martin's. ISBN: 0-312-45018-4

Course Description: LING 2301 provides an overview of an inarguably fundamental human capacity: language. Students will consider a variety of language-related topics in the context of the physical sciences, cognitive sciences, social sciences, and humanities. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language and linguistics. Lectures complement the readings by further elucidating key concepts and exemplifying these notions. This course satisfies the University of Texas at Arlington core curriculum requirement in Social and Behavioral Sciences.

Course Objectives: The goal of LING 2301 is to change students' relationship with language by challenging and enriching thinking about language and raising consciousness of the role that language plays in the minds and communities of humans. As the semester progresses, students should be increasingly prepared to enter into well-informed discussions about the primary themes of the course:

1. All languages are systematic, manifesting the complementary properties of rule-governance and creativity;
2. Language acquisition and use are rooted in both cognitive (internal) and social (external) factors;
3. Languages reflect both our collective humanity and our socio-historical diversity; as such, all languages are worthy of study and respect.

These course themes are supported by reference to specific topics as covered in the readings, lectures, and class discussions.

Student Learning Outcomes: Upon successfully completing this course, students should be able to:

- identify and explain many of the basic questions investigated by linguists, in order to situate the discipline of linguistics in the broader intellectual landscape;
- describe and illustrate the features shared by all languages, in order to distinguish those aspects of human language attributable to genetics/biology from those that are socially conditioned landscape;
- analyze communicative signs (icons, words, sentences), in order to differentiate form, meaning, and function within a sign and to justify the use of a particular form in a specific context;
- compare the characteristics of normative and non-normative/developing language behaviors in order to recommend appropriate measures when interacting with language-limited individuals (especially children and aphasic adults);
- analyze the structure of interpersonal interactions, in order to assess the ways in which language both reflects and creates social relationships;
- identify major historical events that have shaped modern (American) English, in order to explain contemporary patterns of language use and sociolinguistic attitudes, and
- debate the relative merits of monolingualism vs. multilingualism, in order to make more informed decisions about relevant social, educational, and legal policies. [Social responsibility objective]

Course Requirements:

1. CLASS PREPARATION QUIZZES10%
 - During the semester, there will be six brief in-class quizzes to be given on days when no exam is scheduled.
 - Quizzes will be given during the first five minutes at the beginning of lecture.
 - The format of each quiz may vary: generally they will be multiple choice and/or true/false.
 - The material covered on any given quiz will come from the course reading(s) assigned for that day.
 - Under **NO CIRCUMSTANCES** will there be any make-up quizzes; instead, each student will be allowed to drop his/her lowest quiz grade.
2. HOMEWORK ASSIGNMENTS35%
 - There will be six homework assignments. The specific content of each assignment will be announced in class; due dates are noted in the schedule. If you complete all six homework assignments, your lowest homework grade will be dropped.
 - Homework assignments should be typed or clearly hand-written.
 - Homework assignments will be collected at the beginning of the class on which they are due.
 - Under **VERY FEW CIRCUMSTANCES** will any assignments be accepted late without penalty. If you know you will be gone the day an assignment is due, make arrangements to turn it in ahead of time.
 - All assignments will be posted on Blackboard.
3. IN-CLASS EXAMINATIONS.....45%
 - There will be three in-class exams, including the final exam. Dates are noted on the syllabus. Each is worth 15% of the total grade.
 - Exams will cover material from course readings, class lectures, and any videos shown in class. Be sure to review homework assignments and quizzes as well.
 - The exam format may include multiple choice, fill-in-the-blank, short answer, and essay questions. Exam review information will be distributed a week prior to each exam.
 - The final exam will be comprehensive.
4. CLASS PARTICIPATION10%
 - The class participation grade is based in part on attendance and in part on participation in class discussion and/or class activities. If you miss more than 3 classes, your participation grade will be lowered half a letter grade per absence.

If you are unable to attend an exam . . .

... you will be allowed to take a make-up only if your absence occurs as the result of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis). Should you find yourself in such a predicament, you must contact the professor by phone or e-mail before 8:00 PM of the exam date to request a make-up. Students who miss an exam but do not notify the professor as specified herein will receive a grade of zero (0).

Final Grade Scale

A	90 - 100%	D	60 - 69%
B	80 - 89%	F	0 - 59%
C	70 - 79%		

Students who are within 2% of a higher grade and have 3 absences or fewer with all homeworks turned in will automatically be bumped up to the higher grade. For example, if a student has an 88% (normally a B), has turned in all homeworks, and has 3 absences, his/her grade will be raised to a 90% (receiving an A).

Classroom Policies

The following policies have been instituted to ensure an optimal learning experience for all students.

- Please arrive on time. If you arrive after class has begun, please enter as unobtrusively as possible.
- Please plan to stay for the entire class meeting. If you need to leave early, please let me know beforehand and sit near the door and exit as unobtrusively as possible.
- Please prepare for each class meeting by completing all writing / reading assignments beforehand.
- Please come to class prepared to engage your mind as fully as possible. To this end, I respectfully insist that you:
 - leave your cell phone off at all times;
 - use a laptop computer only for taking course notes – no surfing the net, IM-ing, etc.; and
 - limit conversation to class-related topics.
- Please feel free to engage in classroom discussions. In doing so, keep your comments relevant and respectful to me, your colleagues, and the learning process.

A Few Other Matters

Please communicate with me. If you are struggling in the course because of family difficulties, sickness, or simply because the material is difficult, let me know what is going on. If you do not communicate about why an assignment was late, etc., I will assume I should count off for it.

Please do come see me if you are having trouble or simply wish to discuss what you are learning. Feel free to ask for an appointment if my office hours are not convenient for you. That said, remember to check the class website for any handouts you may need.

If you must miss class on the day an assignment is due, either drop it off early during my office hours, turn it into the Linguistics Office (132 Hammond Hall) for them to put in my box and send me an email to say you have done so, or else email me the assignment by the due date & our class time.

Important Academic and Administrative Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures as laid out for faculty (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students current enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

PROJECTED COURSE SCHEDULE

The following table presents the anticipated schedule for course topics, reading, homework assignments, and exams. Please complete the reading for each lecture *prior* to arriving at class. I reserve the right to alter the course schedule at any time; that said, I will do my best to announce any changes in advance.

Week		Tuesday	Thursday
1	August		21: What is linguistics? Why does language matter?
2		26: Properties of Language <i>Ch. 2 (pp. 21-24, 30-33); Ch. 51</i>	28: Linguistic Signs – Morphemes <i>Ch. 9 and 10</i>
3	September	2: Phonetics & Phonology: Sounds of Language <i>Ch. 6 and 8</i>	4: The Structure of Sentences – Syntax <i>Ch. 13</i>
4		9: The Structure of Sentences – Syntax (Cont.) <i>Ch. 13</i> QUIZ 1	11: Meaning in Language – Semantics <i>Ch. 15 and 16</i> Assignment 1 Due
5		16: Language in Social Contexts – Pragmatics <i>Ch. 17</i>	18: Brain and Language <i>Ch. 40</i> Assignment 2 Due
6		23: Is Language Exclusively Ours? <i>Ch. 41 and 5, L-1, L-2</i> QUIZ 2	25: Exam #1
7		30: Language Breakdown – Aphasia L-3 , L-4 , L-5 and L-6	2: Building Vocabulary <i>Ch. 44</i>
8	October	7: First Language Acquisition <i>Ch. 42 and 43</i> QUIZ 3	9: Second Language Learning L-7 , L-8 & L-9 Assignment 3 Due

9		14: The Tragic Case of Genie <i>Ch. 45</i>	16: Gender, Identity and Discourse <i>Ch. 37 and 38</i> Assignment 4 Due
10		21: Speech Communities – American Tongues <i>Ch. 25 and 26</i> QUIZ 4	23: American Englishes – Dialects <i>Ch. 22</i>
11		28: Languages in Contact <i>Ch. 30</i>	30: Exam #2
12	November	4: African-American English <i>Ch. 27 and 28</i>	6: Language Policies L-10- L-11, L-12 (Title 1, Article 2), L-13, L-14 (Article 4), L-15
13		11: Bilingualism and Spanglish <i>Ch. 33; L-16 (click listen)</i> QUIZ 5	13: Language Change <i>Ch. 19 and 20</i> Assignment 5 Due
14		18: A Brief History of English <i>Ch. 21</i>	20: Language Ecology <i>Ch. 29, L-17 and L-18</i> Assignment 6 Due
15		25: Language Myths <i>Ch.32</i> QUIZ 6	27: Thanksgiving
16	December	2: Wrap-up and Review	4: Finals Week, No class
		9: Final Exam: 2 - 4:30 p.m.	

Additional useful dates to note:

Mon. Sep 08 Census date (last day to add a class)
Wed. Oct 29 Last day to drop a course
Tue. Dec 16 Grades available: <http://www.uta.edu/mymav>

Summary of Links – See Course Schedule

Code	Link
L-1	http://www.youtube.com/watch?v=2Dhc2zePJFE
L-2	http://www.youtube.com/watch?v=wRM7vTrIIs
L-3	http://www.aphasia.org/content/aphasia-faq
L-4	http://www.aphasia.org/content/aphasia-quiz-0
L-5	http://www.aphasia.org/content/communication-tips
L-6	www.aphasia.org/docs/Melba%20Ashburn%20Account.doc
L-7	http://sitemaker.umich.edu/356.chetcuti/personal_foreign_language_experience
L-8	http://www.kidsource.com/kidsource/content3/second.language.p.k12.2.html
L-9	http://homepage.ntlworld.com/vivian.c/SLA/L1%20and%20L2.htm
L-10	http://blogs.monashores.net/browerm/files/2010/04/1-Should-Eng-be-official-language.pdf
L-11	http://www.languagepolicy.net/archives/engplus.htm
L-12	http://www.assemblee-nationale.fr/english/8ab.asp (Title 1, Article 2)
L-13	http://www.gov.za/documents/constitution/1996/index.html
L-14	http://www.washingtonpost.com/wp-dyn/content/article/2005/10/12/AR2005101201450.html (Article 4)
L-15	http://en.wikisource.org/wiki/Spanish_Constitution_of_1978_(unannotated)/Preliminary_title
L-16	http://www.npr.org/templates/story/story.php?storyId=1438900 (Click Listen)
L-17	http://www.ethnologue.org/ethno_docs/distribution.asp?by=size#3
L-18	http://www.ethnologue.org/ethno_docs/distribution.asp?by=country#7

Librarians to Contact for help on Linguistics-related work:

Jody Bailey <jbailey@uta.edu> and Derek Reece <dreece@uta.edu>