

# LING 2301-002

## Introduction to the Study of Human Languages

with Mr. Daniel Amy

Spring 2015

### Instructor Information

**Instructor:** Daniel Amy

**Office Number:** Trimble Hall 217C

**Office Hours:** Wednesdays and Thursdays, 1:30 pm - 2:30 pm (or by appointment)

**Email:** daniel.amy@mavs.uta.edu

**Research Profile:** <https://www.uta.edu/profiles/daniel-amy>

**Office Telephone Number:** 817.272.3133 (Department of Ling. and TESOL Main Office—messages only)

**Time and Location:** M/W/F 11:00 am – 11:50 am, COBA 140

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### Course Information

**Prerequisites:** A desire (or need) to learn about the nature of 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

**Description of Course Content:** 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; and
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 [Critical Thinking Skills objective]
- 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 [Critical Thinking Skills objective]
- 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 [Communication Skills objective]
- 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) [Empirical and Quantitative Skills objective]
- analyze the structure of interpersonal interactions, in order to assess the ways in which language both reflects and creates social relationships [Social Responsibility objective]
- identify major historical events that have shaped modern (American) English, in order to explain contemporary patterns of language use and sociolinguistic attitudes [Empirical and Quantitative Skills objective] 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]

These student learning outcomes align with the following four Texas Higher Education Coordinating Board objectives:

**Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.

**Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Social Responsibility** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

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## Course Requirements

### 1. Online Discussion (10%)

- Each student is required to make 10 posts to the online discussion board over the course of the semester. Each qualifying post is worth 10% of the Online Discussion credit.
- Each post should be a minimum of 100 words. The post should either provide commentary or questions regarding the reading for the upcoming class period OR respond to the questions posed by other students regarding the reading.
- Only one posting per class session with a listed reading will count toward Online Discussion credit, but students are encouraged to continue and follow up on the discussion.
- Days marked TBA on the reading schedule may or may not have readings for that day. Students are encouraged NOT to rely on these days for possible discussion credit.
- Students are encouraged to begin posting to the online discussion board early in the semester.
- Posts should be made before 11 pm the night prior to the class.

## 2. Homework Assignments (25%)

- There will be five regular homework assignments. The specific content of each assignment will be announced in class; due dates are noted in the schedule.
- Homework assignments will be collected at the beginning of the class on which they are due. Assignments submitted after the beginning of class may be deemed late at the instructors discretion.
- 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. Late assignments will only be accepted up until a week past the due date and will be penalized one letter grade per class day late.
- All assignments will be posted to Blackboard.

## 3. OED Expedition Essay (10%)

- Students will produce a 3-4 page essay that reflects on the history of select words in the English language. This essay will be based on information collected from the Oxford English Dictionary.
- 10% of the OED Expedition Essay grade will be based on an in-office discussion with the instructor on the direction of the essay.
- All OED Expedition Essays should be submitted to the instructor via Blackboard.

## 4. Examinations (45%)

- There will be three in-class exams, including the final exam. Dates are noted on the syllabus. Each exam is worth 15% of the final course grade.
- Exams will cover material from course readings, class lectures, and any videos shown in class. Be sure to review homework assignments 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.

## 5. Attendance (10%)

- Attendance will be recorded at the beginning of each class. Arriving to class late or leaving early will be calculated as a half absence.
- Student with three or fewer total absences will receive full attendance credit.
- Each subsequent absence after the third will reduce the student's attendance grade by 10%.
- Students with 13 or more absences will receive no attendance credit.

Below are the possible forms of extra credit:

### 1. Reflection Essays

- The reflection essay is a short essay (approx. 250 words) reflecting the students thoughts on a particular subject covered in a section of the course. Topics for reflection essays will be listed on the study guide for each exam.
- Reflection essays are due at the beginning of class when the exam is administered. No reflective essays will be accepted late.
- A reflection essay is worth 5 bonus points, which will be applied to the respective exam grade.

### 2. Additional Extra Credit

- Addition extra credit may be added at the instructor's discretion throughout the semester. Such forms of extra credit and the details thereof will be announced both in class and through email.

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance and will factor attendance into the grade as noted in the course requirements above.

**Make-Up Exams:** Students will be allowed to take a make-up exam only if the absence occurs as the result of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis). Should the student find himself/herself in such a predicament, he/she must contact the instructor by phone or e-mail before 5:00 p.m. of the exam date to request a make-up. Students who miss an exam but do not notify the instructor as specified herein will receive a grade of zero (0).

**Grading:** The final grade will be calculated according to the weights listed in the course requirements above. Final Grades will be assessed on the following scale:

Weighted Grade	Final Letter Grade
90%+	A
80-89%	B
70-79%	C
60-69%	D
Less than 60%	F

Students who are within 2% of a higher grade and have 3 absences or fewer with all assignments 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 assignment, and has 3 absences, his/her grade will be raised to a 90% (receiving an A).

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see Student Support Services, below.

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## Classroom Policies

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

- Please reserve the two seats nearest the door for students arriving late or leaving early. Please arrive on time. If you arrive after class has begun, please enter as unobtrusively as possible and sit near the door.
- 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.

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## 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://www.uta.edu/aao/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](http://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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law Title IX such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlingtons 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 *Regent's 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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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>.

**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.

**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 currently 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.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**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, which can be found by following the hallway to the right as you leave the classroom. 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.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Librarian to Contact:** Jody Bailey ([jbailey@uta.edu](mailto:jbailey@uta.edu)) and Derek Reece ([dreece@uta.edu](mailto:dreece@uta.edu))

### Helpful Library Links:

Library Home Page	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Tutorials	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off-Campus	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask a Librarian	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

## Projected Schedule and Readings

The table below presents the anticipated schedule for course topics, reading, homework assignments, and exams. Please complete the reading for each lecture prior to arriving at class. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

-Daniel G. Amy

1	19	MLK Day - No Class	21	Introduction	23	Properties of Language <i>Ch. 1, 2 (pp.21-24, 30-33), 51</i>
2	26	Phonetics and Phonology: Sounds of Language <i>Ch. 6, 8</i>	28	Phonetics and Phonology, cont.	30	Morphology: Minimal Units of Meaning <i>Ch. 9, 10, 11</i>
3	2	Morphology, cont.	4	Syntax: The Structure of Sentences <i>Ch. 13 (to p.214)</i>	6	Syntax, cont. <i>Ch. 13 (pp. 214-228)</i> <b>Assignment #1 Due</b>
4	9	Semantics: Lexical Meaning <i>Ch. 15</i>	11	Semantics, cont. <i>Ch. 16</i>	13	Pragmatics: Meaning in Context <i>Ch. 17</i> <b>Assignment #2 Due</b>
5	16	Pragmatics, cont. <i>Ch. 18</i>	18	Review for Exam #1	20	UTASCILT Conference - No Class
6	23	<b>EXAM #1</b>	25	Brain and Language <i>Ch. 40 (to p. 575)</i>	27	Brain and Language, cont. <i>Ch. 40 (p. 575 to end)</i>
7	2	Aphasia: Language Breakdown <i>L-APH01, L-APH02, L-APH03</i>	4	First Language Acquisition <i>Ch. 42, 43</i>	6	Building Vocabulary <i>Ch. 44</i>

**SPRING BREAK: March 9-14**

8	16	Second Language Acquisition <i>L-SLA01, L-SLA02</i>	18	American Sign Language <i>Ch. 3, 46</i>	20	The Case of Genie (Secrets of a Wild Child) <i>Ch. 45, L-GEN01</i>
9	23	Is Language Exclusively Ours? <i>Ch. 5, 41, L-ANC01, L-ANC02</i> <b>Assignment #3 Due</b>	25	Review for Exam #2	27	<b>EXAM #2</b>
10	30	Language and Identity <i>Ch. 36, 37</i>	1	Language and Identity, cont. (American Tongues)	3	Language and Identity, cont. <i>Ch. 38</i>
11	6	Dialects and Social Class <i>Ch. 22, 25</i>	8	Standards and Vernaculars <i>Ch. 26</i> <b>Assignment #4 Due</b>	10	The Ebonics Debate <i>Ch. 27, 28, L-AAV01</i>
12	13	Languages in Contact: Pidgins and Creoles <i>Ch. 30</i>	15	Bilingualism <i>Ch. 33, 54 (pp.842-853)</i>	17	The Linguistic Melting Pot <i>Ch. 49</i> <b>Assignment #5 Due</b>
13	20	Language Policy and "English Only" <i>L-LPEO01, L-LPEO02, L-LPEO03, L-LPEO04, L-LPEO05</i>	22	Historical Linguistics (The Story of English) <i>Ch. 19, 20</i>	24	A Brief History of English <i>Ch. 21</i>
14	27	Historical Linguistics: Proto-Languages and Reconstruction <i>TBA</i>	29	Language Ecology <i>Ch. 29</i>	1	Language Ecology, cont. <i>L-ECOL01, L-ECOL02</i> <b>OED Essay Due</b>
15	4	Language Change: Good or Bad <i>TBA</i>	6	Language Myths <i>Ch. 32, L-MYTH01</i>	8	Review for Final Exam
Finals	11		13	<b>FINAL EXAM</b> <b>11:00 am - 1:30 pm</b>	15	
<b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial <b>911</b> .						