

LING 2301 section 005: Introduction to the Study of Human Language Spring 2014

Tuesdays and Thursdays, 11:00 a.m. – 12:20 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:

1. 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]
2. 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]
3. 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]

4. 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]
5. analyze the structure of interpersonal interactions, in order to assess the ways in which language both reflects and creates social relationships [Social Responsibility objective]
6. 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
7. 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.

Course Requirements:

1. CLASS PREPARATION QUIZZES.....30%
 - Throughout the semester, brief in-class quizzes to be given on **each day when no exam is scheduled**.
 - Quizzes will be given during the first five minutes at the beginning of class (11:00am).
 - The format of each quiz may vary: generally they will require short written answers.
 - The material covered on each quiz will come from the course reading(s) assigned for that day.
 - Under **NO CIRCUMSTANCES** will there be any make-up quizzes.
2. HOMEWORK ASSIGNMENTS.....20%
 - There will be two homework assignments. The specific content of each assignment will be announced in class; due dates are noted in the schedule. Assignments should be submitted to blackboard in PDF format.
 - Assignments should be submitted by the beginning of class (11:00am) on the due date.
 - Under **NO CIRCUMSTANCES** will any assignment be accepted late.
3. IN-CLASS EXAMINATIONS.....40%
 - There will be two in-class exams, including the final exam. Dates are noted on the syllabus. Each is worth **20%** of the total grade.
 - Exams will cover material from course readings, class lectures and discussions, 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 PARTICIPATION.....10%
 - The class participation grade is based in part on attendance and in part on participation in class discussion and/or class activities.
5. Extra Credit
 - Extra credit will be given for attending the Metroplex Linguistics Conference (Saturday Nov 1, 2014) and writing a 250 word review of a presentation. Credit will be given up to the value of one quiz (depending on the quality of the review) for each presentation review (max 2).

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 through a short quiz for each class period, and factor it into the course grade as written above. In addition to the direct impact of attendance on the course grade, Students assume responsibility for completing all work and for acquiring class materials they might not have received because of an absence. While slides from some class lectures **may** be placed on the class website, the slides do NOT include all the information you will need to do well in the course. Get notes from a classmate as well.

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 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%		

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:
 - not answer your cell phone, nor read or write text messages;
 - use computers/phones/tablets only for taking notes and finding material relevant to the class discussion; 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 done poorly, I will have no idea how to help you.

Please do come see me if you are having trouble or simply wish to discuss what you are learning. If you have questions about an assignment or reading, please Email me or come to office hours before the

due date, so you can be sure you're on track before submitting your work. I do really want to help you succeed in this class.

I believe in Active Learning. I believe that the purpose of education is to encourage not just the incorporation of new information, but also the application, analysis, synthesis, and evaluation of that information. In class quizzes will test whether you have read the material, but our class discussions, homeworks and tests should go beyond what the book says, to what it means, what it impacts, how it relates to other things you know, and what you think of it. I hope to help you with this process, but **you are ultimately responsible for what you learn in this class**. More info on active learning at UTA can be found at https://www.uta.edu/provost/_downloads/new-faculty-orientation/active-learning/faq.pdf

Please help me help you with your questions. One of the most basic ways to do this is to write out your question(s) in an Email. I generally respond to Email within one day M-F, and if your question looks clear and straightforward to me, I will probably send you an answer back by Email. If I don't understand your question, or if I need more information to answer it well, I will likely reply with a request for more information. So asking your question straight out in an Email is more likely to get a timely answer than just asking for an appointment, or saying "I have a question". But in any case, please do feel free to come by my office (132D Hammond Hall) during office hours (UH 12:30-13:30) without an appointment, or to ask for an appointment if my office hours are not convenient for you.

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 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.

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.

Topic and Reading Schedule

Wk	Date	Topic	Reading	notes
1	Thu Aug 21	Intro, linguistics		
	Tue Aug 26	Linguistics	Ch 1	
2	Thu Aug 28	Linguistics	Ch 2	
	Tue Sep 02	Phonetics	Ch 6	
3	Thu Sep 04	Phonology	Ch 8	
	Mon Sep 08	Census Date		last day to add a class
	Tue Sep 09	Morphology	Ch 9	
4	Thu Sep 11	Morphology	Chs 10&11	
	Tue Sep 16	Syntax	Ch 13	
5	Thu Sep 18	Semantics	Chs 15&16	
	Tue Sep 23	Semantics	Ch 31	
6	Thu Sep 25	Pragmatics	Ch 18	OED assignment due
	Tue Sep 30	Brain and Language	Ch 40	
7	Thu Oct 02	Brain implications	Ch 41	
	Tue Oct 07	Midterm		
8	Thu Oct 09	Language Acquisition	Chs 42&43	
	Tue Oct 14	Language Acquisition	Ch 45	
9	Thu Oct 16	Sign Language	Ch 3	
	Tue Oct 21	Language and Gender	Ch 36	
10	Thu Oct 23	Dialects and Social Class	Ch 25	
	Tue Oct 28	Ebonics	Chs 27&28	
	Wed Oct 29	Last day to drop classes		
11	Thu Oct 30	Pidgins and Creoles	Ch 30	
	Sat Nov 01	Metroplex Linguistics Conference		extra credit opportunity
	Tue Nov 04	Aboriginal Languages	Ch 32	
12	Thu Nov 06	Bilingualism	Chs 33&34	
	Tue Nov 11	Language Policy	Ch 47	Interview assignment due
13	Thu Nov 13	Historical Linguistics	Chs 19-21	
	Tue Nov 18	Historical Linguistics	Chs 22&23	
14	Thu Nov 20	Language Change	Ch 29	
	Tue Nov 25	Language Change	Ch 53	
15	Thu Nov 27	Thanksgiving		
	Tue Dec 02	Review		
	Tue Dec 09	Final Exam	11am-13:30	

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 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.

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>.

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.c>

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.

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, out the door and to the right. 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/.

Librarians to Contact for help on Linguistics-related work:

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

Helpful Library Links

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