

## English 270: Introduction to Linguistics

### Basic Course Information

|                  |                                       |                    |                                   |
|------------------|---------------------------------------|--------------------|-----------------------------------|
| Semester         | <b>Spring 2014</b>                    | Instructor Name    | <b>Brian McNeece</b>              |
| Course Title & # | <b>Engl 270: Intro to Linguistics</b> | Email              | <b>Brian.mcneece@imperial.edu</b> |
| CRN #            | <b>20089</b>                          | Webpage (optional) |                                   |
| Room             | <b>2726</b>                           | Office             | <b>Room 2782</b>                  |
| Class Dates      | <b>Jan 23-May 16</b>                  | Office Hours       |                                   |
| Class Days       | <b>Thursday</b>                       | Office Phone #     | <b>760-355-6438</b>               |
| Class Times      | <b>5:30-8:40 p.m.</b>                 | Office contact     | <b>Sara Hernandez</b>             |
| Units            | <b>3</b>                              |                    | <b>760-355-6224</b>               |

### Course Description



This course is designed to introduce students to the field of Linguistics. In this course students develop an understanding of the nature of language through the study of core areas in linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students also read, observe, and think critically about psycholinguistics, sociolinguistics, historical linguistics, sign language, animal communication, and artificial intelligence. This course is designed for students who plan to transfer as well as for those with a general interest in linguistics. (CSU, UC

**Student Learning Outcomes:** Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to

1. identify basic elements of English phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics as they relate to success and failure in communication between people.
2. accurately describe the universal and variant elements of human language and language learning.
3. identify the nature of errors in non-standard dialects as they relate to the core areas of language study listed in #1 above.

**Course Objectives** Upon satisfactory completion of the course, students will be able to

1. Discuss what it means to know a language using concepts of linguistic performance, competence, descriptive versus prescriptive linguistics, animal communication, sign language. This question will spiral through all other content areas.
2. Explain the brain's role in first and second language learning, bilingualism, and aphasia.
3. Identify and classify sounds in English via articulatory and acoustic phonetics and the International Phonetic Alphabet.
4. Discuss the key concepts of phonology: phoneme, allophone, minimal pairs, complementary distribution.
5. Identify and classify morphemes of English: (1) derivational: prefix, suffix, circumfix, infix, stems, bound, free, lexical, functional, and (2) inflectional.
6. Identify (a) semantic roles (agent, theme, instrument, experience, source, goal, location); (b) semantic relationships (synonymy, antonymy, hyponymy, homophony, homonymy, polysemy, metonymy.)
7. Distinguish social aspects of language: idiolect, dialect, pidgin, creole, isogloss, register, slang, jargon, argot, euphemism.
8. Identify difficulties in machine translation as it relates to the properties of human language.
9. Draw phrase structure trees and basic transformations, using knowledge of phrase structure rules and constituents.
10. List the stages of the development of writing.
11. Discuss the three stages of the history of English in historical context.

### Textbooks & Other Resources or Links

*Linguistics for Everyone, An Introduction.* Kristin Denham & Anne Lobeck. Wadsworth 2009. 978-1-4130-1589-8

This course will also make use of Blackboard, an internet course management system, for some assignments and resources. All students need to have internet access at home or through IVC.

### Course Requirements and Instructional Methods

**Methodology:** I'll use lecture, group work, online discussions, video, and student presentations:

**Linguistics journal:** To encourage you to become aware of language around you, you will keep a journal of your observations in your daily life of the concepts that we study. You will need at least 3 entries per week. We'll be doing this online via Blackboard. Ask for handout with examples.

**Presentations:** The best way to learn something is to explain it to someone else. So from time to time during the class, each student will be asked to make a brief presentation of an exercise or concept using the chalkboard, overhead projector, or other means of presentation.

**Tests:** We'll mostly use multiple-choice tests, but also some short answer. In syntax, you need to make some drawings of sentence diagrams.

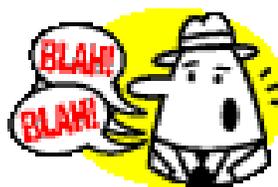
**Student-led Review:** Because regular review is an extremely important component of the learning process, we will begin each class with a brief (10-15 minute) review of the previous weeks' lessons. At the fourth meeting of the class, students will begin to participate in this review process (see Presentations above).

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

The following is subject to change based on the need to improve student learning.

|                 |  |
|-----------------|--|
| <b>Grading:</b> | 100 points for participation (attendance, homework, presentations, discussion) |
|                 | 100 points linguistics journal on Blackboard                                   |
|                 | 100 points: test #1 Chapters 1-2   |
|                 | 100 points: test #2 Chapters 3-4   |
|                 | 100 points: test #3 Chapters 5-6   |
|                 | 100 points test #4 Chapters 7-8  |
|                 | 100 points test #5 Chapters 9-10   |
|                 | 100 points test #6 Chapters 11-12  |
|                 | 200 points test #7 Chapters 13-14+ cumulative                                  |
| <b>total:</b>   | <b>1000 points</b>   |



### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.

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- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- Plagiarism is to take and present as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly ‘cite a source’, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating will receive a zero (0) on the exam or assignment and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following:
  - plagiarism
  - copying or attempting to copy from others during an examination or on an assignment;
  - communicating test information with another person during an examination;
  - allowing others to do an assignment or portion of an assignment
  - use of a commercial term paper service

### Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student->

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[health-center/](#). The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

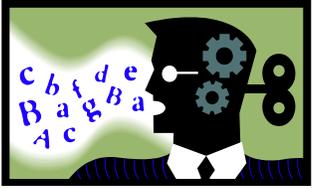
Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

#### SPRING 2014 COURSE SCHEDULE (SUBJECT TO CHANGE)

| week | DATES | DISCUSSION TOPIC   | READING/TESTS  |
|------|-------|--|--|
| 1    | 1/23  | Chapter 1: What is Language and How do we Study it?<br><a href="http://www.youtube.com/watch?v=OuUAPVFFCRQ&amp;feature=Playlist&amp;p=1FIIC8B471F66ACF&amp;index=0&amp;playnext=1">http://www.youtube.com/watch?v=OuUAPVFFCRQ&amp;feature=Playlist&amp;p=1FIIC8B471F66ACF&amp;index=0&amp;playnext=1</a><br><br>What is Grammar?<br>Knowledge v. Performance, Language Universals, Descriptive and Prescriptive Grammars   | Chapter 1<br><br>preview Chapter 2   |
| 2    | 1/30  | Chapter 2: The Human Capacity for Language<br><br>First and Second Language Acquisition<br>Language and the Brain-Aphasias<br><br><a href="#">Language Savants—Christopher</a><br><br>Language Acquisition: First and Second Language Acquisition, Toddlers ask certain types of questions:<br><a href="http://www.uga.edu/sava/Crain/Crain.html">http://www.uga.edu/sava/Crain/Crain.html</a><br>A champion babblor:<br><a href="http://www.collegehumor.com/video:1911844">http://www.collegehumor.com/video:1911844</a> | Chapter 2<br><br>This means you need to have read Chapter 2 prior to January 30. We'll follow this pattern all the way through: readings listed here are to be read before the date in the date column.<br><br>Preview Chapter 3 |
| 3    | 2/6   | Chapter 3 Phonetics: Describing Sounds<br><br>Articulation, consonants and vowels. Charting the sounds. The International Phonetic Alphabet.<br>Phonemes and Allophones<br>Spanish and English phonetics<br><br>Go to <a href="http://accent.gmu.edu/">Speech Accent Archive</a> : <a href="http://accent.gmu.edu/">http://accent.gmu.edu/</a><br>Go to insertable <a href="#">IPA chart of symbols</a> .  | Chapter 3<br><br>Quiz Chapter 1-2<br><br>preview Chapter 4   |
| 4    | 2/13  | Chapter 4 Phonology: Sound Patterns of Language<br>Phonology what's a phoneme; rules of phonology<br>Spanish and English phonemes.<br>Handouts from workbook   | Chapter 4<br><br>Preview Chapter 5   |

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|    |      | Phonological Rules, Syllable Structure<br>Stress patterns in English  |   |
| 5  | 2/20 | Chapter 5 Morphology: Words and Their Parts<br><br>Content and function words, derivation, inflection, free and bound morphemes. Parts-of- Speech Game  | Chapter 5<br>Quiz on Chapters 3 & 4.  |
| 6  | 2/27 | Chapter 6: Morphology: Typology and Word Formation<br>Borrowing, Coining, compounding, back-formation, acronyms, initialisms, taboo words, slang, jargon.<br><br><a href="http://www.macmillandictionary.com/">http://www.macmillandictionary.com/</a><br>See online for new words for 2012.  | Chapter<br><br>6 |
| 7  | 3/6  | Chapter 7 Syntax : Heads and Phrases<br><br>Noun phrase+ verb phrase, modals, aux, do-insertion   | Chapter 7<br><br>Test on Chapters 5 and 6.  |
| 8  | 3/13 | Chapter 8 Syntax : Phrase Structure and Syntactic Rules<br><br>Evidence for phrases and clauses. What is a constituent?<br>Deep and Surface Structure, Movement and Deletion  | Chapter 8   |
| 9  | 3/20 | Chapter 8 Syntax: More practice and discussion of Chapters 7 and 8  | Chapter 8<br>Preview Chapter 9  |
| 10 | 3/27 | Chapter 9 Semantics: Making Meaning with Words<br><br>Semantic Features, Fields, and Meaning Relationships. Shifts in Meaning. Jokes. Metaphor.   | Chapter 9<br><br>Test on Chapters 7-8   |
| 11 | 4/3  | Chapter 10 Semantics and Pragmatics: Making Meaning with Sentences<br><br>Presupposition, entailment, deixis, speech acts, Gricean Maxims, Sapir-Whorf Hypothesis.  | Chapter 10  |
|    | 4/10 | Chapter 11: The Early Story of English<br><br>Indo European, Three Stages in History of English,  | Chapter 11  |
| 12 | 4/17 | Chapter 12 English Goes Global<br>Sociolinguistics: pidgin, creoles, Dialects, Standard English, Black English<br><a href="#">“The ‘aks’ versus ‘ask’ question”</a><br><a href="http://www.youtube.com/watch?v=7ubbWDICnf0">http://www.youtube.com/watch?v=7ubbWDICnf0</a><br>Latino English: Language Change<br>Labov: Northern Cities Vowel Shift<br><a href="http://www.youtube.com/watch?v=9UoJl-ZGblw">http://www.youtube.com/watch?v=9UoJl-ZGblw</a><br><br>Language Change in Philadelphia | Chapter 12<br><br>Test on Chapters 9-10   |

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|    |      | <a href="http://www.youtube.com/watch?v=z29aI75HI4k">http://www.youtube.com/watch?v=z29aI75HI4k</a>   |                                       |
| 13 | 4/24 | Spring Break: Campus Closed   |                                       |
| 14 | 5/1  | Chapter 13 Representing Language: The Written Word<br><br>Writing: The history of writing<br>Sumerian cuneiform, Egyptian hieroglyphics, syllabaries, (shift from pictogram to logograms to sound based writing system)<br>Phoenician consonant alphabet, Etruscan and Greek, Romans,<br><br>English Spelling and punctuation | Chapter 13<br><br>Test Chapters 11-12 |
| 15 | 5/8  | Chapter 14 The Life Cycle of Language<br><br>Language Origins – A linguistic Big Bang?<br><br>English only? Language Planning   | Chapter 14                            |
| 16 | 5/15 | Last Day of Class—Final Exam  | Test Chapters 13-14 and cumulative    |