

Index	
Student tasks:	2-3
Evaluation scale:	4
WFU Honor Code:	4
Course calendar:	5-7
Advice:	8
Resources and help:	9

# Introduction to Linguistics

## Course description:

This course provides a broad overview of topics related to the overarching discipline of Linguistics, including subdisciplines such as Phonetics and Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics and Language Acquisition. Students will develop the ability to *think like a linguist* by first describing language data sets, then analyzing and explaining them. Students will apply analytical and problem-solving skills in order to uncover systematic linguistic patterns present in all languages.

## Goals:

- (1) Students will develop a strong ability to observe linguistic variation with precision and an intermediate ability to identify and describe patterns via linguistic generalizations in the following core subdisciplines:
  - (a) Phonetics & Phonology: develop the ability to transcribe in International Phonetic Alphabet (IPA)
  - (b) Morphology: identify morphemes as well as associated phonological and semantic patterns
  - (c) Syntax: create accurate syntactic trees and master the parts of speech (and corresponding functions)
  
- (2) Students will compose an exploratory research paper examining a linguistics topic including an
  - (a) Abstract: write a concise and informative abstract of their proposed paper
  - (b) Research Questions/External Goals: clearly inform the audience of the merits of this research
  - (c) Annotated Bibliography: write concise and useful summaries of sources
  
- (3) Students will gain sensitivity to the myriad of connections between language and our world

LIN/ANT 150	Spring 2019 Wake Forest University
Class sessions: T/TH 9:30-10:45am, 320 Greene Hall	
Textbooks: O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). <i>Contemporary Linguistics: An Introduction</i> . (7 <sup>th</sup> ed.)	

## Structure of the course

Class sessions will be used to discuss the material assigned in the course calendar, to partake in activities promoting exploration of the topics presented in the textbook and to clarify students' doubts. Daily attendance and thorough preparation are necessary. Some class sessions will begin with "pop" quizzes to gauge student preparation, the grades of which will be combined with Homework grades.

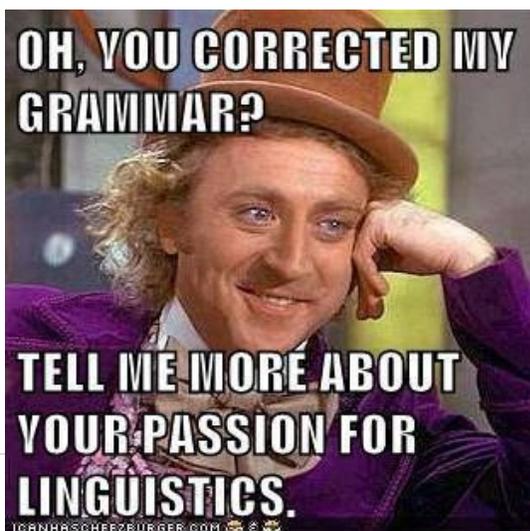
### Student tasks

#### 1. Glossaries (10%)

For each O'Grady et al. chapter covered in the course, you will compose a Glossary that includes the most important terminology and concepts discussed in each class session. Each glossary must contain at least **8 numbered** entries with definitions and, if appropriate, examples. Please note that many important concepts are listed for your convenience at the conclusion of each chapter under "Key Terms". Use of any respectable source is permitted, but you must properly cite all sources (including the O'Grady et al. text). It is to your advantage to be thorough and organized (name; chapter number; pages associated with each entry) as the glossaries will serve as convenient study tools for the exams. **Late submissions will not be accepted.**

#### 2. Homework (20%)

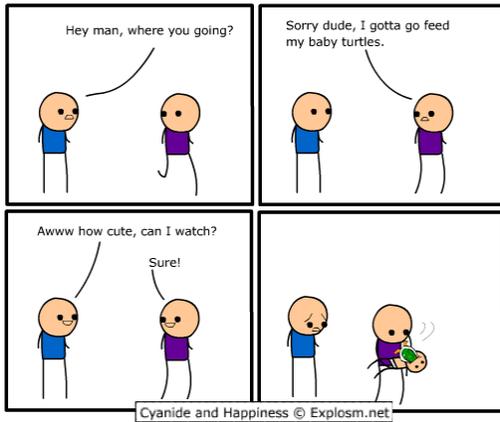
For each O'Grady et al. chapter covered in the course, you will turn in thoughtful responses to the assigned Homework problems. In some cases, you will be assigned problem sets that test your basic understanding of the chapter's content, while in others you will be assigned discussion questions. In both instances, the grade earned depends both on the accuracy and quality of the responses as well as the coherency of the argumentation. **Late submissions will not be accepted.**



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### 3. Class Exercises and Participation (10%)

Related to each day's material, we will do a variety of exercises in class for which *active* participation is expected. This includes thoughtful contributions to the discussion (in the form of questions, follow-up questions, commentaries, etc.), provision of personal examples/experiences and active engagement for the entirety of each class session (no cell phones, no computer use unless directed, no sleeping, courteous treatment of classmates, etc.).

### 4. Exams (40% total)

Two exams will be administered (each worth 20% of the course grade) during the semester as indicated in the Course calendar below (Mar 7 and Apr 30). Prior to each exam, you will receive a study guide with objectives and sample exam items. Exams may include both short answer items (definition, matching, T/F, etc.), essay questions and data sets. If you are unable to attend an exam for a justified reason, please inform me as soon as possible *prior* to the exam and a make-up session can be arranged.

### Dr. Tiffany Judy

Greene 527

[judyte@wfu.edu](mailto:judyte@wfu.edu)

Office hours: Tuesday 1-3 and by appointment

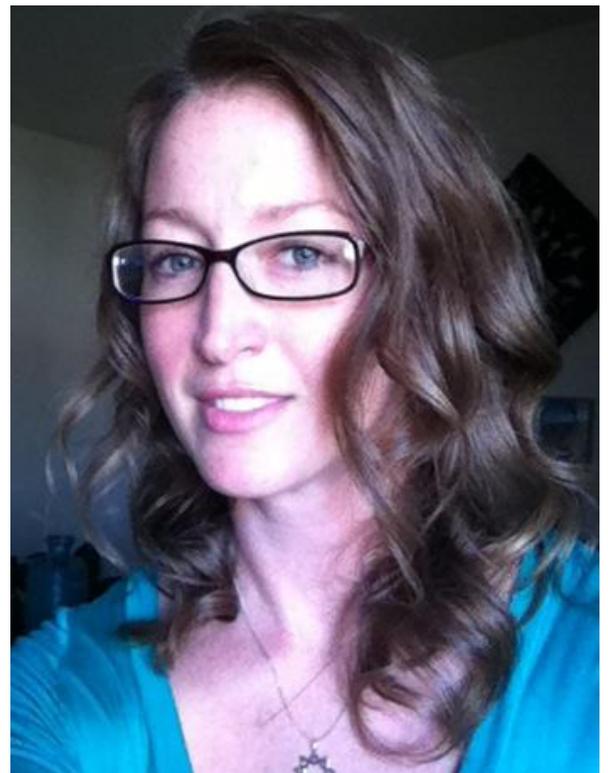
<http://tiffanyjudy.weebly.com/>

### 5. Exploratory Research Paper (20% total)

Students will research and write a linguistics paper. As students are encouraged to explore topics that interest them, any of the subfields are fair game. If you'd like to step outside the boundaries of the subfields covered in class, please clear your idea with me first. While students are not constrained by topic, certain expectations must be met and deadlines are provided throughout the course to ensure this. Regardless of the specifics of each topic, background literature, research questions, importance/contribution to the field, and conclusions must be clearly defined.

Great papers are built incrementally and with much thought and revision, not at the last minute the first go around. Therefore, on separate dates indicated in the Course calendar, students will submit (1) an abstract (1%), (2) research questions and/or external goals of the research paper (2%) and (3) an annotated bibliography with 5 entries (2%).

**Students must meet with Dr. Judy within the first 5 weeks of the semester** to discuss potential topics for the exploratory research project. The final write-up (15%) is due May 6 at 2pm and is to be sent electronically. Specific expectations regarding each component will be provided when appropriate.





## Course calendar

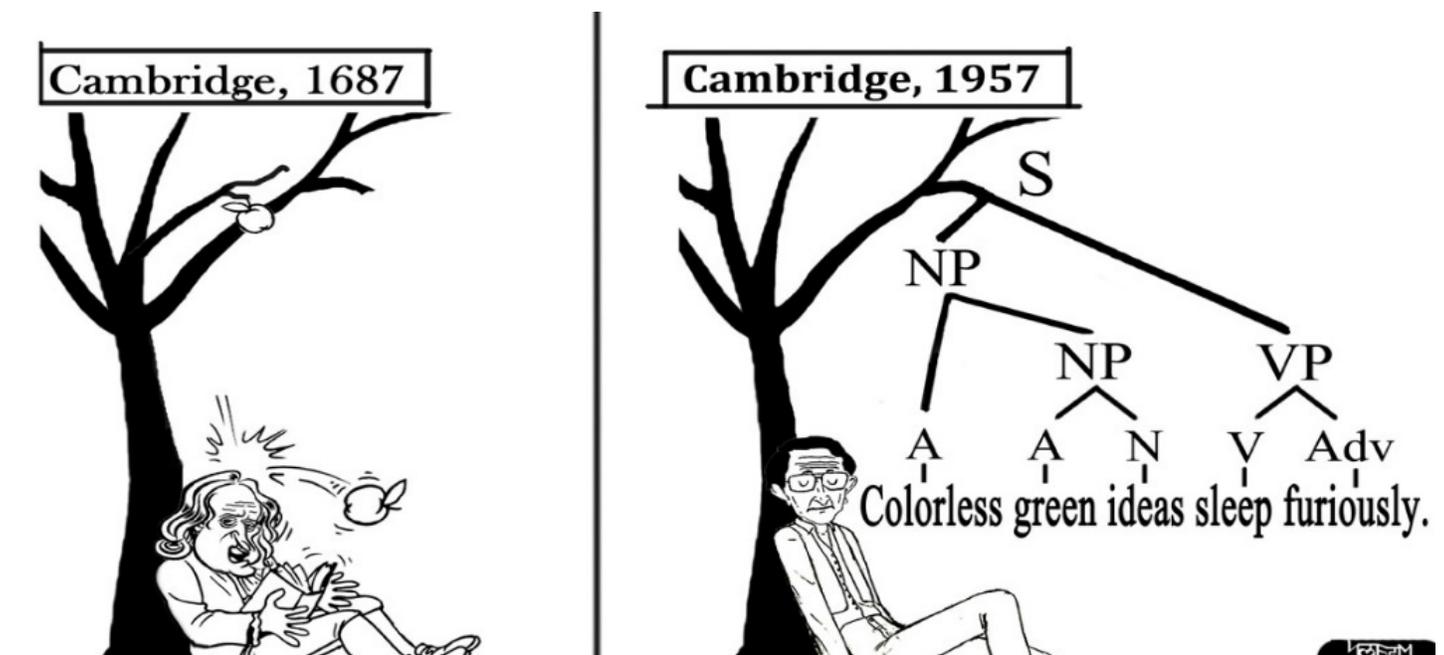
The four columns below outline the date, chapter, in-class topic and homework to turn in for each class session. Specific readings and activities to be prepared **before** class are shown in the second column. The third column describes the topics and activities we will cover in each class session while the final column indicates assignments to be turned in **via email** (*go green! save paper!*) before the commencement of our class session. No late submissions of Glossaries or Homework will be accepted. In special instances, late submission of other assignments will be accepted with the penalty of one letter grade (i.e. A → B). This course plan is *ideal*, but may not reflect the reality of the semester. When changes are necessary, they will be communicated as far in advance as possible.

Date	Chapter preparation	In-class topics	Turn in @
<b>Week 1</b>			
Jan 15	Introduction to the course	Syllabus; Language Survey, ZSR consult	
Jan 17	● Ch. 1 Language: A Preview (p. 1-13)	What is linguistics? Language?; Prescriptive vs. Descriptive Grammar; Linguistic Competence; Language Myths	<b>Glossary Ch. 1</b> <b>Homework Ch. 1</b>
<b>Week 2</b>			
Jan 22	● Ch. 2 Phonetics: The Sounds of Language (p. 17-38)	IPA; Sound-Producing System; Sound Classes; Consonant Articulation: Place, Manner & Voicing	
Jan 24	● Ch. 2 Phonetics: The Sounds of Language (p. 38-44)	Monophthong vs. Diphthong; Vowel Articulation: Place, Rounding and Tenseness	<b>Homework Ch. 2</b>
<b>Week 3</b>			
Jan 29	● Ch. 2 Phonetics: The Sounds of Language (50-57)	Stress; Speech Processes	<b>Glossary Ch. 2</b>
Jan 31	● Ch. 3 Phonology: Contrasts and Patterns (p. 69-79)	Minimal Pairs; Complementary Distribution; Phonemes vs. Allophones	<b>Homework Ch. 3</b>
<b>Week 4</b>			
Feb 5	● Ch. 3 Phonology: Contrasts and Patterns (p. 79-94)	Syllables; Phonotactics; Onset-Nucleus-Coda; Features	<b>Glossary Ch. 3</b>
Feb 7	● Ch. 4 Morphology: The Analysis of Word Structure (p. 121-138)	Free vs. Bound Morphemes; Base vs. Root; Derivation; Compounding	<b>Homework Ch. 4</b>
<b>Week 5</b>			
Feb 12	● Ch. 4 Morphology: The Analysis of Word Structure (p. 138-150)	Inflectional (vs. Derivational); Other Morphological Phenomena	<b>Glossary Ch. 4</b>
Feb 14	● Ch. 5 Syntax: The Analysis of Sentence Structure (p. 167-179)	Categories; Head vs. Complements; Merge; Tests for Phrase Structure	
<b>Week 6</b>			
Feb 19	● Ch. 5 Syntax: The Analysis of Sentence Structure (p. 179-191)	Complement Options; Move	<b>Homework Ch. 5</b>
Feb 21	● Ch. 5 Syntax: The Analysis of Sentence Structure (p. 191-205)	UG & Parametric Variation; Additional Structures	<b>Glossary Ch. 5</b>

Week 7			
Feb 26	○ Ch. 6 Semantics: The Analysis of Meaning (p. 217-235)	-nyms, Polysemy & Homophony; Lexicalization; Grammaticalization	<b>Homework Ch. 6</b>
Feb 28	○ Ch. 6 Semantics: The Analysis of Meaning (p. 235-251)	Thematic Roles; Pronouns; Discourse; Gricean Maxims	<b>Glossary Ch. 6</b>
Week 8			
Mar 5	<b>Exam I review</b>		
Mar 7	<b>EXAM I</b>		
Week 9			
Mar 12	<b>NO CLASS – SPRING BREAK</b>		
Mar 14	<b>NO CLASS – SPRING BREAK</b>		
Week 10			
Mar 19	○ Ch. 16 Sign Languages (p. 16-1–16-12)	Differences from and Similarities with Spoken Languages; Phonology; Morphology	<b>Homework Ch. 16</b>
Mar 21	○ Ch. 16 Sign Languages (p. 16-12–16-20)	Syntax; Sign Language Poetry; New Sign Languages	<b>Glossary Ch. 16</b>
Week 11			
Mar 26	○ Ch. 9 First Language Acquisition (p. 347-368)	Natural vs. Experimental Methodologies; Development: Phonological, Lexical and Morphological	<b>Homework Ch. 9</b>
Mar 28	○ Ch. 9 First Language Acquisition (p. 368-384)	Syntactic Development; Input; Cognitive Development; UG; Critical Period	<b>Glossary Ch. 9</b>
Mar 29			<b>Research Questions / External Goals</b>
Week 12			
Apr 2	○ Ch. 10 Second Language Acquisition (p. 389-409)	L1 Influence; Interlanguage; Competence vs. Performance	<b>Homework Ch. 10</b>
Apr 4	○ Ch. 10 Second Language Acquisition (p. 409-420)	SLA Factors: Age, Affect, Cognition; L2 Classroom; Bilingual Education	<b>Glossary Ch. 10</b>
Week 13			
Apr 9	○ Ch. 13 Language in Social Contexts (p. 483-501)	Dialectal Variation: Lexical, Phonological and Morphology & Syntax; Change Over Time	<b>Homework Ch. 13</b>
Apr 11	○ Ch. 13 Language in Social Contexts (p. 501-516)	Code-switching; Borrowing; Contact Languages; Factors Influencing Dialectal Variation; Ethnography of Communication	<b>Glossary Ch. 13</b>
Apr 12			<b>Abstract</b>
Week 14			
Apr 16	○ Ch. 11 Psycholinguistics: The Study of Language Processing (p. 425-436)	Psycholinguistic Research Methods	<b>Homework Ch. 11</b>

Apr 18	<b>O</b> Ch. 11 Psycholinguistics: The Study of Language Processing (p. 436-452)	Language Processing; Parsing Models	<b>Glossary Ch. 11</b>
			<b>Annotated Bibliography</b>
<b>Week 15</b>			
Apr 23	<b>O</b> Ch. 12 Brain and Language	The Human Brain; Aphasia; Dyslexia & Dysgraphia	<b>Glossary Ch. 12</b>
Apr 25	<b>Exam II Review</b>		
<b>Week 16</b>			
Apr 30	<b>EXAM II</b>		
May 2	<b>NO CLASSES—Reading day!</b>		
<b>Week 17</b>			
May 6	<b>Exploratory research paper DUE (2pm)</b>		

**Notes:**



# ADVICE

This course requires knowledge of discipline-specific material that we will regularly apply to larger topics. Procrastination will severely hinder your learning. To be successful in this course, it is necessary to understand and complete the material step by step.

**“Learning** is like rowing upstream: *as soon as you stop, you retrocede.*”

--Edward Benjamin Britten

Please do not hesitate to ask questions. Doing so demonstrates that you are thinking and analyzing the material! While we may not have time to address all questions during class sessions, you are welcome to visit me during office hours or email me.

“Learn avidly. **Question repeatedly** what you have learned. Analyze it carefully. Then put what you have learned into practice intelligently.”

--Edward Cocker

**“Behavior** is the mirror in which everyone shows their image.”

--Johann Wolfgang von Goethe

Each of us is very fortunate to be a part of this great university. I invite you to show your gratitude by always behaving in an honest, respectful and enthusiastic manner. In this way, we will be sure to obtain our academic goals.

## Multitasking

Since we will cover a lot of information each class session, distractions must be minimized. [Empirical investigation has demonstrated](#) that multi-tasking impedes learning. As such, please refrain from using your cell phone in any capacity during class and reserve computer use for specially indicated activities.

## Resources and help

### Required textbook for this course:

O'Grady, W, Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). *Contemporary linguistics: An introduction*. Bedford/St. Martin Press: New York.

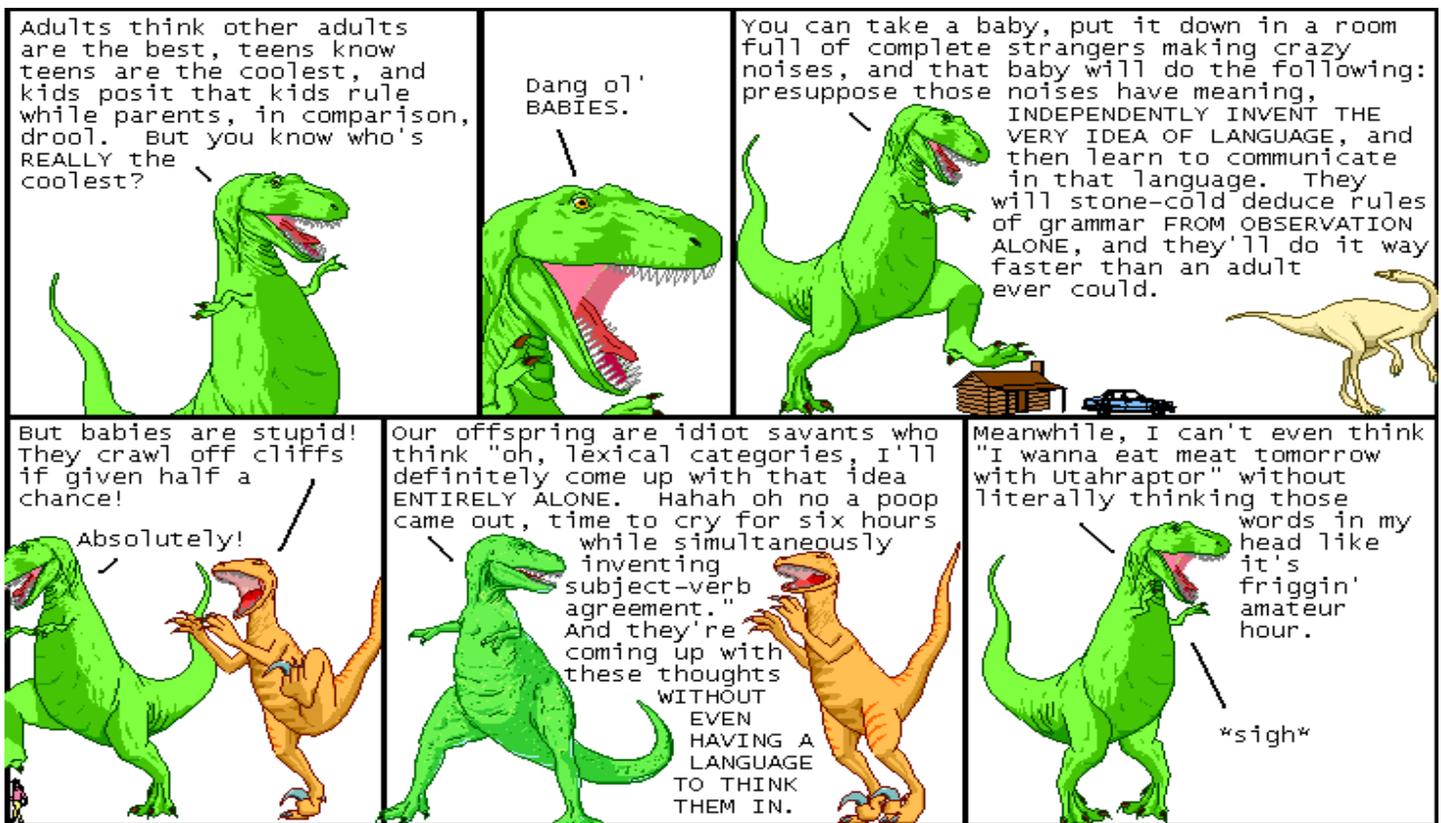
### Research and study resources:

- General class information: you're looking at it!
- Lexicon of Linguistics: <http://www2.let.uu.nl/uil-ots/lexicon/>
- International Phonetic Alphabet (IPA): [http://en.wikipedia.org/wiki/International\\_Phonetic\\_Alphabet](http://en.wikipedia.org/wiki/International_Phonetic_Alphabet)
- IPA Fonts: <http://ipa.typeit.org/full/> ; <https://www.internationalphoneticassociation.org/content/ipa-fonts>
- The Sounds of Spoken Language: <https://soundsofspeech.uiowa.edu/home>
- Practice with Sounds of Spanish and IPA: [http://talcomosuena.spanish.ufl.edu/\\_module06/index.php](http://talcomosuena.spanish.ufl.edu/_module06/index.php)
- Syntactic Trees: <http://ironcreek.net/phpsyntaxtree/>
- International Dialects of English Archives: <http://www.dialectsarchive.com/>
- American English: <http://www.pbs.org/speak/speech/>

### The Honor Code

<http://studentconduct.wfu.edu/honor-system-wfu/>

## First Language Acquisition



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