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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 to identify and describe patterns via linguistic generalizations and formalisms for each core subdiscipline including:
 - (a) Phonetics & Phonology: proficiency in International Phonetic Alphabet (IPA) and ability to transcribe
 - (b) Morphology: identification of morphemes as well as associated phonological and semantic patterns
 - (c) Syntax: syntactic trees and mastery of 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: 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 2021 Wake Forest University

Class sessions: MW 12:30pm-1:45pm

Textbooks: O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). *Contemporary Linguistics: An Introduction*. (7th 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 textbooks and to clarify students' doubts. Daily attendance and thorough preparation are necessary. The instructor reserves the right to administer "pop" quizzes if students demonstrate less-than-adequate preparation, the grades of which will contribute to "PODs and Homework".

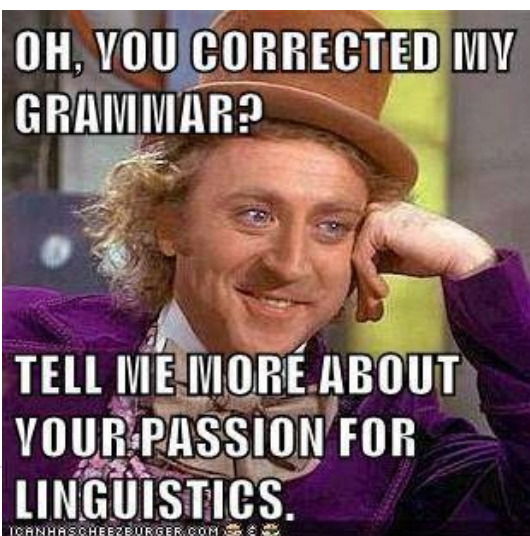
Student tasks

1. Wrap-ups (20% total)

Twice during the semester, students will participate in wrap-up sessions meant to gauge and refine understanding of the material seen up until that point. During the wrap-up sessions, students will work collaboratively in groups on problems similar to those that we will have seen, discussed and practiced in the book, in our sessions and in Homework. Students will receive an individual grade (10% each wrap-up), but will be asked to evaluate their group members contributions to the wrap-ups as well.

2. Homework (30%)

For each 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. **As the homework will be discussed in the class session it is due, late submissions will not be accepted.**

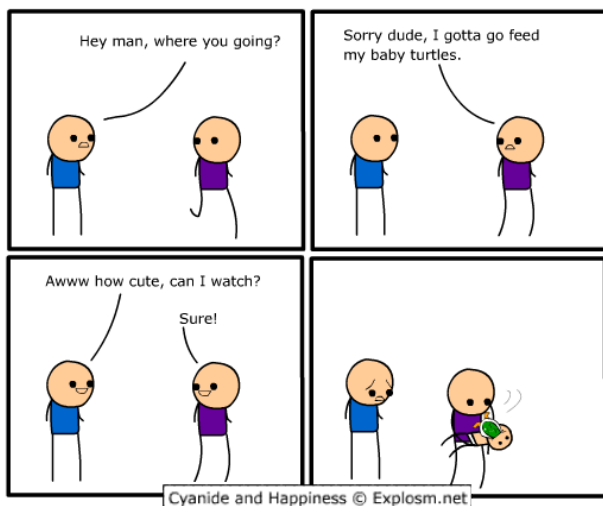


WWW.PHDCOMICS.COM



3. Participation (20%)

Related to each session'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.). **A good rule of thumb is to speak 3 times per session.**



4. Exploratory Research Paper (30% total)

Students will research and write a linguistics paper. As students are encouraged to explore topics that interest them, any linguistic sub-discipline is fair game. If you'd like to step outside the boundaries of the subdisciplines 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 (4%), (2) thesis and/or research questions (3%) and (3) an annotated bibliography with 5 entries (3%).

Students must meet with Dr. Judy within the first 4 weeks of the semester to discuss potential topics for the exploratory research project. The final write-up (20%) is due May 8 at 2pm. Specific expectations regarding each component will be provided when appropriate.

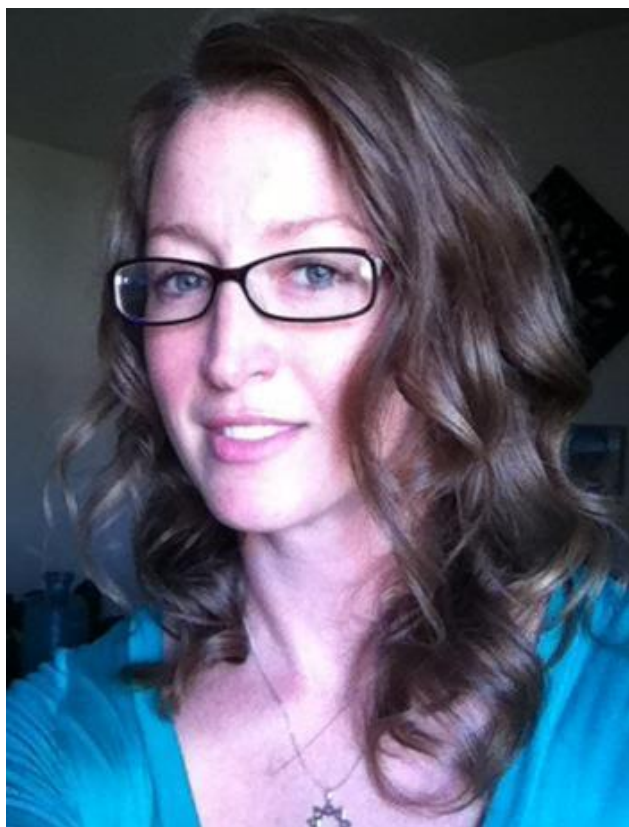
Dr. Tiffany Judy

Greene 527

judyte@wfu.edu

Office hours: via Zoom by appointment

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



The Honor Code

Students are responsible for familiarizing themselves with Wake Forest University's Honor Code. If you have questions, please contact Dr. Judy.

Accommodations

Students requiring accommodations should speak with Dr. Judy and the Learning Assistance Center as early as possible in the semester. (<http://lac.wfu.edu/disability-services/>)

Grading scale (no rounding!)

100-93=A, 92.99-90=A-
 89.99-88=B+, 87.99-83=B, 82.99-80=B-
 79.99-78=C+, 77.99-73=C, 72.99-70=C-
 69.99-68=D+, 67.99-63=D, 62.99-60=D-
 <60=F

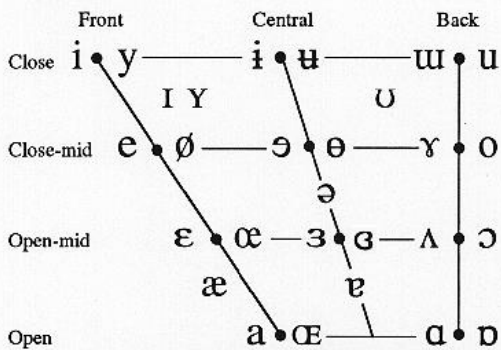
"Wisdom outweighs any wealth." Sophocles

<http://www.wfu.edu/studentlife/judicial/honor.html>

i	bead, peek, mien	a	bad, laud, fall	ə	about, listen, tomorrow
I	bid, lift, pin	o	bode, loaf, tow	ə	bird, turn, earth
e	bade, lazy, rain	u	bush, took, fur	ai	bide, high, cycle
ɛ	bed, letter, pen	u	bood, lute, two	aʊ	bowed, ouch, now
æ	bad, latch, pan	ʌ	bad, lump, ten	ɔɪ	boy, toil, lawyer

<http://www.pinterest.com/pin/119063983873363535/>

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

http://www.ling.upenn.edu/courses/Fall_2003/ling001/English.htm

<http://englishwithraymond.wix.com/ewr#!>

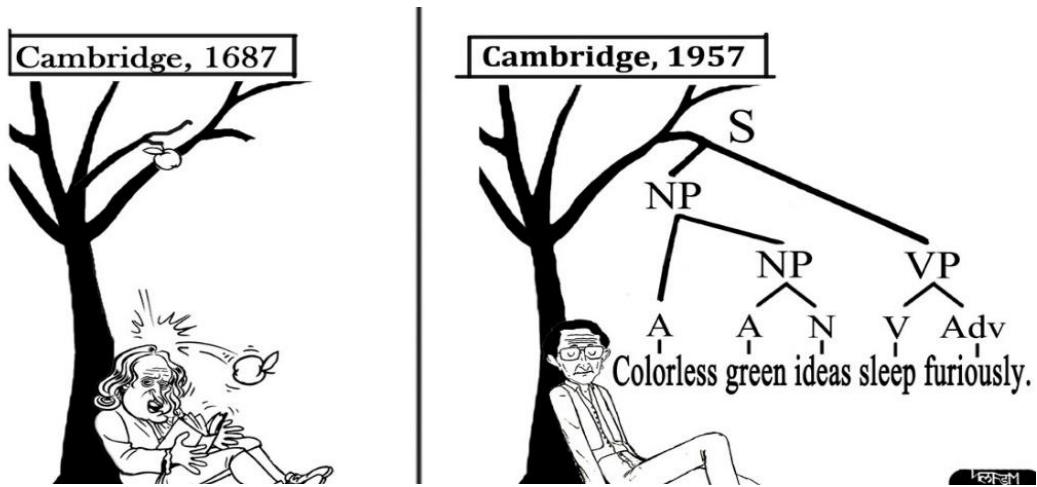
Course calendar

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 PODs 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 @
Week 1			
W Jan 27	Introduction to the course	Personal Introduction; Canvas; ZSR consult	Preliminary Survey
Week 2			
M Feb 1	Introduction to the course	The Online Syllabus; Teaching Strategies; Learning Objectives	Reflection 1: Learning Objectives & Strategies
W Feb 3	Introduction to the course	Learning Strategies; Creating Community; Engagement Expectations	Reflection 2: Creating Community
Week 3			
M Feb 8	Ch. 1 Language: A Preview (p. 1-13)	What is linguistics? Language?; Prescriptive vs. Descriptive Grammar; Linguistic Competence; Language Myths	Homework Ch. 1
W Feb 10	Ch. 2 Phonetics: The Sounds of Language (p. 17-38)	IPA; Sound-Producing System; Sound Classes; Consonant Articulation: Place, Manner & Voicing	
Week 4			
M Feb 15	Ch. 2 Phonetics: The Sounds of Language (p. 38-44)	Monophthong vs. Diphthong; Vowel Articulation: Place, Rounding and Tenseness	Homework Ch. 2
W Feb 17	Ch. 2 Phonetics: The Sounds of Language (50-57)	Stress; Speech Processes	
Week 5			
M Feb 22	Ch. 3 Phonology: Contrasts and Patterns (p. 69-79)	Minimal Pairs; Complementary Distribution; Phonemes vs. Allophones	Homework Ch. 3
W Feb 24	Ch. 3 Phonology: Contrasts and Patterns (p. 79-94)	Syllables; Phonotactics; Onset-Nucleus-Coda; Features	
Week 6			
M Mar 1	Ch. 4 Morphology: The Analysis of Word Structure (p. 121-138)	Free vs. Bound Morphemes; Base vs. Root; Derivation; Compounding	Homework Ch. 4
W Mar 3	Ch. 4 Morphology: The Analysis of Word Structure (p. 138-150)	Inflectional (vs. Derivational); Other Morphological Phenomena	

F Mar 5			Annotated Bibliography 1
Week 7			
M Mar 8	ERP Workshop / Review / Individual Work Day ?		Reflection 3: How are things going?
W Mar 10	Ch. 5 Syntax: The Analysis of Sentence Structure (p. 167-179)	Categories; Head vs. Complements; Merge; Tests for Phrase Structure	
Week 8			
M Mar 15	Ch. 5 Syntax: The Analysis of Sentence Structure (p. 179-191)	Complement Options; Move	Homework Ch. 5
W Mar 17	Ch. 5 Syntax: The Analysis of Sentence Structure (p. 191-205)	UG & Parametric Variation; Additional Structures	
Week 9			
M Mar 22	Ch. 5 Syntax Practice / ERP Workshop / Review / Individual Work Day ?		
W Mar 24	Mid-semester Wrap-up (Group)		
Week 10			
M Mar 29	Ch. 13 Language in Social Contexts (p. 483-501)	Dialectal Variation: Lexical, Phonological and Morphology & Syntax; Change Over Time	Homework Ch. 13
W Mar 31	Ch. 13 Language in Social Contexts (p. 501-516)	Code-switching; Borrowing; Contact Languages; Factors Influencing Dialectal Variation; Ethnography of Communication	
Week 11			
M Apr 5	Ch. 16 Sign Languages (p. 16-1–16-20)	Differences from and Similarities with Spoken Languages; Phonology; Morphology; Syntax; Sign Language Poetry; New Sign Languages	Homework Ch. 16
W Apr 7	NO CLASS		
F Apr 9			Thesis / RQs
Week 12			
M Apr 12	Ch. 9 First Language Acquisition (p. 347-368)	Natural vs. Experimental Methodologies; Development: Phonological, Lexical and Morphological	Homework Ch. 9
W Apr 14	Ch. 9 First Language Acquisition (p. 368-384)	Syntactic Development; Input; Cognitive Development; UG; Critical Period	
F Apr 16			Abstract
Week 13			
M Apr 19	Ch. 10 Second Language Acquisition (p. 389-409)	L1 Influence; Interlanguage; Competence vs. Performance	Homework Ch. 10
W Apr 21	Ch. 10 Second Language Acquisition (p. 409-420)	SLA Factors: Age, Affect, Cognition; L2 Classroom; Bilingual Education	
Week 14			

M Apr 26	Ch. 11 Psycholinguistics: The Study of Language Processing (p. 425-436)	Psycholinguistic Research Methods	Homework Ch. 11
W Apr 28	Ch. 11 Psycholinguistics: The Study of Language Processing (p. 436-452)	Language Processing; Parsing Models	
Week 15			
M May 3	ERP Workshop		
W May 5	Semester Wrap-up (Group)		
Sa May 8	Exploratory research paper DUE (2pm)		



http://searocraeft.files.wordpress.com/2010/01/colourless_green_apples.jpg

Notes:

ADVICE

This course requires knowledge of discipline-specific material that we will regularly apply to larger topics. Procrastination is not recommended. 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. Asking questions 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 textbooks for this course:

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

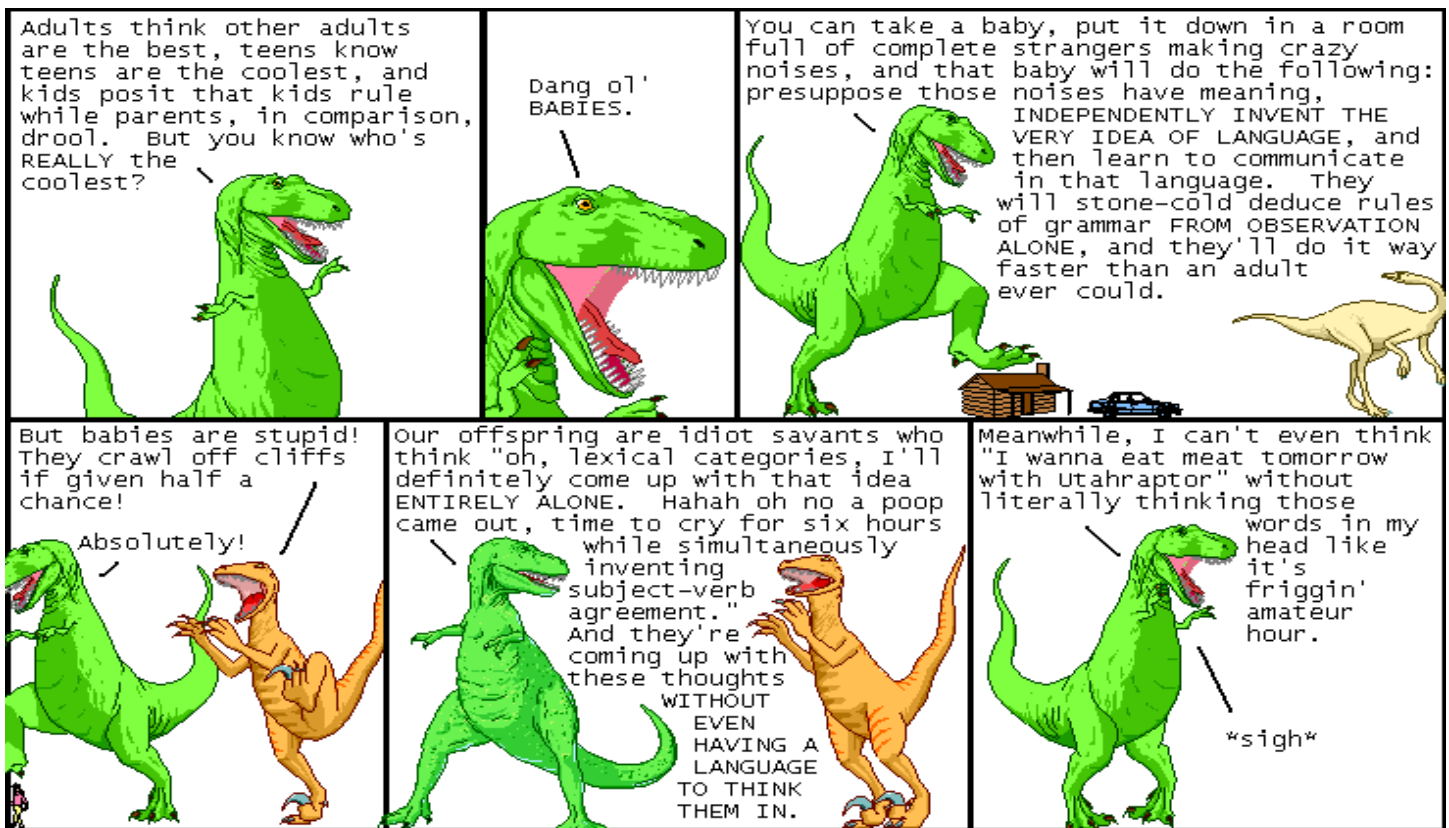
Research and study resources:

- 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
- IPA Fonts: <https://www.langsci.ucl.ac.uk/ipa/ipafonts.html>; <http://ipa.typeit.org/full/>
- The Sounds of Spoken Language: <http://soundsofspeech.uiowa.edu/index.html#english>
- Practice with Sounds of Spanish and IPA: http://talcomosuena.spanish.ufl.edu/_module06/index.php
- Syntactic Trees: <http://ironcreek.net/phpsyntaxtree/>; <http://www.ling.upenn.edu/~kroch/Trees.html>
- International Dias of English Archives: <http://www.dialectsarchive.com/>
- American English: <http://www.pbs.org/speak/speech/>

The Honor Code

<http://www.wfu.edu/studentlife/judicial/honor.html>

First Language Acquisition



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