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Introduction to Linguistics

Course description:

This course offers an overview of Linguistics, including the main sub-disciplines of Phonetics and Phonology, Morphology, Semantics and Syntax. Speaker and modality variation is explored via Sociolinguistics, Psycholinguistics, Acquisition and Sign Languages. The course trains students 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 identify systematic linguistic patterns present in all languages.

Learning Outcomes:

- (1) Students will detect linguistic variation with precision
- (2) Students will identify and describe patterns via linguistic generalizations and formalisms for each core sub-discipline 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)
- (3) Students will apply knowledge of linguistic variation within the core sub-disciplines to
 - (a) First and second language acquisition
 - (b) Oral and Signed modes of language
 - (c) Psycholinguistics
- (4) Students will compose a reflection paper examining a sub-discipline of linguistics

LIN/ANT 150

Spring 2023 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 "Homework".

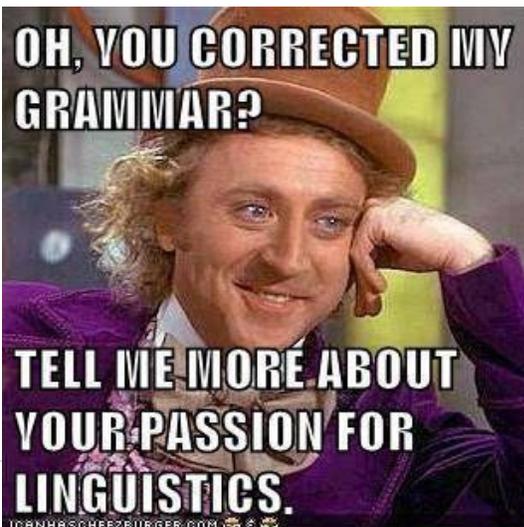
Student tasks

1. Wrap-ups (30% 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. For each Wrap-up, students will earn an individual grade (60% of the total) and a pair/group grade (40% of the total). See Canvas for an explanation and example.

2. Homework (40%)

For each chapter covered in the course, you will turn in thoughtful responses to the assigned Homework problems, sometimes individually and sometimes in pairs. 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. 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 are not accepted.**



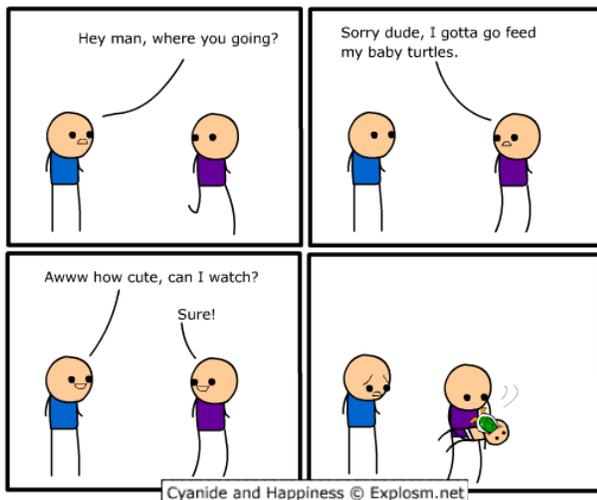
WWW.PHDCOMICS.COM

JORGE CHAM © 2013



3. Class contribution (10%)

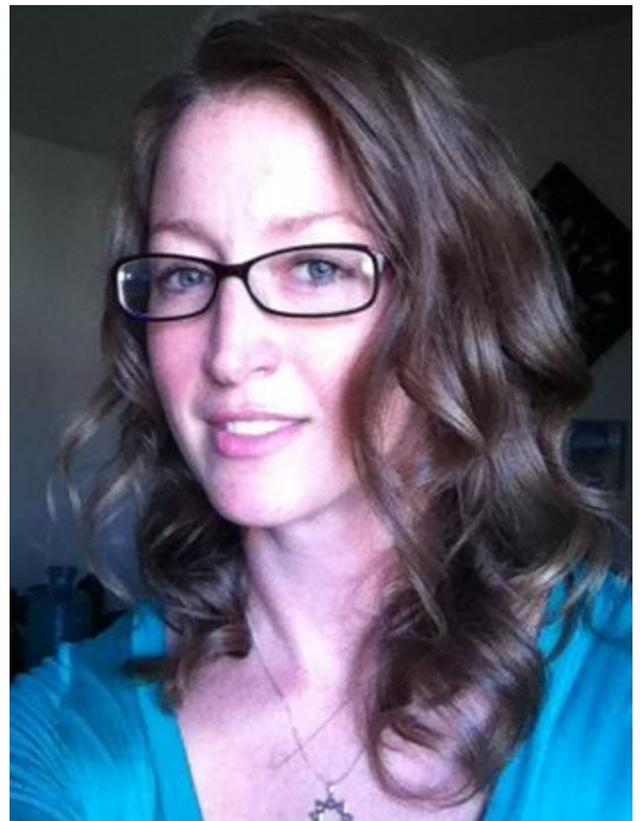
Related to each session's material, we will do a variety of exercises in class for which **active** class contributions are expected. This includes thoughtful contributions to the discussion (in the form of questions, follow-up questions, commentaries, etc.), provision of personal examples/experiences 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 and always actively listen to others.**



4. Reflection paper (20% total)

Students will write a reflection paper on a sub-discipline of linguistics. 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 sub-disciplines covered in class, you must clear your idea with me first. While students are not constrained by topic, certain expectations must be met.

Great papers are built incrementally and with much thought and revision, not at the last minute the first go around. Therefore, students have the opportunity to turn in a draft on Friday, April 7th (2pm) to receive feedback.



Dr. Tiffany Judy

Greene 527

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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 CLASS as early as possible in the semester. (<https://class.wfu.edu/>)

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

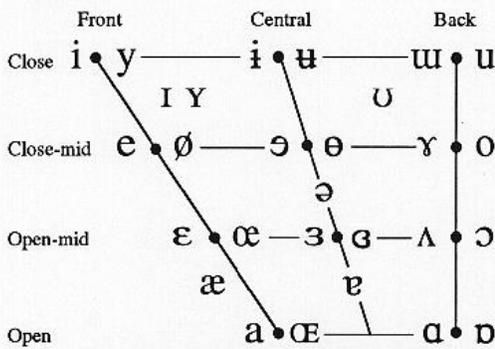
"Wisdom outweighs any wealth." Sophocles

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

| | | | | | |
|---|------------------|---|-----------------|----|-------------------------|
| 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 |
| ε | bed, letter, pen | u | bood, lute, two | au | bowed, ouch, now |
| æ | bad, latch, pan | ʌ | bad, lump, ton | oi | 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

ADJECTIVES
THE COLOR OF LANGUAGE

NOUNS
PEOPLE
PLACES
THINGS

CONJUNCTIONS
JOIN WORDS
CLAUSES
PHRASES
SENTENCES

PRONOUNS
GRAMMAR'S SPACE

VERBS
RELATIONSHIPS
ACTIONS
STATES

PREPOSITIONS
ADD NOUNS, MAKE PHRASES

INTERJECTIONS
EMOTION
UTTERANCE
EXCLAMATION

ADVERBS
HOW
WHEN
WHERE
TO WHAT DEGREE

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

Course plan

The four columns below outline the date, chapter, in-class topic and assignment 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 Canvas** before the commencement of our class session. Late submissions are not accepted. 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.

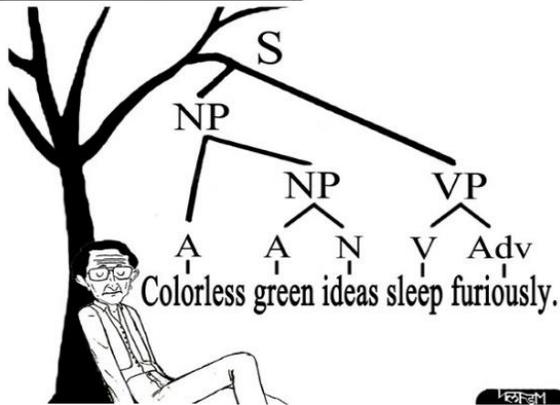
| Date | Preparation | In-class topics | Turn in @ |
|---------------|---|---|--|
| Week 1 | | | |
| M Jan 9 | Canvas | Personal Introduction; Canvas; The Online Syllabus; Teaching Strategies | Preliminary Survey |
| W Jan 11 | Course Plan | Learning Objectives & Learning Strategies; Creating Community; Engagement Expectations | |
| Week 2 | | | |
| W Jan 18 | Ch. 1 Language: A Preview (p. 1-13) | What is linguistics? Language?; Prescriptive vs. Descriptive Grammar; Linguistic Competence; Language Myths | Homework Ch. 1 |
| Week 3 | | | |
| M Jan 23 | Ch. 2 Phonetics: The Sounds of Language (p. 17-38) | IPA; Sound-Producing System; Sound Classes; Consonant Articulation: Place, Manner & Voicing | Homework Ch. 2 |
| W Jan 25 | Ch. 2 Phonetics: The Sounds of Language (p. 38-44) | Monophthong vs. Diphthong; Vowel Articulation: Place, Rounding & Tenseness | |
| Week 4 | | | |
| M Jan 30 | Ch. 2 Phonetics: The Sounds of Language (50-57) | Stress; Speech Processes | |
| W Feb 1 | Ch. 3 Phonology: Contrasts and Patterns (p. 69-79) | Minimal Pairs; Complementary Distribution; Phonemes vs. Allophones | |
| Week 5 | | | |
| M Feb 6 | Ch. 3 Phonology: Contrasts and Patterns (p. 79-94) | Syllables; Phonotactics; Onset-Nucleus-Coda; Features | Homework Ch. 3 |
| W Feb 8 | | Practice | |
| Week 6 | | | |
| M Feb 13 | Ch. 4 Morphology: The Analysis of Word Structure (p. 121-134) | Free vs. Bound Morphemes; Base vs. Root; Derivation | Homework Ch. 4 |
| W Feb 15 | Ch. 4 Morphology: The Analysis of Word Structure (p. 134-150) | Compounding; Inflectional (vs. Derivational); Other Morphological Phenomena | |
| Week 7 | | | |
| M Feb 20 | Ch. 5 Syntax: The Analysis of Sentence Structure (p. 167-179) | Categories; Head vs. Complements; Merge; Tests for Phrase Structure | Reflection 3: How are things going? |

| | | | |
|----------------|---|--|-------------------------|
| W Feb 22 | Ch. 5 Syntax: The Analysis of Sentence Structure (p. 179-191) | Complement Options; Move | |
| Week 8 | | | |
| M Feb 27 | Ch. 5 Syntax: The Analysis of Sentence Structure (p. 191-205) | UG & Parametric Variation; Additional Structures | |
| W Mar 1 | | Practice; Pair Homework Ch. 5 | Homework Ch. 5 |
| Week 9 | | | |
| M Mar 13 | | Practice; Wrap-up Review | |
| W Mar 15 | | Wrap-up 1 (Group) | Wrap-up 1 |
| Week 10 | | | |
| M Mar 20 | Ch. 13 Language in Social Contexts (p. 483-501) | Dialectal Variation: Lexical, Phonological; Morphology & Syntax; Change Over Time | Homework Ch. 13 |
| W Mar 22 | Ch. 13 Language in Social Contexts (p. 501-516) | Code-switching; Borrowing; Contact Languages; Factors Influencing Dialectal Variation; Ethnography of Communication | |
| Week 11 | | | |
| M Mar 27 | 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 Mar 29 | | Practice | |
| Week 12 | | | |
| M Apr 3 | Ch. 9 First Language Acquisition (p. 347-368) | Natural vs. Experimental Methodologies; Development: Phonological, Lexical & Morphological | Homework Ch. 9 |
| W Apr 5 | Ch. 9 First Language Acquisition (p. 368-384) | Syntactic Development; Input; Cognitive Development; UG; Critical Period | |
| F Apr 7 | | | Reflection Draft |
| Week 13 | | | |
| M Apr 10 | Ch. 10 Second Language Acquisition (p. 389-409) | L1 Influence; Interlanguage; Competence vs. Performance | Homework Ch. 10 |
| W Apr 12 | Ch. 10 Second Language Acquisition (p. 409-420) | SLA Factors: Age, Affect, Cognition; L2 Classroom; Bilingual Education | |
| Week 14 | | | |
| M Apr 17 | Ch. 11 Psycholinguistics: The Study of Language Processing (p. 425-436) | Psycholinguistic Research Methods | Homework Ch. 11 |
| W Apr 19 | Ch. 11 Psycholinguistics: The Study of Language Processing (p. 436-452) | Language Processing; Parsing Models | |
| Week 15 | | | |
| M Apr 24 | | Practice; Wrap-up Review | |
| W Apr 26 | | Wrap-up 2 (Group) | |
| Th May 4 | | | Reflection |

Cambridge, 1687



Cambridge, 1957



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

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.

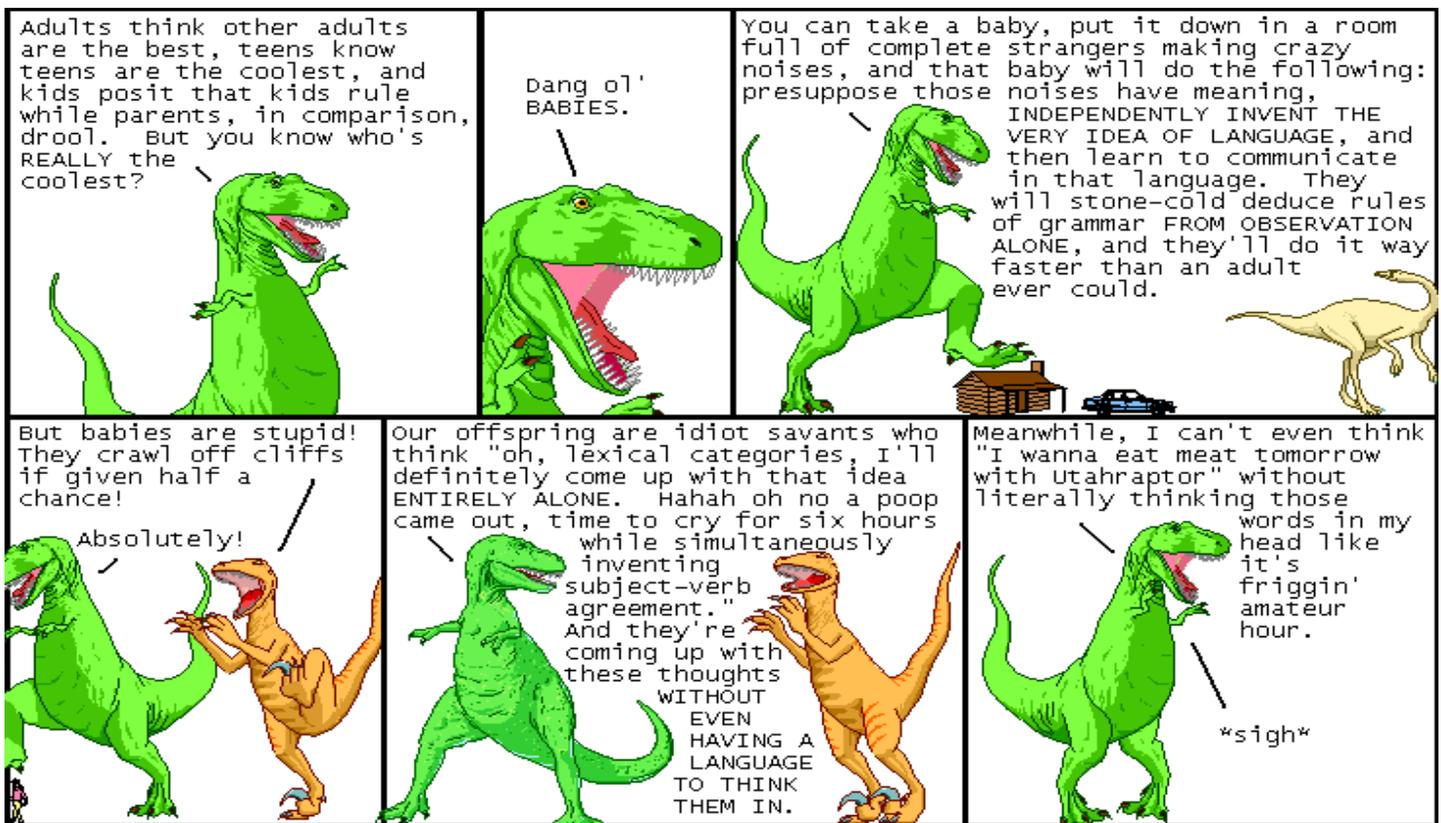
Research and study resources:

- 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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