

Linguistics 101.501 – Introduction to the Study of Language

Fall 2018 Thursdays 1:30pm - 4:15pm
Valencia Arts & Sciences, Room 131

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This course presents an introduction to the study of language through the basic aspects of linguistic analysis: the sound system (phonetics and phonology), the structure of words and sentences (morphology and syntax), and the ways in which language is used to convey meaning (semantics and pragmatics). In addition, we will investigate how language is acquired and stored in the brain, and how differences in speech styles and dialects reflect different social and cultural backgrounds of individual speakers. The objective of this course is to introduce students to the basic elements of linguistic analysis as well as to increase their linguistic awareness.

Student Learning Objectives

By the end of the course, students will be able to:

- Examine their attitudes about language, including why they have positive or negative associations with specific accents, dialects, vocabulary, registers, and languages; and distinguish scientific observations about language from social judgments about language.
- Demonstrate knowledge of the structural diversity and structural similarities of the world's 5000+ spoken and signed languages by (1 or more of the following): drawing parallels or distinguishing between phonological segments in different languages; analyzing morphology in typologically distinct languages; analyzing syntax in typologically distinct languages; and/or identifying common functions of diverse morphosyntactic elements.
- Identify linguistic units drawn from different levels of analysis (phonemes, morphemes, words, utterances & discourse) by applying the analytic tools of linguistics to datasets drawn from different languages.
- Describe the social, psychological, geographic and historical influences that lead to language dominance or language endangerment, and that influence the spread of languages across multilingual communities.

Course Requirements

- 4 Quizzes: (10% each)
- 5 Homework Assignments (10% each)
- 1 Project Presentation (10%)

Textbook

Yule, George. (2014). *The study of language* (5th edition). New York: Cambridge University Press.

Academic Dishonesty

Students are expected to maintain standards of honesty and integrity in academic matters. Any student who has been judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the assignment and/or the course. According to UNM policy, academic dishonesty is defined as but not limited to “dishonesty on quizzes, exams or assignments, claiming credit for work not done or done by others, hindering the academic work of other students, misrepresenting academic qualifications within or without the university; and non-disclosure or misrepresentation in filling out applications or other university records.”

Withdraw

Please consult your course catalog for withdrawal and refund deadlines. Students may withdraw from a course during the first six weeks of the semester without the Dean’s approval and the withdrawal (W) will not be noted on your academic record. When students leave the University during a semester and do not complete the withdrawal process, they become liable for grades of “F” in their courses, even though they may have been passing at the time of leaving.

Incomplete

A grade of “Incomplete” is given only when circumstances beyond the student’s control have prevented completion of the work of a course within the official dates of the semester or session. Students are responsible for making arrangements with the instructor for resolving an incomplete grade. If you receive an incomplete, it must be completed within one year from the published end day of the semester in which the grade was assigned. If the work is not finished in the allotted time period, the grade changes to an “F”.

ADA Accessibility

In compliance with the Americans with Disabilities Act, the University of New Mexico takes appropriate action to ensure that the university’s programs and services are accessible to students with disabilities. If you are in need of special accommodations due to disability, please inform the Equal Access Services and the instructor within the first week of the semester so that necessary accommodations may be arranged.

Diversity

This course encourages different perspectives related to such factors as gender, race, ethnicity, nationality, sexual orientation, religion and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 -<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination, which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA, must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Tutoring

UNM-Valencia’s Learning Center and Writing Center offer free tutoring in a number of subjects. Please visit <http://www.unm.edu/~tutor/> for more information. Also, you are able to use the free online services offered by the Center for Academic Program Support (CAPS) at the UNM main campus. Please visit <http://caps.unm.edu/programs/online-tutoring/> for more information about the services offered by CAPS.

Attendance and Readings

Attendance in this class is mandatory. Any student with 3 absences will be dropped from the class. Given that this class meets only once per week, it is extremely important that you attend each class and keep up with course readings and assignments. It will be very difficult to catch up if you fall behind! All course readings are to be completed for the following class. For example, readings listed for week 1 should be completed for week 2.

Grading Scale

100%-97%	A+	89%-87%	B+	79%-77%	C+	69%-67%	D+	59% > F
96%-93%	A	86%-83%	B	76%-73%	C	66%-63%	D	
92%-90%	A-	82%-80%	B-	72%-70%	C-	62%-60%	D-	

Schedule*

<i>Week</i>	<i>Dates</i>	<i>Topics</i>	<i>Readings</i>
1	8/23	Go over syllabus, descriptivism vs. prescriptivism, animal communication vs. human language	Chs. 2 & 7
2	8/30	Homework #1 due , Language & the brain, first-language acquisition	Chs. 12 & 13
3	9/6	Quiz #1 , Writing systems	Ch. 16
4	9/13	Sociolinguistics	Chs. 18 & 19
5	9/20	Homework #2 due , Language history & change	Ch. 17
6	9/27	Quiz #2 , Semantics	Ch. 9
7	10/4	NO CLASS - INSTRUCTOR OUT	
8	10/11	NO CLASS - FALL BREAK	
9	10/18	Semantics (cont'd), Pragmatics, discourse analysis	Chs. 10 & 11
10	10/25	Homework #3 due , Syntax	Ch. 8
11	11/1	Quiz #3 , Morphology	Chs. 5 & 6
12	11/8	Phonetics	Ch. 3
13	11/15	Phonetics (cont'd), Phonology	Ch. 4
14	11/22	Homework #4 due , Language, culture, & cognition, languages of New Mexico, language endangerment, preservation, & revitalization	Ch. 20
15	11/29	Quiz #4	
16	12/6	Homework #5 due, Project Presentations	

* This schedule is tentative and subject to change

HOMEWORK #1 – LINGUISTIC AUTOBIOGRAPHY

For this assignment, you are asked to write a brief outline of your own linguistic experiences and heritage. The essay should be around 1 -2 typewritten pages, double-spaced (12-pt. Times New Roman, 1”-margins) and is due in class on Thursday, August 30. In this linguistic autobiography discuss some or all of the following (starred items *must* be included):

***Your home language(s):** The language(s) you learned or heard spoken in your household. Do you speak these languages fluently? If not, how well do you speak them? Might you just use a few words? When do you use these languages? What members of your family speak these languages?

***Other languages you learned as a child:** Did you learn (either just a few words or fluently) languages from your playmates as a child? Did you learn a new language when you became old enough to go to school? (For some of you, that might be the time you first learned English; for others, English might be your home language, but perhaps you lived in another country when you were school aged, or went to a bilingual school here.)

***Foreign languages:** This can include languages you took in school as foreign languages. How well do you speak all these languages? Have you gone to a country where they are spoken? (Do you plan to?)

***Written Language:** Of the above languages, which ones do you read and write as well as speak? Are there languages you feel you read or write better than you speak?

***Feelings About Languages:** Of the languages you speak or write, which ones do you think you speak/write best? Which ones do you most enjoy using? Are there any you feel particularly proud of using? Embarrassed to use?

Ancestral language(s): There may be languages in your background that haven't been spoken for several generations. What languages are these? Are there any words, names, phrases, songs, etc., from those languages that have been passed down in your family?

Dialects of English: For people who have nothing but English in their background, it may be hard to figure out a good angle on this project. You can think about different dialects of English in your background. What part of the country do you come from? Did your parents come from a different part of the country? Are there any regional traits to your speech or your relatives' speech that you could remark on? As a college student, you speak standard English of some kind, but might you also command a “nonstandard” form of English that you speak with your peers or family? Do you use a lot of slang?

Linguistic adventures and misadventures: Interesting topics relating to your linguistic experiences not covered above. Things you might include: prejudice you have experienced because of your linguistic background; experiences that you have had in learning a foreign language; or misadventures due to not knowing a language; your thoughts about the usefulness or the uselessness of your ancestral languages in your life; future plans that are relevant to your knowledge of languages; what you want for your children in the way of language experience; etc.

Due in class on Thursday, August 30th