



Linguistics 2110.501 – Introduction to Linguistics and the Study of Language

Fall 2021

Online

Instructor:

Evan Ashworth, Ph.D.

Office Hours:

Mondays and Wednesdays 12:30pm – 1:45pm via Zoom

Email:

Please contact me through course messages on Learn

Course Description

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.

Course Objectives

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

- Understand the basic concepts and terminology associated with phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- Comprehend how language evolves over history and over an individual's lifespan.
- Describe some common, but mistaken, beliefs about language and to distinguish between descriptive and prescriptive approaches to language.
- Describe the social, psychological, geographic and historical influences that lead to language dominance or language endangerment.
- Be aware of the relations among various languages in the world, between dialects and slang, and between human and non-human languages.
- Apply methods of linguistic analysis as introduced in the course.
- Critically engage with the works of linguistic researchers.
- Stimulate curiosity about language and what it reveals about the human mind.

Course Requirements

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|----------------------------------|------------|
| • 5 Activities (25 points each) | 125 points |
| • 5 Quizzes (20 points each) | 100 points |
| • 5 Discussions (10 points each) | 50 points |
| • Final Project | 50 points |

325 points total

Textbook

Yule, George. (2020). *The study of language* (7th 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 Accessibility Resource Center 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

Writing Center Tutors Online: Tutors are available through the Writing Center live in videoconference or phone, or through email (you email a paper and the tutor responds) to support you as you navigate Blackboard Learn and other platforms, make sense of writing assignments, brainstorm approaches and topics, structure appropriate to your genre, revise, edit, and figure out MLA. Tutors will support your choices and will not make them for you. To make an appointment, email tutor@unm.edu. You can also email the Writing Center Director, Patricia Gillikin, with questions or help getting connected to a tutor. This link has full information on UNM-Valencia tutoring, including math and other subjects: <https://valencia.unm.edu/campus-resources/the-learning-center/learning-center.html>

Grading Scale

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|----------|----|---------|----|---------|----|---------|----|---------|
| 100%-98% | A+ | 89%-88% | B+ | 79%-78% | C+ | 69%-68% | D+ | 59% > F |
| 97%-93% | A | 87%-83% | B | 77%-73% | C | 67%-63% | D | |
| 92%-90% | A- | 82%-80% | B- | 72%-70% | C- | 62%-60% | D- | |

Course Schedule

| Week | Dates | Topics | Readings | Assignments / Quizzes Due |
|------|--------------|--|----------------------|---------------------------|
| 1 | 8/23 – 8/29 | Syllabus, Descriptivism vs. Prescriptivism | Ch. 7 (pp. 97 – 102) | Discussion #1 |
| 2 | 8/30 – 9/5 | Animal Communication vs. Human Language | Ch.2 | Activity #1 |
| 3 | 9/6 – 9/12 | Phonetics | Ch. 3 | Quiz #1 |
| 4 | 9/13 – 9/19 | Phonology | Ch. 4 | Discussion #2 |
| 5 | 9/20 – 9/26 | Morphology | Chs. 5 & 6 | Activity #2 |
| 6 | 9/27 – 10/3 | Syntax | Ch. 8 | Quiz #2 |
| 7 | 10/4 – 10/10 | Semantics | Ch. 9 | Discussion #3 |

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| 8 | 10/11 – 10/17 | Pragmatics | Chs. 10 & 11 | Activity #3 |
| 9 | 10/18 – 10/24 | Language and the Brain (Psycholinguistics) | Chs. 12 & 13 | Quiz #3 |
| 10 | 10/25 – 10/31 | Written Language | Ch. 16 | Discussion #4 |
| 11 | 11/1 – 11/7 | Language Change | Ch. 17 | Activity #4 |
| 12 | 11/8 – 11/14 | Sociolinguistics | Chs. 18 & 19 | Quiz #4 |
| 13 | 11/15 – 11/21 | Language, Culture, and Cognition | Ch. 20 | Discussion #5 |
| 14 | 11/22 – 11/28 | Languages of New Mexico | TBD | Activity #5 |
| 15 | 11/29 – 12/5 | Language Endangerment, Preservation, and Revitalization | TBD | Quiz #5 |
| 16 | 12/6 – 12/12 | Work on Final Project | | Final Project |