LING 2301 section 00x:
Introduction to the Study of Human Language
Spring 20xx

Mondays, Wednesdays, & Fridays, 11:00 a.m. – 11:50 a.m., Pickard Hall 109

Instructor: xxxxx
e-mail: xxx @mavs.uta.edu (best way to reach me)
office: 217B Trimble Hall
office hours: xxxx
phone: 817-272-3133 (Department of Linguistics and TESOL Main Office—messages only)

Prerequisites: A desire (or need) to learn about the nature of human language.


Course Description: LING 2301 provides an overview of an inarguably fundamental human capacity: language. Students will consider a variety of language-related topics in the context of the physical sciences, cognitive sciences, social sciences, and humanities. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language and linguistics. Lectures complement the readings by further elucidating key concepts and exemplifying these notions. This course satisfies the University of Texas at Arlington core curriculum requirement in Social and Behavioral Sciences.

Course Objectives: The goal of LING 2301 is to change students’ relationship with language by challenging and enriching thinking about language and raising consciousness of the role that language plays in the minds and communities of humans. As the semester progresses, students should be increasingly prepared to enter into well-informed discussions about the primary themes of the course:

1. All languages are systematic, manifesting the complementary properties of rule-governance and creativity;
2. Language acquisition and use are rooted in both cognitive (internal) and social (external) factors;
3. Languages reflect both our collective humanity and our socio-historical diversity; as such, all languages are worthy of study and respect.

These course themes are supported by reference to specific topics as covered in the readings, lectures, and class discussions.
Student Learning Outcomes: Upon successfully completing this course, students should be able to:

- identify and explain many of the basic questions investigated by linguists, in order to situate the discipline of linguistics in the broader intellectual landscape [Critical Thinking Skills objective]
- describe and illustrate the features shared by all languages, in order to distinguish those aspects of human language attributable to genetics/biology from those that are socially conditioned landscape [Critical Thinking Skills objective]
- analyze communicative signs (icons, words, sentences), in order to differentiate form, meaning, and function within a sign and to justify the use of a particular form in a specific context [Communication Skills objective]
- compare the characteristics of normative and non-normative/developing language behaviors in order to recommend appropriate measures when interacting with language-limited individuals (especially children and aphasic adults) [Empirical and Quantitative Skills objective]
- analyze the structure of interpersonal interactions, in order to assess the ways in which language both reflects and creates social relationships [Social Responsibility objective]
- identify major historical events that have shaped modern (American) English, in order to explain contemporary patterns of language use and sociolinguistic attitudes [Empirical and Quantitative Skills objective] and
- debate the relative merits of monolingualism vs. multilingualism, in order to make more informed decisions about relevant social, educational, and legal policies. [Social responsibility objective]

These student learning outcomes align with the following four Texas Higher Education Coordinating Board objectives:

**Critical Thinking Skills**
To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills**
To include effective development, interpretation and expression of ideas through written, oral and visual communication.

**Empirical and Quantitative Skills**
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Social Responsibility**
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Course Requirements – Default Option:

1. **CLASS PREPARATION QUIZZES**

   - During the semester, there will be a series of brief in-class quizzes to be given on days when no exam is scheduled. They will be announced at least one class day in advance.
   - Quizzes will be given during the first five minutes at the beginning of lecture.
   - The format of each quiz may vary: generally they will be multiple choice and/or true/false.
   - The material covered on any given quiz will come from the course reading(s) assigned for that day.
   - Under **NO CIRCUMSTANCES** will there be any make-up quizzes; instead, each student will be allowed to drop his/her lowest several quiz grades (depending on how many are actually given).

   **10%**
2. Homework Assignments

- There will be six homework assignments. The specific content of each assignment will be announced in class; due dates are noted in the schedule. If you complete all six homework assignments, your lowest homework grade will be dropped.
- Homework assignments will be collected at the beginning of the class on which they are due.
- Under **Very Few Circumstances** will any assignments be accepted late without penalty. If you know you will be gone the day an assignment is due, make arrangements to turn it in ahead of time. Late assignments will only be accepted up until a week past the due date and will be penalized one letter grade per class day late.
- All assignments will be posted on the course website or emailed.

3. In-Class Examinations

- There will be three in-class exams, including the final exam. Dates are noted on the syllabus. Each is worth 15% of the total grade.
- Exams will cover material from course readings, class lectures, and any videos shown in class. Be sure to review homework assignments and quizzes as well.
- The exam format may include multiple choice, fill-in-the-blank, short answer, and essay questions.
- Exam review information will be distributed a week prior to each exam.
- The final exam will be comprehensive.

4. Class Participation

- The class participation grade is based in part on attendance and in part on participation in class discussion and/or class activities. If you miss more than 3 classes, your participation grade will be lowered half a letter grade per absence.

Assessment of THECB objectives will be based on two of the homework assignments, which will be signature assignments:

The first of these, The OED Expedition, involves each student gathering data on a set of assigned words via the online etymology and citation databases of the Oxford English Dictionary, analyzing word histories by focusing on semantic shift and morphological clues, and integrating this information into a reflective essay. The assignment ties together skills that students have learned involving morphology, semantics, vocabulary development, and language acquisition. Successful completion of the assignment calls upon Empirical and Quantitative Skills and Critical Thinking Skills.

The second signature assignment, The Second Language Interview Project, involves students individually interviewing a second language learner, contrasting attributes of the two languages, assessing methods for language learning, and writing up their reflections based on what they learned in the interview as well as comparing this to their own language learning experiences. The assignment uses information from the lessons on first language acquisition, second language learning and TESOL, and language and identity. It calls upon the Communication Skills and Social Responsibility objectives.

Attendance: While attending lectures is not a requirement for this course, students are strongly discouraged from missing class. Students assume responsibility for completing all work and for acquiring class materials they might not have received because of an absence. While powerpoints from some class lectures will be placed on the class website, the powerpoints do NOT include all the information you will need to do well in the course. Get notes from a classmate as well.
If you are unable to attend an exam . . .

... you will be allowed to take a make-up only if your absence occurs as the result of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis). Should you find yourself in such a predicament, you must contact the professor by phone or e-mail before 8:00 PM of the exam date to request a make-up. Students who miss an exam but do not notify the professor as specified herein will receive a grade of zero (0).

Course Requirements – Service Learning Option:

1. CLASS PREPARATION QUIZZES...........................................................................................................10%
   • Same as Regular Option.
2. HOMEWORK ASSIGNMENTS ..............................................................................................................24%
   • Students complete five homework assignments (Homeworks 1, 2, 3, 5, 6 – No Homework 4). If you complete all 5 assignments, your lowest homework grade will be dropped.
3. IN-CLASS EXAMINATIONS ..................................................................................................................36%
   • The 3 exams are each worth 12%.
4. CLASS PARTICIPATION .........................................................................................................................10%
   • Same as Regular Option.
5. Service Learning .....................................................................................................................................20%
   • If you wish to participate in the Service Learning Option, you must email me by Tuesday, January 26, to let me know. Students choosing the Service Learning Option will complete 8 volunteer hours with Arlington Reads tutoring ESL learners. Hours must be completed by April 30 and may not be longer than 2 hour sessions. (Students may partner with another student if they choose.) Students will keep a journal (worth 10%) in which they will write a reflection paragraph following each tutoring session and will present their experience to the class on May 6 (worth 10%). More details will follow for those who choose this option.

Final Grade Scale

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<tr>
<th></th>
<th>A</th>
<th>90 – 100%</th>
<th>D</th>
<th>60 – 69%</th>
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<tbody>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>F</td>
<td></td>
<td>0 – 59%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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Students who are within 2% of a higher grade and have 3 absences or fewer with all homeworks turned in will automatically be bumped up to the higher grade. For example, if a student has an 88% (normally a B), has turned in all homeworks, and has 3 absences, his/her grade will be raised to a 90% (receiving an A).

Classroom Policies

The following policies have been instituted to ensure an optimal learning experience for all students.

- Please arrive on time. If you arrive after class has begun, please enter as unobtrusively as possible.
- Please plan to stay for the entire class meeting. If you need to leave early, please let me know beforehand and sit near the door and exit as unobtrusively as possible.
- Please prepare for each class meeting by completing all writing / reading assignments beforehand.
Please come to class prepared to engage your mind as fully as possible. To this end, I respectfully insist that you:

- leave your cell phone off at all times;
- use a laptop computer only for taking course notes – no surfing the net, IM-ing, etc.; and
- limit conversation to class-related topics.

Please feel free to engage in classroom discussions. In doing so, keep your comments relevant and respectful to me, your colleagues, and the learning process.

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**A Few Other Matters**

Please communicate with me. If you are struggling in the course because of family difficulties, sickness, or simply because the material is difficult, let me know what is going on. If you do not communicate about why an assignment was late, etc., I will assume I should count off for it.

Please do come see me if you are having trouble or simply wish to discuss what you are learning. Feel free to ask for an appointment if my office hours are not convenient for you. That said, remember to check the class website for any handouts you may need.

If you must miss class on the day an assignment is due, either drop it off early during my office hours, turn it into the Linguistics Office (132 Hammond Hall) for them to put in my box and send me an email to say you have done so, or else email me the assignment by the due date & our class time.

**Important Academic and Administrative Policies**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA).* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.
As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

>I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student’s own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures as laid out for faculty (http://www.uta.edu/studentaffairs/conduct/faculty.html), as well as notify the department chair of the filing of the charges.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final
examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Auditors:** The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students current enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**PROJECTED COURSE SCHEDULE**

The following table presents the anticipated schedule for course topics, reading, homework assignments, and exams. Please complete the reading for each lecture prior to arriving at class. I reserve the right to alter the course schedule at any time; that said, I will do my best to announce any changes in advance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Mth</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>14: What is linguistics anyhow? Why does language matter?</td>
<td>16: Properties of Language Chapters 1, 2 (pp. 21-24, 30-33) &amp; 51</td>
<td>18: Phonetics and Phonology: Sounds of Language Chapters 6 &amp; 8</td>
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<td></td>
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<td>21: NO CLASS Martin Luther King Day</td>
<td>23: Phonetics and Phonology Continued/Intro to Morphology</td>
<td>25: Morphology: Minimal Units of Meaning Chapters 9 &amp; 10 &amp; 11</td>
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<tr>
<td>2</td>
<td></td>
<td>28: Syntax: The Structure of Sentences Ch. 13 (up to p. 214)</td>
<td>30: Syntax: The Structure of Sentences (cont.) Ch. 13 (pp. 214-228) Assignment 1 due</td>
<td>1: Semantics: Lexical Meaning Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>3</td>
<td>February</td>
<td>4: Pragmatics: Meaning in Context Chapter 17</td>
<td>6: Pragmatics: Meaning in Context (cont.) Chapter 18 Assignment 18 Assignment 2 due</td>
<td>8: Catch-up/Exam #1 review</td>
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</tbody>
</table>
5
11: Exam #1
Covers all materials through 2/6

13: Brain and Language
Chapter 40 (first half)

15: Brain and Language
Chapter 40 (second half)

6
18: Aphasia: Language Breakdown, L-1014-1, L-1014-2 and L-1014-4

20: Is Language Exclusively Ours?
Chapters 5, 41, L-1019-1, L-1019-2

22: UTASCILT

7
25: First Language Acquisition (Baby-Talk)
Chapters 42, 43

27: Building Vocabulary
Chapter 44

1: The Case of Genie (Secrets of a Wild Child)
Chapter 45, L-1012

8
4: Second Language Learning
L-1005-1, L-1005-2

6: Second Language Learning and TESOL
Assignment 3 due

8: American Sign Language
Chapters 3 & 46

March
11: NO CLASS
Spring Break

13: NO CLASS
Spring Break

15: NO CLASS
Spring Break

9
18: Catch up/Exam # 2 review

20: Exam #2 Covers all materials through 3-8-13

22: Language & Identity:
Gender, Ethnicity, Social Class
Chapters 36, 37

10
25: Language & Identity:
Gender, Ethnicity, Social Class
Chapter 38

27: Language & Identity, cont.
(American Tongues),
Chapter 22, 26, L-1028

29: Dialects and Social Class
Chapters 22 & 25

11
1: Standard and Vernaculars
Chapter 26

3: The Ebonics Debate
Assignment 4 due
Chapters 27, 28, L-1104

5: Languages in Contact: Pidgins
and Creoles
Chapter 30

April
8: Bilingualism
Chapters 33, 54 (pp.842-853)

10: The Linguistic Melting Pot
Chapter 49

12: Language Policy and
“English Only” L-1111-1, L-1111-4, L-1111-5, L-1111-6, L-1111-7

13
15: Historical Linguistics (The Story of English)
Chapters 19 & 20

17: A Brief History of English
Chapter 21

19: Historical Linguistics: Proto-
Languages and Reconstruction
TBA
Assignment 5 due

14
22: Is Change Good or Bad?
TBA

24: Language Ecology:
Language Death (The Linguists),
Chapter 29.

26: Language Ecology, cont.
L-1202-1 & L-1202-2

15
29: Language Myths
Chapter 32, L-1207
Assignment 6 due

1: Service Learning
Presentations, Wrap-up &
Student Feedback

3: Review for the Final Exam

May
6: FINALS WEEK
FINALS

May 8, 2013: 11 - 1:30 p.m.
LING FINAL

10: FINALS WEEK
Additional useful dates to note:

- Wed. xxxx, xxx  Census date (last day to add a class)
- Fri. xxxx,xx  Last day to drop a course
- Wed. ssss,sss  Grades available: http://www.uta.edu/mymav

Summary of Links – See Course Schedule

L-1005-1........  http://homepage.ntlworld.com/vivian.c/SLA/L1%20and%20L2.htm
L-1012..........  http://highschoolbioethics.georgetown.edu/units/cases/unit3_4.html
L-1014-1........  http://www.aphasia.org/Aphasia%20Facts/aphasia_faq.html
L-1014-2........  http://www.aphasia.org/Aphasia%20Facts/aphasia_quiz.html
L-1014-4........  http://www.aphasia.org/Aphasia%20Facts/communicating_with_people_who_have_aphasia.html
L-1019-1........  http://www.youtube.com/watch?v=2Dhc2zePJE
L-1019-2........  http://www.youtube.com/watch?v=wRM7vTrIIis
L-1111-6.........  http://www.languagepolicy.net/archives/engplus.htm
L-1111-7.........  http://www.languagepolicy.net/archives/langpol.htm
L-1202-1........  http://www.ethnologue.org/ethno_docs/distribution.asp?by=size#3
L-1202-2........  http://www.ethnologue.org/ethno_docs/distribution.asp?by=country#7

Librarians to Contact for help on Linguistics-related work:
   Jody Bailey <jbailey@uta.edu> and Derek Reece <dreece@uta.edu>

Helpful Library Links

Library Home Page: http://www.uta.edu/library
Subject Guides: http://libguides.uta.edu
Subject Librarians: http://www-test.uta.edu/library/help/subject-librarians.php
Database List: http://www-test.uta.edu/library/databases/index.php
Course Reserves: http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog: http://discover.uta.edu/
E-Journals: http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus: http://libguides.uta.edu/offcampus
Ask A Librarian: http://ask.uta.edu
Helpful Stuff: http://www.uta.edu/library/services/distance.php