

## Salt Lake Community College

### English 1200—Introduction to Linguistics/Study of Language Fall 2012

**Times of class meetings:** T/TH 5:30-6:50 PM **Location:** TB 121

**Instructor:** Christie Bogle

**E-mail:** [Christie.Bogle@slcc.edu](mailto:Christie.Bogle@slcc.edu)

**Phone:** 801-957-3261

The best way to reach me is via Email.

**Office:** N308 (South City Campus)

**Consultation:** M-F 8-4:30 by appt.

**Textbook:** *Contemporary Linguistics 6th Ed.* O'Grady, et al. ISBN-13: 978-0-312-55528-3 and the accompanying *Study Guide* ISBN-13: 978-0-312-58630-0. They can be purchased at reduced cost as a set from the SLCC Bookstore.

**Other Materials:** For the final project, you will need a recording and playback device (for example: a tape recorder, digital voice recorder, laptop with recording capacity, etc.)

**Overview:** The purpose of this course is to introduce students to basic concepts in linguistics, including the linguistic subfields of phonetics, phonology, morphology, syntax, and semantics. The class also reviews selected topics of sociolinguistics and applied linguistics (e.g., language variation and language acquisition). Linguistic phenomena of English and other languages will be examined in order to sharpen students' analytic skills and their ability to apply key linguistic concepts to novel language contexts and data.

In this course, students will observe, collect, interpret and analyze natural language events. By the end of the course, students will be able to:

- Recognize several assumptions linguists make about language.
- Recognize and write a definition of several sub-fields of linguistics.
- Accurately perform tasks related to the following sub-fields of linguistics:

#### Phonetics

1. Conduct basic transcriptions using the International Phonetic Alphabet.

#### Phonology

2. Map articulation points and the sounds associated with those points in English
3. Conduct analysis on data sets to identify phonological processes
4. Transcribe individual phonological rules using basic phonological rule systems
5. Express or recognize the relationship these processes have to native speaker pronunciation and implications for language acquisition

#### Morphology

6. Recognize morphological processes that affect word formation and derivation

7. Locate morphemes in natural English
8. Express underlying morphology using tree diagrams.

### **Syntax**

9. Identify common syntactic structures in simple English sentences
10. Express basic English syntactic structures using tree diagrams

### **Sociolinguistics**

11. Express in writing or identify descriptions of socio-cultural and linguistic factors that contribute to language variation (non-standard varieties and intercultural interactions)
12. Observe, transcribe and apply appropriate analytical tool to analyze several idiomatic features and one feature of language variation in observed subjects

### **Language Acquisition/ applied linguistics**

13. Identify a description of theories regarding the socio-cultural and linguistic factors affecting first and second language acquisition.

### **Course Expectations**

#### **Assignments:**

- In-class quizzes, Online quizzes, Discussions and Participation 30%
- Early mid-term project/test 20%, Late mid-term project/test 25%
- Final Project: an investigation regarding Phonetics, Morphology, or Syntax 25%

In order to learn about linguistics, you must “do” linguistics; it’s not a class like history in which there might be a lot of memorization involved. This class is quite exercise-heavy, meaning you will read and then apply what you’ve read in problems at the end of each reading. We will be covering a wide range of topics quite rapidly so it is important that you stay caught up with the reading and the practice, as it can easily pile up on you. Homework is not exactly optional, since you must understand what you are doing to pass the quizzes, but I will not be checking the homework you submit. **Nearly 1/3 of your final grade is based on quizzes and participation**, which means that you need to do the reading, have the quizzes done online (on time), be present for in-class quizzes, and participate in class.

Since the goal is for you to learn, you will **have opportunities to revise your quizzes and tests**. However, this puts the responsibility on you to be sure you get your quizzes done on time, turned in—and re-turned in if you’d like. I will keep track of what you have turned in, but it’s up to you to check it if you are unsure.

We will have **two mid-terms** to assess how you are doing with your learning. These will be take-home and open-book, and you can work with each other on the project/test. The purpose of these projects/tests is to give you substantial data and, subsequently, more time

to work with that data; this is allowing for more authentic opportunities for application of the knowledge you are gaining.

For the **final project**, you will conduct an investigation into one of three core subfields of Linguistics: phonology, morphology or syntax. You will be given guidelines for each of these projects.

**Absences/Tardies:** Due to the quick pace of this course, please don't miss more than two times. Also, being late means that you've arrived after we've started. If you need assistance in catching up, you can call on each other, meet me during my office hours, communicate with me via email or talk with me on the phone.

**Accommodations:** Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC ). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college." Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: 801-957-4659, TTY: 801-957-4646, Fax: 801-957-4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu)

**SLCC Outcomes:** SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

- \*Acquiring substantive knowledge in the field of their choice
- \*Developing quantitative literacies
- \*Developing the knowledge and skills to be civically engaged
- \*Thinking critically
- \*Communicating effectively