English 1200-003

# Salt Lake Community College, Department of English

# ****Introduction to Linguistics/Study of Language****

# ****Fall 2014****

Instructor: Christie Bogle E-mail**: Christie.bogle@slcc.edu**

Phone: TBA

Office: SCM TBA Office Hours**:** See Canvas Calendar

Class Time: **1:00 PM-2:20 PM** Class Location: **AAB 122**

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. These may be checked out by the library in some cases.)

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 define several sub-fields of linguistics.

Accurately perform tasks related to the following sub-fields of linguistics:

**Phonetics**:

1. Conduct and read 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:**

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 complete. 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 have multiple opportunities to retake your quizzes. However, this puts the responsibility on you to be sure you get your quizzes done on time.

We will have two tests to assess how you are doing with your learning. These will be open-book, open-note tests.

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.

Assignments**:**

Quizzes, Discussion board posts, and Activity completion 35%

Phonology, Phonetics, Morphology test 20%, Syntax/Semantics Test 20%

Final Project: an investigation regarding Phonetics, Morphology, or Syntax 25%

Attendance**:**

Attendance is counted from activity on Canvas. It is relatively self-paced for homework, but assignments have deadlines.

### Accommodation for Disabilities:

SLCC embraces both the letter and the spirit of the Americans with Disabilities Act (ADA), which in part says, “. . . no qualified individual with a disability shall, by reason of such disability, be excluded from participation or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”[[1]](#footnote-1)

**Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should 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:  957-4646, Fax:  957- 4947 or by** 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

1. <http://www.slcc.edu/catalog/current/2013-14_Academic_Policies_and_Procedures.pdf> (page 25) [↑](#footnote-ref-1)