

LING 180: INTRODUCTION TO LINGUISTICS

Instructor: Kirby Record
email kirby@aiu.ac.jp
Office: EAP
Office Hours: TBA
Style of Class: workshop & lecture
Day and Time: TR 10:30-11:45
Number of Credits: 3

“...language is the source of human life and power...” *from, Fromkin, Rodman, & Hyams*
“...to imagine a language means to imagine a form of life.” Ludwig Wittgenstein

COURSE DESCRIPTION:

Linguistics 180 offers students an introduction to language by viewing similarities and differences among a variety of languages from a scientific point-of-view. A study of the uniqueness of human language also means looking at the human mind and the relationship of cognition to language. In this course, we will think about questions like: *What is language? What does it mean to know a language? In what ways do people acquire their first language? How do they acquire additional languages? How might language influence identity?*

Linguistics is comprised of several formal areas of study: *words* (morphology), *sentences* (syntax, what most people call “grammar”), *meanings* (semantics), and *sounds* (phonetics and phonology). It also includes the study of how *knowledge about language* is applied in social situations in different cultures (sociolinguistics), and *how people learn language* (language acquisition). We will study each of these aspects of language.

Finally, this course is also a good “companion course” while studying other subjects in a second or foreign language: students may gain insights into their own language in comparison to other languages. *Linguistics 180* will not be limited to studying a few “popular” languages, but will consider a variety of languages from around the world. In this sense, the course serves as an introduction to the diverse range of languages and language types spoken across the globe. Because human languages are so diverse, and language is, itself, integral to the construction of culture, it follows that linguistic knowledge is essential for students majoring in “global” areas of study.

It is safe to assume that students who have completed this course will never think about language in the same way again. It may profoundly change the way students look at language and its relationship to human thought and cognition more broadly.

COURSE OBJECTIVES:

By the end of the course students should be able to:

- describe the internal structure of words
- find and explain the structure of words
- diagram the internal structure of sentences
- find and explain sentence structure from language examples
- explain how and why ‘meaning’ differs (within a language or across languages)
- transcribe words phonetically
- apply pronunciation rules

- find pronunciation rules from language examples
- compare languages and dialects in terms of sociolinguistic considerations
- describe how language and power are inextricably linked

LEARNING:

There are many different ways to learn; in *Linguistics 180*, students will try to experience different ways of learning. Some students may be most comfortable with lectures and examples, so we will have lectures and explanations each week. Other students might learn better when they discuss issues together in groups, so we will do that, too.

EXPECTATIONS:

This course is rigorous and fast-paced. It requires a consistent commitment to “study time” each week in order to remain abreast of course materials. Daily reading and language analysis assignments—in *advance of class discussions*—are designed to be challenging, but not overwhelming—in time or complexity. Both reading and linguistic analysis homework are required throughout the course. Each class meeting involves small group discussion of both the reading and analytical problem-solving assignments completed prior to the class. **THIS IS A HEAVY HOMEWORK COURSE!!**

Prerequisites: None

Class Materials: *An Introduction to Language (Eighth Edition)*
by Victoria Fromkin, Robert Rodman, & Nina Hyams
The instructor may provide additional readings

EVALUATION / ASSESSMENT:

The major sources of assessment include: quizzes, tests, and journal writing. Tests usually include short answer and multiple-choice questions as well as linguistic analysis problems (similar to homework problems). There is a final exam for this course. Homework is always due on the date assigned and students are expected to have completed any reading assignment *prior* to coming to class.

Assessment Criteria

20%	Discussion/In-class activities/homework	
30%	Quizzes	Quizzes will be weekly or bi-weekly, announced and unannounced.[Quizzes cannot be made up but lowest score will be dropped].
20%	Midterm Exam	Chapters 1-5
30%	Final Exam	Comprehensive but emphasis on later chapters

*Attendance/Lateness/In-class behavior: Students will lose one letter grade with **4 unexcused** absences; with **7 unexcused absences**, students lose two letter grades. 3 late arrivals =1 absence. An excused absence will be granted for family emergencies and **documented** medical reasons. Sleeping in class is strictly prohibited. This will result in being **marked absent. Sleeping is defined as sitting in class with your eyes closed for a period of two minutes or longer.**

COURSE SCHEDULE: (This is tentative and subject to change.)

Week One

Introduction to course:

Fromkin, Rodman, & Hyams (FRH):
“Chapter 1: What Is Language?” (1-29)
Exercises, p. 32

FRH: “Chapter 2: Brain and Language” (35-49)
Exercises, pp. 64-67

Week Two

FRH: “Chapter 2: Brain and Language” (49-63)
Exercises, pp. 64-67

Chapter 2 Quiz (covers Chapters 1&2)

FRH: “Chapter 3: Morphology: The Word of Language” (71-91)
Exercises #2, #5

Week Three

FRH: “Chapter 3: Morphology: The Word of Language” (91-106)
Exercises, #7, #8

Chapter 3 Quiz

Week Four

FRH: “Chapter 4: The Sentence Patterns of Language” (115-132)
From *Exercises, pp. 163-171*

Week Five

10/1 FRH: “Chapter 4: The Sentence Patterns of Language” (133-163)
From *Exercises, pp. 163-171*

10/3 FRH: “Chapter 4: The Sentence Patterns of Language” (Review)
From *Exercises, pp. 163-171*

Week Six

10/8 *Quiz Syntax*

Introduce aspects of Chapter. 5 “The Meaning of Language”
FRH: “Chapter 5: The Meaning of Language” (173-186)
From *Exercises, pp. 210-219*

10/10 FRH: “Chapter 5: The Meanings of Language” (186-209)
From *Exercises, pp. 210-219*

Week Seven

10/15 Review Chapter 5 “The Meanings of Language”
Metaphor, Metonymy and Irony” Handouts

Quiz Semantics

Review Chapters 1-5 for Midterm Exam

Week Eight

10/22 **Midterm Test: Chapters 1-5**

FRH: “Chapter 6: Phonetics: The Sounds of Language” (221-236)
From *Exercises*, pp. 250-254

10/24 FRH: “Chapter 6: Phonetics: The Sounds of Language” (236-248)
From *Exercises*, pp. 250-254

Week Nine:

10/29 Quiz on Chapter 6, Phonetics

Introduce phonology

FRH: “Chapter 7: Phonology: Sound Patterns of Language” (255-273)
From *Exercises*, pp.300-310

10/31 FRH: “Chapter 7: Phonology: Sound Patterns of Language” (273-299)
From *Exercises*, pp.300-310

Week Ten

11/5 FRH: “Chapter 7: Phonology: Sound Patterns of Language” Review
Chapter 7 Quiz Phonology

Introduce Chapter 8, Language Acquisition

FRH: “Chapter 8: The Psychology of Language” (313-332)
From *Exercises*, pp. 359-362

Week Ten

11/7 FRH: Chapter 8: “The Psychology of Language” (332-358)
From *Exercises*, pp. 359-362

11/12 Quiz Chapter 8 “The Psychology of Language”

Introduce Chapter 10 “Language and Society”

Week Eleven

Week Twelve

Chapter 8 Quiz (pages)

FRH: “Chapter 9: Language Processing: Human and Computer” (363-378)
From *Exercises*, pp. 401-406

FRH: “Chapter 9: Language Processing: Human and Computer” (378-400)
From *Exercises*, pp. 401-406

Week Thirteen

Chapter 9 Quiz

FRH: “Chapter 10: Language in Society” (409-432)
From *Exercises*, pp. 401-406

FRH: Chapter 10: Language in Society” (432-453)
From *Exercises*, pp.454-460

Week Fourteen:

Chapter 10 Quiz

FRH: “Chapter 11: Language Change” (461-474) :

FRH: “Chapter 11: Language Change” (474-497)

From *Exercises* pp. 498-503

Week Fifteen

Quiz Chapter 11
Language Project Presentation due

Course Review/ Course Evaluation

Final Week

Final Exam

Present practice

1. Students read section of text
 2. Instructor highlights aspects of text
 3. Students practice small group work
 4. Students read remainder of text
 5. Instructor reviews material
 6. Students take quiz on same class day
- OR start reading next section AND prepare for quiz

Proposed new practice

1. Instructor previews chapter with study guide notes
2. Students read larger section of chapter
3. Instructor reviews; students practice in small groups
4. Students complete reading of chapter
5. Instructor reviews; students practice
6. Students study whole chapter for quiz
7. Students take quiz next class day
8. Instructor previews next chapter
9. Students get reading assignment for next chapter