

ENGL 5165 U/G: Introduction to Linguistics
Columbus State University, fall 2018

CRNs 80936/80937 Tuesday & Thursday 1:30-2:45 pm Howard 101
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Professor:	Dr. Carolina Pelaez-Morales
Office hours:	Wednesday 9:00-11:00, Tuesdays & Thursdays 11:00-12:00, Thursdays 3:00-4:00, and by appointment.
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Do linguists speak a lot of languages? ☐ Yes ☐ No Maybe ☐

Description: This course is an introduction to the scientific study of language. All of you have intuitive knowledge of the language(s) you grew up with, and that knowledge will be helpful in this class. However, the primary goal of the course is not for you to demonstrate that intuitive knowledge, for instance, to say that something “sounds right,” but to help you articulate why you use language the way you do. In this course, you will gain an understanding of the complexity and systematicity of language through a survey of several subfields in Linguistics, including phonology, morphology, syntax, among others.

Audience: This course is primarily intended for students with no background in linguistics. Graduate students and those with prior linguistic knowledge are encouraged to consult the suggestions for further reading at the end of each chapter of our book.

Learning Objectives: students who do well in this course are those who...

- are able to explain why they use language the way they do going beyond their intuition;
- develop an explicit understanding of language processes and can articulate it to others;
- are able to discuss similarities and differences among different branches of linguistics;
- can perform basic analyses of linguistic data in English and in other languages;
- are able to apply what they read;
- challenge their views about language;
- develop awareness of morphological, phonetic, phonological, and syntactic features found in English as they relate to those found in other languages.

Class Format: I will select relevant aspects of course readings to discuss during lectures, but the majority of class will be devoted to solving exercises, answering questions, and discussing your thoughts about the readings. There will be formal assignments as well as in-class activities, including pop-quizzes.

Required Material:

Finegan, E. *Language: Its Structure and Use* (7th edition). ISBN13: 978-1-285-05245-8; daily access to cougarview and CSU email. *Please bring your textbook to each class meeting.*

Course Requirements and Assessment:

Practice-oriented Assignments (50%)

Homework (20%): Four sets of problems will be assigned at different times in the semester. Problems will typically come from the textbook, but I could assign other activities, as needed. Homework will be graded based on timely submission, completeness, and accuracy.

Activity Demonstration (15%): You will create an original practice activity that matches the topic covered on an assigned week and you will facilitate this activity for 15-20 minutes. These demos will have to accurately reflect the area under study. Because originality will be an important grading criterion, please do not copy activities from the web.

Language Journal (15%): Using a pocket size or 3"x5" notebook, you will keep a record of interesting, ambiguous, humorous, or inflammatory phrases you come across in your daily life. Examples can be drawn from any source (something you heard, read, etc.). Please do not just search for phrases on the internet or include thoughts about language in general. There will be four grades assigned over the course of the semester.

Formal Assessments (50%)

Exams (40%): There will be two exams worth 20% each. Most of the questions will be similar to the exercises that you do for homework; some might even come from the book. Graduate students in the course might receive a higher number of problems and/or more difficult items. No make-up exams unless you can provide written documentation.

Miscellaneous—pop-quizzes and other assignments (10%): Pop quizzes will consist of a question to answer from the assigned chapter, while "other assignments" are simply activities I will ask you to complete at home. For instance, I will ask you to prepare (and type) questions for our review sessions. I like to think of these activities as opportunities for you to demonstrate that you are ready for class. The total number of quizzes and assignments under this category will be determined at my discretion. Please know that these activities cannot typically be made up if you miss class or arrive late.

Graduate Students

Graduate students in the course will complete some of the same assignments outlined above. However, there will be modifications, including the grade distribution and the amount of work, to account for the differences between earning graduate vs. undergraduate credit.

Exams (50%) and Homework (10%) will be worth the same percentage. However, graduate students in the course will be assigned additional or more complex sections to complete.

Language Journal (10%): same as undergraduate students.

Activity Demonstration (10%): Graduate students will be assigned more complex chapters, and they will work individually. See description above for more details.

Article Presentation (20%): graduate students in the course will be required to present a summary of two assigned articles. The articles assigned will be related to various issues of language. Presentation dates and article assignments will be determined in consultation with the instructor. A written report, including a critique and a summary, is required.

Grading scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; less = F

Class Policies

The majority of students at this level have adequate classroom decorum. However, I put these detailed policies in writing to avoid potential misunderstandings. While the policies are firm, we can reach a different understanding provided that the following is true: a) you can make a good case for why I should make an exception, b) it is the first time you ask for an exception, and c) you speak to me in advance.

Attendance

- You can miss up to two weeks' worth of classes (4) without penalty. Beginning with absence #5, one point will be deducted from your final grade for each subsequent absence. Once a student reaches absence #8, s/he will be automatically dropped from the course.
- In this class, there is no difference between excused or unexcused absences, so use your absences when you truly need them; for instance, when you are ill.
- I take attendance daily at the beginning of class. Students who come after attendance has been taken will assigned a tardy. 3 tardies=1 absence.
- While I am happy to make a one-time exception, any student who comes to class more than 30 minutes late will be counted as absent for the day. This policy applies to leaving class early too.
- Quizzes and class activities missed due to absence or late arrival cannot be made up, although on occasion, I will make an exception (or up to two exceptions) if you come to my

office before I return the graded work.

- Reasonable accommodations for attendance and deadlines, not to exceed class policies, could be provided when you have been hospitalized and/or when you have a documented disability. Make up exams are not typically given.
- I typically collect assignments at the beginning of class on the due date. If you are planning on being absent, please make arrangements to submit your assignments before class to avoid point deductions. 5 points will be deducted each class period an assignment is late.
- Assignments submitted more than a week late will not be accepted.

Communication

- I respond to email Monday-Friday from 9 am-5 pm and I always do my best to reply within 24-48 hours from the time I receive an email. Communication sent on the weekend (after 5 pm on Friday) will typically receive a response on Monday, although if I check my email, I am more than happy to repl
- Please check your CSU email and cougarview daily to be aware of changes or announcements. If you miss a class, start by reviewing documents posted on cougarview to learn what we did. If questions remain, feel free to come see me.
- Office hours are the most appropriate option to discuss questions you have about the course. For instance, an assignment you don't understand; a topic covered on a day you were absent, etc. If you have questions about an exam, come see me right away.

Incomplete Grades

Incompletes will only be given in emergency cases, such as hospitalization. To request an incomplete, you will have to show evidence of good performance in the course (a B or higher) at the time of the request, provide written documentation, and make arrangements before finals week. Incompletes are not assigned to avoid a bad grade in a course.

Technology

Since students who are distracted cannot fully participate of class activities, no use electronic devices (cell phones, laptops, etc.) is permitted in class. Students who choose to use these devices in class could be counted as absent after a 1st warning. Students whose disability requires use of electronic devices should provide documentation.

Academic Honesty

As a CSU student, you are required to follow CSU's standards of academic honesty. Forms of academic dishonesty include, but are not restricted to, presenting the writing or the ideas of

someone else as if they were your own, copying and pasting information from a website(s) or source(s), submitting something written for a different class, and cheating. Students can receive a zero on an assignment, receive an F for the course, and /or be reported to the Provost's office in these instances. We use a plagiarism detection service called turninit.com.

Student Disability Statement

If you have a documented disability that requires flexibility with some of the policies outlined here, you should contact the Office of Disability Services at 706-507-8755 to process documentation. Once that documentation is provided, we can discuss options and accommodations. I recommend processing paperwork early in the semester since no retroactive accommodations can be made.

Additional Resources

Linguistic Society of America
The Linguist List

<http://www.lsadc.org>
<http://linguistlist.org>

- Bergman, A., Hall, K., and Ross, S. (eds.) (2007) *Language Files: Materials for an introduction to language and linguistics* (10th edition), Columbus, OH: The Ohio State University Press.
- Gordon, T., and Susan Millmarth (2008). *Linguistics for Beginners*. Hanover, NH: Danbury.
- Winkler, E. (2012). *Understanding Language: A Basic Course in Linguistics*. New York, NY.