

ENGL 3371: Linguistic Science (Section 003 & 004), Fall 2009

I. Basic Information

Instructor:	Dr. Min-Joo Kim
Class time:	T/R, 1:00-12:20 AM; 2:00-3:20 PM
Location:	English/Philosophy 362
Office:	English/Philosophy 480 (East Wing of the English/Philosophy Bldg.)
E-mail:	min-joo.kim@ttu.edu
Voice-mail:	(806) 742-2500, ext. 262
Office hours:	Tuesday, 3:30-4:50 PM, Wednesday, 1:00-1:50 PM, or by appointment

How to get in touch with your professor:

- Send an e-mail (phone call is not the best way)
- Speak to her before or after class to arrange for an appointment.

A. Course Description:

This course provides an introduction to the study of language at the undergraduate level. We will learn about the set of underlying principles of human language by analyzing the English language in detail but data from other languages will also be drawn. Our approach will be descriptive rather than prescriptive, which means that we will analyze what is actually spoken by people.

The course will be devoted to examining the main components of language, i.e., word forms, sounds, sentence structure and meaning. Along the way more applied linguistic issues such as language acquisition, language change, and variation will be introduced and discussed as well.

Class meetings will be organized around lectures but students are expected to participate actively in class discussions and hands-on lab sessions.

B. Texts: There are **no required** textbooks. Lecture notes and any supplementary material will be provided **at least one day before each class via TTU e-mail**. But students are more than welcome to obtain a copy of the following textbooks and read them on their own in accordance with the course schedule.

- Fromkin, V.A. and Rodman, R. *Introduction to Language*. 6th Ed. 1997. Harcourt Brace.
- Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish. *Linguistics: An Introduction to Language and Communication*. Fifth Ed. 2001. Cambridge, MA: MIT Press.

C. Learning Outcomes:

Upon successful completion of this course, a student is expected to have sharper analytical reasoning and critical thinking abilities. In addition, he or she should be able to do the following:

- Define linguistics and appreciate its relevance to other academic disciplines, in particular to the study of humans.

- Appreciate human language as a window into the human mind.
- Have some initial understanding about the human brain structure and language-related disorders.
- Identify and categorize morphemes in words and begin to describe what rules may apply to formation of words in a language.
- Identify units of sound and describe the features of common phonemes. Also, identify underlying rules that govern the phonological system of a language.
- Use a phonetic alphabet to transcribe words and read words represented in phonetic transcriptions, explain why alphabetic spelling is complicated and may not represent pronunciation.
- Begin to explain how phonological rules might be formulated.
- Identify units of sentence structure such as heads, phrases, and constituents; diagram tree structures that represent grammatical analyses; and generalize about structural patterns of newly-encountered phrases and sentences.
- Define the fields of semantics and pragmatics and name some major approaches to meaning.
- Identify factors that induce language change and variation such as gender, geographic, and socioeconomic factors. In addition, compare various varieties of a language and describe their similarities and differences in a systematic and theoretical manner.
- Raise consciousness on issues pertaining to bilingualism and formulate a linguistically-informed opinion about some basic issues in bilingual education.
- Read, summarize, and evaluate scholarly resources in linguistics.
- Cite sources following the *Modern Language Association, Language, or Linguistic Inquiry* style.

D. Assessment Methods and Course Requirements:

- (i) Attendance and participation: 5%
- (ii) Three exams: 3 x 20% = 60%
- (iii) Final project proposal: 5%
- (iv) Oral presentation on the final project: 10%
- (v) Final research paper: 20%

How to earn a good grade:

In order to receive full credit for “attendance and participation”, students must participate actively in class discussion and (group) activities. That is, simply showing up in class will not guarantee full credit.

There are three exams, each constituting 20% of the entire grade. In order to do well on the exam, students must come to every single class **prepared**, i.e., have done the homework and read the lecture notes in advance (if there are any). Plus, they should clear up any confusion as soon as possible.

There are three components to the final research project: (i) proposal; (ii) presentation; (iii) paper.

1. The project should be on a topic that is **pertinent** to the course content. Students must have their topics **approved** by the instructor by **November 3rd**. They are encouraged to visit with the professor about the topic as soon as possible.

Possible paper topics are:

- comparative analysis of two different languages or dialects with respect to morphology, phonology, syntax, and semantics
 - historical development of a language or that of a lexical or a grammatical item
 - language variation both within a language and across languages
 - language acquisition
 - language and gender
 - bilingualism
 - linguistic prejudice
 - language disorder
 - language and literature and discourse analysis
2. Students must submit a **one-paged written proposal** by **November 3** outlining the paper topic, research methodology, the results of initial research, and a (partial) list of existing works their paper will rely on.
 3. The paper should be **6-7 pages** long, double-spaced **excluding** references, and must be **in 12 font size Times New Roman**. It must contain **clear section headings** and research topic statements. In addition, it must cite **at least four published works**, i.e., actually published (online) journal articles, book chapters, or books, not just what is available off of the Internet including manuscripts.
 4. Papers will be evaluated based upon (i) originality, (ii) organization and clarity, and (iii) content.
 5. The paper is due **at class** on the last day of classes. But students will deliver oral presentations on their research findings in class before the submission of the paper (see Course Schedule below). More specific instructions for the final paper and oral presentation will be given as we proceed.

III. Course schedule (subject to change)

Week	Date	Topic	Notes
1	8/27	Introduction	
2	9/1	Overview on linguistics	
	9/3	Morphology	Homework (HW) 1
3	9/8	HW review	
	9/10	Morphology	HW2
4	9/15	HW review	
	9/17	Morphology	HW3

5	9/22	HW review	
	9/24	Exam 1	
6	9/29	Exam 1 review & Phonetics	
	10/1	Phonetics	HW4
7	10/6	HW review & phonetics	
	10/8	Phonology	HW5
8	10/13	No class: Student Holiday	
	10/15	HW review & phonology	HW6
9	10/20	HW Review	
	10/22	Exam 2	
10	10/27	Exam 2 review & Syntax	
	10/29	Syntax	HW7
11	11/3	HW review	Paper Proposal due
	11/5	Syntax	HW 8
13	11/10	HW review	
	11/12	Semantics and Pragmatics	HW 9
14	11/17	HW review	
	11/19	Review for exam 3	
15	11/24	Exam 3	
	11/26	No class: Thanksgiving Holiday	
16	12/1	Student oral reports	
	12/3	Student oral reports	
17	12/8	Student oral reports & wrap-up	Paper due at class

III. Course Policies

A. Basic course-related requirements:

- In order to earn a passing grade, a student must successfully complete all course requirements.
- Students are expected to be **present in every** class.

- **No absence** in the entire semester will **boost the entire grade** by one letter grade: e.g., a B+ becomes an A. Any absence, regardless of the reason, will make the student ineligible for this grade enhancement.
- In the event of missing the class, students must inform the instructor as soon as possible. Otherwise, there will be serious consequences for their grades: Students with more than **5 absences without justification** will receive an **automatic F** for the course.
- Students must be **punctual** to respect other students' time, let alone their own. **Being late for class more than twice** will lead to lowering the course grade by one level, i.e., an A becomes a B+.
- Homework problems will be assigned to coordinate with lectures and discussions. Unless otherwise announced, they will not be collected or graded; we will simply go over them in class. However, students **must** complete each and every homework **in a timely fashion**, since it will reinforce course concepts and also prepare them for exams. Failure to complete the homework timely will severely affect the performance in the class.
- **No make-up exam** will be administered unless it is proven to be necessitated by an absolute emergency evidenced by proper documentation.
- Announcements will be made both in class and via e-mail. E-mail announcements will be sent to students' **TTU e-mail** account. So students **must check TTU e-mails** on a regular basis.
- Students are encouraged to set up appointments with the instructor to discuss anything related to the course. Constructive feedback about the course is encouraged at any time.

B. Civility in the Classroom

- Students are expected to assist in maintaining a classroom environment that is **conducive to learning**.
- Appropriate student behavior (**whether online, in person, or over the telephone**) creates a better environment for both teaching and learning.
- **No** behavior that will cause distraction or discomfort will be allowed such as chatting with someone in class, creating disruption, or responding rudely to someone's remarks or questions.
- Inappropriate behavior in the classroom will minimally result in **a request to leave class**. Furthermore, it can lead to **lowering of the grade by more than one level**.
- Students are encouraged to participate actively in class but no one should dominate class discussion. Such behavior will be considered inappropriate and hence will be subject to the same set of rules applied to inappropriate behavior. See above.

C. Academic Integrity

- This course follows the University's statement on academic integrity as in p. 82 of the *Bulletin of Texas Tech*: “It is the aim of the faculty of Texas Tech University to foster a spirit of **complete honesty** and a **high standard of integrity**.”
- We will also abide by the Code of Student Conduct as laid out in the Student Affairs Handbook (<http://www.studentaffairs.ttu.edu/campuslife/handbook.pdf>).
- Failure to uphold such guidelines may result in one or more of these penalties depending on the instructor’s assessment of the seriousness of the violation:
 - failing grade on an assignment or for the entire course,
 - reporting to the Dean of Students,
 - referral for disciplinary action to the Student Mediation Center, or other relevant disciplinary action.
- In sum, students must remember that every action has a consequence and they bear **full responsibility** for their own actions.
- This class has **no tolerance for cheating or plagiarism**.
- **What counts as cheating:**
 - dishonesty on examinations, quizzes, and written assignments,
 - illegal possession of examinations,
 - use of unauthorized notes during an examination or quiz,
 - obtaining information during an examination from the examination paper or otherwise from another student,
 - assisting others to cheat,
 - alteration of grade records,
 - illegal entry to or unauthorized presence in an office
- **What counts as plagiarism:** Plagiarism means using other people’s work as if it were his/her own without proper acknowledgments.
- Therefore, any student will be guilty of plagiarism if he or she **fails to give credit** for quotations or essentially identical expressions of material taken from books, encyclopedias, magazines, the Internet, or from the themes, reports, or other writings of a fellow student or any other person
- Consequence of plagiarism will result in **an automatic F**, regardless of the reason.

D. Student with Disabilities

- Any student with disabilities who needs special arrangements to minimize the effects of their disabilities should contact the instructor as soon as possible to make any necessary accommodations.
- But students must present appropriate verification from TechAccess first.