ENGL 5335: Principles of Language

I. Basic information

<table>
<thead>
<tr>
<th>Class time:</th>
<th>Tuesdays/Thursdays 11:00-12:20 AM</th>
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</thead>
<tbody>
<tr>
<td>Location:</td>
<td>English/Philosophy 362</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Min-Joo Kim</td>
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<tr>
<td>Office:</td>
<td>English/Philosophy 480 (East Wing of the English/Philosophy Bldg.)</td>
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<tr>
<td>Office hours:</td>
<td><strong>Tue &amp; Thurs 12:30-2:00 PM</strong></td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:min-joo.kim@ttu.edu">min-joo.kim@ttu.edu</a> (best way to get hold of me)</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://webpages.acs.ttu.edu/minjkim/">http://webpages.acs.ttu.edu/minjkim/</a></td>
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</tbody>
</table>

II. Information on the course

A. Course description

This course provides an introduction to the study of language at the graduate-level. We will learn about the set of underlying principles that govern human language by taking an overview on various sub-areas of linguistics (e.g., morphology, syntax, semantics, phonetics, phonology, language acquisition, linguistic typology and language variation) and its related disciplines (e.g., language teaching, language policies, philosophy, psychology, anthropology, neurology). Our approach will be descriptive rather than prescriptive, which means that we will analyze what is actually spoken by people (descriptive approach), rather than what they are supposed to be speaking or writing (prescriptive approach). To this end, we will be analyzing linguistic data drawn from various languages although English data may be most frequently used for ease of exposition. We will also be reading and examining two papers that represent the interdisciplinary nature of Linguistics as a Cognitive Science. Class meetings will be organized around lectures and weekly homework problem sets. In addition to the weekly homeworks, the student will complete two exams, a research paper, and a presentation on it. The research paper should be on a topic that is deemed suitable given the purpose of the course and the student’s own research interests, and it must be approved by the instructor by the date state below. The student must complete all requirements in a timely manner, come to each class prepared, and engage actively in class discussions.

B. Materials

I. Textbooks:


II. Additional reading (soft copies will be supplied by the instructor):


C. Learning outcomes and assessments
Upon successful completion of this course, the student should be able to do the following:

- Define linguistics and its main subfields such as morphology, syntax, semantics, phonology, and phonetics, and discuss their relevance and significance to our daily life and other academic disciplines.
- Compare human language with animal communication and appreciate the creativity of human language and its role as a window into the human mind.
- Outline the broad history of linguistic inquiry in the West with some emphasis on identifying and critiquing the aims and origins of diachronic and synchronic approaches and with some assessment of the contributions of notable linguists and language scholars (e.g., Noam Chomsky, Richard Montague, Barbara H. Partee, Paul Grice, Östen Dahl, William Labov).
- Identify units of meaning, isolate and categorize morphemes in words, and describe what rules might exist about the formation of words in a language.
- Use a phonetic alphabet to transcribe words and read words presented in a phonetic transcription.
- Explain why alphabetic spelling is complicated and may not represent pronunciation and how phonological rules might be formulated.
- Identify units of sound and describe the features of common phonemes and propose underlying rules that govern the phonological system of a language.
- Define the fields of semantics and pragmatics and name some major approaches to meaning.
- 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.
- Identify factors that induce language change and variation such as gender, geographic, socioeconomic and political factors.
- 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 bilingual education.
- Find, read, summarize, and critically evaluate scholarly resources in linguistics, cite sources following a style that is adopted by major linguistics journals (e.g., Linguistic Inquiry, Natural Language and Linguistic Theory, and Language) and presses (e.g., Oxford University Press, MIT Press).

D. Assessment methods

- Attendance and participation (10%)
- Exams (45%): Exam I (20%) + Exam II (25%)
- Final paper proposal (5%)
- Oral presentation on the final project (15%)
- Final paper (25%) (Note: There will be no final exam.)
- Total: 100%

- To earn a passing grade, a student must successfully complete all course requirements stated in the syllabus and in e-mail correspondences.
- Students will come to every class prepared and will participate actively in discussions, making positive contributions to the class.
- Attendance will be checked every day. Except for the first absence, every absence will count as -1 point off of the final grade. In the event of an absence, the student must notify
the instructor as soon as possible. Such notifications will be taken into account when the final grades are being calculated; if the documentation is justifiable, the absence may not result in reducing the final grade by one point. More than four absences without any justification will result in an automatic F.

- Homework problems will be assigned almost every week to coordinate with lectures and discussions. They will not be graded but completing them in a timely manner will be crucial to succeed in this course, because their primary goal is to help students exercise and develop analytical skills necessary to conduct linguistic research and furthermore most exam questions will be variations of homework problem sets.
- Attending each lecture will also be crucial to do well in this course because some of the exam questions will be addressing broader issues covered during lectures and discussions. Note: exam II will include questions from the two readings.
- The final research paper will be 14-15 pages long, double-spaced, excluding references. It must have clear section headings, page numbers, and indentations, and follow the citation style of a major linguistics journal such as Linguistic Inquiry and Language.
- The paper will be graded based on: (i) organization and style (20%); (ii) clarity of exposition (15%); (iii) thoroughness and accuracy of the literature review (40%); and (iv) originality of research (25%).
- Students must have their final paper topic approved by the instructor by submitting a one-paged, single-spaced, proposal by Tuesday, April 16th. The proposal should clearly outline the research question or topic, and contain some crucial references to be relied on and spell out the research methods to be utilized.
- Students will deliver an oral presentation on their research findings at the end of the term. The oral presentation should be done professionally, accompanied by a handout (in addition to powerpoint slides). The evaluation criteria will be: (i) structure/organization (30%); (ii) content (50%); and (iii) effectiveness of delivery (20%). More specific instructions for the presentations will be given later when the time approaches.
- Students are expected to demonstrate sophisticated scholarly writing skills in completing all written work, i.e., the exams, the homeworks, the final research paper and the handouts.

E. Schedule (Subject to change): Below, chapter numbers refer to the ones found in Fromkin et al.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of week</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Jan 17</td>
<td>R</td>
<td>Introduction &amp; overview (Ch. 1); Homework (HW) I given out</td>
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<tr>
<td>Jan 22</td>
<td>T</td>
<td>HW1 review; Morphology I (Ch. 3)</td>
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<tr>
<td>Jan 24</td>
<td>R</td>
<td>Morphology II; HW 2 given out</td>
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<tr>
<td>Jan 29</td>
<td>T</td>
<td>HW 2 review; finish Morphology</td>
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<tr>
<td>Jan 31</td>
<td>R</td>
<td>Phonetics (Ch. 6); HW 3 given out</td>
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<tr>
<td>Feb 5</td>
<td>T</td>
<td>HW 3 review; phonetics II; HW 4 given out</td>
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<tr>
<td>Feb 7</td>
<td>R</td>
<td>No class: Instructor at a conference</td>
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<tr>
<td>Feb 12</td>
<td>T</td>
<td>HW 4 review; finish phonetics</td>
</tr>
<tr>
<td>Feb 14</td>
<td>R</td>
<td>Phonology I (Ch. 7); HW 5 given out</td>
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<tr>
<td>Feb 19</td>
<td>T</td>
<td>HW 5 review; Phonology II</td>
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<tr>
<td>Feb 21</td>
<td>R</td>
<td>Finish Phonology</td>
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<tr>
<td>Feb 26</td>
<td>T</td>
<td>Exam I</td>
</tr>
<tr>
<td>Feb 28</td>
<td>R</td>
<td>Brain &amp; Language (Ch. 2); HW 6 given out (Haj Ross guest lecture)</td>
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<tr>
<td>March 5</td>
<td>T</td>
<td>HW 6 review; Semantics &amp; pragmatics I (Ch.5)</td>
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<tr>
<td>March 7</td>
<td>R</td>
<td>Semantics &amp; Pragmatics II HW 7 given out</td>
</tr>
<tr>
<td>March 12</td>
<td>T</td>
<td>No class: Spring Break</td>
</tr>
<tr>
<td>March 14</td>
<td>R</td>
<td>No class: Spring Break</td>
</tr>
<tr>
<td>March 19</td>
<td>T</td>
<td>HW 7 review; Reading I, Dahl to appear</td>
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March 21  R  Dahl to appear cont.
March 25  T  Syntax I
March 28  R  Syntax II; HW 8 given out
April  2  T  HW 8 review
April  4  R  Reading II, Partee 2009
April 16  T  Partee 2009 cont./paper proposal due
April 18  R  Catching up/review
April 23  T  Exam II
April 25  R  Other sub-areas (e.g., Language Acquisition)
April 30  T  Student presentation on final papers I
May  2  R  Student presentation on final papers II
May  7  T  Student presentation on final papers III/final-paper due at class

III. Course policies

A. Basic course-related policies

- This class has a relatively strict attendance policy as stated above: that is, attendance will be checked every day. The first absence will not be counted but starting from the second one, every absence will count as -1 point off of the final grade. In the event of an absence, the student must notify the instructor as soon as possible. Such notifications will be taken into account when the final grades are being calculated; if the documentation is justifiable, the absence may not result in reducing the final grade by one point. More than four absences without any justification will result in an automatic F.
- Students must be punctual to respect other students’ and the instructor’s time, not to mention their own. Being late for class more than twice without justification will lead to lowering the course grade by one level (e.g., an A becomes a B).
- Punctuality also applies to meetings with the instructor. In the event of canceling an appointment that is scheduled outside the office hours, the student must inform the instructor at least three hours in advance if possible at all. Failing to do so without justification may have consequences for your grade.
- Students can just walk in during the office hours, but it would be highly desirable if the student informs the instructor in advance either via e-mail or in person, so that she can coordinate the meetings with other students if multiple of them are likely to occur on the same day.
- When submitting any written assignments including handouts and papers, students must have them collated and stapled with clear paginations and section headings if appropriate.
- No late submission of any written work will be accepted.
- Final papers must be submitted both as hard copies and as soft copies (i.e., electronically). Note: electronic submissions cannot replace hard copy submissions.
- No individual make-up exam will be administered except for cases that involve hospitalization, a family emergency, and religious activities, but they need to be justified with appropriate documentation.
- Announcements will be made both in class and via e-mail. E-mail announcements will be sent to TTU e-mail accounts. Therefore students must check their TTU e-mails every day.
- Students are encouraged to set up appointments with the instructor when issues regarding this course come up or just to clear up any confusion they have regarding the course content as soon as possible.
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, e-mail, in person, or over the telephone) creates a better environment for teaching and learning.
- Students are **not allowed** to chat with someone in class creating disruption, **to text-message**, to talk on the phone, or to respond rudely to someone’s remarks including the instructor. **Such inappropriate behavior** will minimally result in a request to leave class; in extreme cases, it may even lead to **lowering of the grade by more than one level**.
- Students are encouraged to participate actively in class but no one should dominate the entire class discussion. Such behavior will be considered inappropriate and will be **subject to the same set of rules applied to inappropriate behavior** stated above.

C. Academic integrity

- This course follows the University’s statement on academic integrity, namely, “It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity” (*Bulletin of Texas Tech*, p. 82).
- It also abides by the Code of Student Conduct as laid out in the Student Affairs Handbook ([http://www.studentaffairs.ttu.edu/campuslife/handbook.pdf](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: e.g., failing grade on an assignment or for the entire course, reporting to the Dean of Students, and/or referral for disciplinary action to the Student Mediation Center or other relevant disciplinary action.

- Plagiarism or cheating will result in an **automatic F** regardless of the reason.
  - What counts as **cheating**:
    - dishonesty on examinations, quizzes, and written assignments
    - illegal possession of examinations
    - use of unauthorized notes during an exam
    - 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**:
    - Using other people’s work as if it were his/her own **without** giving proper credit to the author, regardless of whether the idea is taken from a book, an encyclopedia, a magazine, the Internet, or an informal writing of someone else.
  - In short, students must remember that **every action has a consequence and they bear full responsibility for their own actions**.

D. Student with disabilities

- Any student 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**.