

## Syllabus for ENG2164: **Linguistics**

Spring 2010  
Tuesday 6-10:15pm  
Cuvilly Rm. 7

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### **Course Goals:**

This course will introduce and engage the student in the very broad field of linguistics, exploring the relationships between thought and language, the nature of language and language acquisition, the diversity and similarities of language systems, and the variety of assumptions we bring to our own understanding of how we communicate. Towards this end, we will conduct an overview of the structure of languages with emphasis on phonetics, phonology, morphology, syntax, and semantics. We will also explore how first languages are acquired, how languages evolve, and how geographic distinctness and socioeconomic status affect language variation. Thus, language structure and language use is our topic. A constant challenge of this course will be to find ways to apply our knowledge and understanding to classroom situations. I am counting on you to help me breathe some life into what can be a lifeless topic.

### **Text:**

There will be no text for the course. **Preliminary reading packets will be available starting on Tuesday, February 23, in the Academic Success Center.** There will be a copy fee of \$20 (to be collected later).

Reading assignments are due the day they are listed in the calendar. Come to class prepared to discuss all of the day's reading. From time to time there will be short quizzes or in-class thought pieces on the reading assignments, so read carefully and critically.

### **Requirements:**

In this course you will invent and conduct a research project resulting in an eight page paper which you will present to the class at the end of this course. I will give you wide latitude in deciding what research topic interests you. If you like, you may work in small teams. There will also be smaller exercises assigned along the way, as well as in-class exercises.

**Attendance and Participation:**

It is my strong desire that this class be conducted as a discussion group among educated and concerned thinkers. Class participation is extremely important if we are to develop as full participants in our academic discourse community. Therefore, a significant portion of your grade will be based upon your informed contributions to our discussions. If you must miss a class, make sure you find out if there has been a change in the course schedule, or if materials were handed out in class. As you know, if you miss more than one class, you must withdraw from the class.

**Grading:**

Calculation of final grades will be determined in the following manner.

Final Project and Presentation:	35%
Quizzes and Exams:	25%
Exercises and Thought Pieces:	25%
Participation:	15%

## Schedule of Topics and Readings

### Mar. 16: Introduction and Phonetics

What do you know when you know a language? Read *Language Files* 1.4-1.6. Also read from Fromkin, et. al., *An Introduction to Language*, p. 27. Then read *Language Files* 3.1-3.3. Do exercises 5, 6a-t, 7a-dd, and all of 8 on pg. 50.

### 23: Phonology and morphology

Read *LF* 4.1-4.3. Try doing exercises 1.1 and 1.2 on page 111. Then read *LF* 5.1-5.3. Do exercises 1, 2, 4, and 6 on pp. 138-39 and 1 a-i on pg. 142.

### 30: Syntax and Semantics

Read and re-read Dr. F's Painless Grammar Primer. Then read *LF* 6.1-6.5 to pg. 200. Then (and only then) do exercises 1 and 2 on pg 188. Also read O'Grady, et al, pp. 201-217.

### Apr. 6: Pragmatics and Sociolinguistics.

Read *LF* 8.1-8.3. Also read selections from Wolfram and Schilling-Estes *American English*. Turn in transcription assignment.

### 13: Language Acquisition

Midterm Exam. Also read Moskowitz "The Acquisition of Language."

### 20: Language Acquisition, continued.

Read Miller and Gildea's "How Children Learn Words." Also read Fromkin, et. al., "The Development of Language in Genie" and Pines "Genie: A Postscript."

### 27: Presentations and Celebration!