ENG 304 English Linguistics (5 credits)
Win 2015

Instructor: Chak-Lam Colum Yip
Email: YipC@cwu.edu
Meeting hours: MTWTH11:00pm-11:50pm

Office location: L&L420
Classroom: L&L 358
Office Hours: MW12:00-1:00pm

Required Texts

Course Description
This course covers up-to-date core areas of linguistics, including phonetics (the part of the grammar that studies the inventory and structure of speech sounds), phonology (the part of the grammar that determines the selection of speech sounds and that governs both the sound patterns and systematic phonetic variation found in language), morphology (the part of the grammar that is concerned with words and word formation), syntax (the part of the grammar that unfolds ways to group words into phrases, clauses, and sentences), semantics (the part of the grammar that peruses meaning in human language, second language acquisition (the field of study that investigates how people attain proficiency in a language that is not their mother tongue), and language in social contexts (the field of study that examines the relationship between society and language). Thus, this course will explore and acquaint us with a broad range of current and key linguistic topics and concepts essential in studying the structure and use of the English language. To achieve our purposes, we will review traditional terminology such as vowel, consonant, syllable, morpheme, noun, verb, gerund, participle, relative clause, polysemy, truth conditions, etc., and we will also introduce and study new concepts and terminology such as phoneme, allophone, binary features, nucleus, enclitics, trees, X’ schema, Q feature, c-command, thematic grid, interlanguage grammars, markedness and the subset principle, Northern Cities Shift, code-switching, lingua francas, and more.

In going through the topics and concepts, we will introduce some practical techniques by which we apply part of our newly acquired linguistic knowledge to conduct analyses of real-life data (spoken or written).

Course Requirements
Regular attendance, active class participation, constructive class contribution, and timely completion of numerous assigned readings and exercises; five/six tests and a term project on linguistic analyses of a self-selected literary text.

Given the high number of topics to be covered, this course will proceed with a fast pace and inevitably require a substantial amount of your time and attention. Plan your schedule accordingly ahead of time, and if necessary form and join volunteer group study sessions, in order to succeed in this challenging course.

Learner Outcomes and Assessment Tools

Outcome: Use phonetic symbols to transcribe language sounds and demonstrate knowledge of how speakers use vocal-tract articulators to produce specific sounds, how sounds can be grouped into classes, how human languages use sounds to create meaning, and how speech sounds in context can be modified by neighboring sounds.
Assessment: Numerous exercises and a test on phonetics.

2 Outcome: Demonstrate knowledge of how we know which sounds are distinctive in a particular language, how contextualized distinctive sounds can vary systematically, how individual sounds can be broken further into distinctive features, how syllables are constructed, and how we can construct rules to explain systematic variations in the production of sounds.
   
Assessment: Numerous exercises and a test on phonology.

3 Outcome: Analyze the structure of words to show knowledge of how words are formed through derivation, inflection, compounding, cliticization, conversion, clipping, blending, backformation, acronym, borrowing, and more.
   
Assessment: Numerous exercises and a test on morphology.

4. Outcome: Conduct syntactic analysis and demonstrate knowledge of how we categorize words, how words are combined into phrases and sentences according to a systematic schema, how words subcategorize other words, how questions are derived from statements, how we diagram the structure of sentences, and how all languages are syntactically alike or different.
   
Assessment: Numerous exercises and a test on syntax.

5. Outcome: Demonstrate knowledge of how we derive meaning from words and sentences, how language encodes concepts in words and sentences, and how we use sentence structure to produce and understand meaning.
   
Assessment: Numerous exercises and a test on semantics.

6. Outcome: Be able to briefly explain how the learner’s first language and the language being learned interact to influence changes in the learner’s grammar as he or she progresses and to characterize the phonology, syntax, and morphology of a second language learner’s grammar.
   
Assessment: Numerous exercises and a test on second language acquisition.

7. Outcome: Show a basic understanding of how place, class, ethnicity, and gender can influence variation in language, of how dialectal variation develops over time, and of how language use is influenced by social interaction.
   
Assessment: Numerous exercises and a test on language in social context.

8. Outcome: Apply newly gained linguistic knowledge to the analysis of a spoken or written data in English.
   
Assessment: A term paper that analyzes prominent linguistic patterns of a spoken speech or a text.

**Grading**

Grades will be based on five or six quizzes\(^1\) (3% each x 5 = 15%), two exams (40%), a term paper (20%), and your performance on weekly assignments (25%). Weekly assignments will be graded credit/no-credit. To receive credit on an assignment, a student must have more than 60%

\(^1\)The lowest quiz score will be dropped if there are six quizzes.
of the answers correct. Students who do not miss a single class throughout the quarter will be awarded an extra credit of 1%. Students who have active participation in-class (or online) will receive an extra-credit of up to 2%.

Tests and quizzes will include, without special notice, any material that has been covered in the lectures, whether or not that material is in the textbook. Take careful notes, and if you miss a lecture, make sure to get notes from a generous classmate. Given the high number of quizzes, there will be no make-ups.

Grading Scale

We will follow this grading scale: A (94-100%), A- (90-93.9%), B+ (87-89.9%), B (84-86.9%), B- (80-83.9%), C+ (77-79.9%), C (74-76.9%), C- (70-73.9%), D+ (67-69.9%), D (64-66.9%), D- (60-63.9%), F≤59%.

Disability and Academic Honesty Statements

Students with Disabilities: Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this documentation should contact the Center for Disability Services Office, Bouillon 140 or ds@cwu.edu or 509-963-1202.

Academic Dishonesty: Academic dishonesty is defined in the student conduct code (http://www.edu/student-success/student-rights-and-responsibilities). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.

Tentative Weekly Schedule (up until week 5)

1. The schedule is subject to minor revisions when needed.
2. The numerical number after a topic is the beginning page of that topic for easy reference.
3. Weekly assignments are usually taken from exercises in the textbook.
4. Assigned readings are to be done BEFORE class, not after.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/6</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/7</td>
<td>Chapter 1 “Language: A Preview”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Specialization for Language (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. A Creative System (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp.1-14</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/8</td>
<td>Chapter 2 “Phonetics: The Sounds of Language”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Phonetic Transcription (16): Units of representation; segments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The Sound-Producing System (19): Glottal states</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Sound Classes (21): Vowels, consonants, and glides (syllabic and nonsyllabic elements)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp.15-22</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Page</td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------</td>
<td></td>
</tr>
</tbody>
</table>
| 2 1/12 | 22 | 1. Consonant Articulation (22): The tongue; places of articulation  
2. Manners of Articulation (25): Oral versus nasal phones; stops (oral, glottal, nasal), fricatives, affricates, voice lag and aspiration, liquids, syllabic liquids and nasals, glides |
| 2 1/13 | 32 | 1. Vowels (32): Simple vowels, diphthongs, basic parameters for describing vowels, tense and lax vowels  
2. Phonetic Transcription of American English Consonants and Vowels (38) |
| 2 1/14 | 1 | More on phonetic transcription |
| 2 1/15 | 40 | Quiz 1 – Chapters 1 & 2  
1. Suprasegmentals: tone and intonation  
2. Coarticulation and articulatory processes (46): assimilation, deletion, leveling  
Assignment: Submit Assignment 1 on Canvas by Sunday (1/18 11:59pm) |
| 3 1/19 | MLK Jr. Day – NO CLASS |
| 3 1/20 | 59-64 | Chapter 3 “Phonology: The Function and Patterning of Sounds”  
1. Segments in contrast (61): Minimal pairs, vowel contrasts in English |
| 3 1/21 | 65-74 | 2. Phonetically Conditioned Variation (65): Complementary distribution; phonemes and allophones; classes and generalization in phonology; English mid vowels and glides |
| 3 1/22 | 74-76 | 3. Phonetic and Phonemic Transcription (74): Phonetic and phonemic inventories  
Assignment: Submit Assignment 2 on Canvas by Sunday (1/25 11:59pm) |
| 4 1/26 | 77-86 | Quiz 2 – Chapter 3 (up until p.76)  
1. Above the Segment: Syllables (77): Defining the syllable; onset constraints and phonotactics; setting up syllables; syllabic phonology |
| 4 1/27 | 115-127 | Chapter 4 “Morphology: The Analysis of Word Structure”  
(115-153)  
1. Words and Word Structure (116): Morphemes (free, bound, allomorphs); analyzing word structure (roots, affixes, bases)  
2. Inflection (131): Inflection in English; inflection versus derivation; category change; order; productivity; other inflectional phenomena  
3. Derivation (122): Some English derivational affixes; |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1/28</td>
<td>Faculty Development Day – NO CLASS</td>
</tr>
</tbody>
</table>
| 4    | 1/29 | 4. Compounding (127): Properties of compounds; endocentric and exocentric compounds  
5    |      | 5. Other Morphological Phenomena (135): Internal change; suppletion; conversion; clipping; blends; backformation; acronyms; coinage or word manufacture; borrowing  
5    |      | 6. Morphology problems in other languages and morphophonemics |
| 5    | 2/2  | Morphology problems in other languages and morphophonemics (continued)  
5    |      | Assignment: Submit Assignment 3 on Canvas by Wednesday (2/4 11:59pm) |
| 5    | 2/3  | Quiz 3 – Ch. 4 Morphology  
5    |      | Chapter 5 “Syntax: The Analysis of Sentence Structure”  
5    |      | 1. Categories and Structure (157): Categories of words; phrase structure; sentences; tests for phrase structure  
| 5    | 2/4  | 1. Complement Options (168): Complement options for verbs; complement options for other categories; complement clauses  
5    |      | 2. Modifiers  
5    |      | 3. Tree drawing practice  
| 5    | 2/5  | Test 1 Review  
| 6    | 2/9  | TEST 1 (Chapters 1-4) |