ENG 304 English Linguistics (5 credits)  
Fall 2015

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Office Hours: T 1:00-2:30, R 9:30-11:00, or by apt.

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 historical linguistics (the study of language change). 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, clitics, trees, X’ schema, Q feature, c-command, thematic grid, interlanguage grammars, markedness, analogy, epenthesis, splits, mergers, 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 literary texts.

Course Requirements  
Regular attendance, active class participation, constructive class contribution, and timely completion of numerous assigned readings and exercises; five 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
1. **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 and historical phonetics (see Outcome #7 below).

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 and historical phonology.

3. Outcome: Analyze the structure of words to show knowledge of how words are formed through over a dozen of morphological processes.
Assessment: Numerous exercises and a test on morphology and historical 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 and historical 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 and historical semantic change.

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 (combined with the test on semantics).

7. Outcome: Show a basic understanding of English historical sound change, morphological change, syntactic change, lexical and semantic change.
Assessment: Numerous exercises; test contents divided as parts of Tests 1 through 5 above.

8. Outcome: Apply new linguistic knowledge to the analysis of a literary text in English.
Assessment: A term paper

Grading Policies
Grades will be based on five tests (14% each x 5 = 70%), a term paper (20%), and your performance on the weekly exercises, regular attendance, and participation in class discussions (10%). Students who miss more than three class meetings will receive a 1% penalty for each additional absence, and those who do not miss a single class throughout the quarter will be awarded an extra credit of 1%.

Tests will include, without special notice, any material that has been covered in the lectures, whether or not that material is in the textbook and the study guide. Take careful notes, and if you miss a lecture, make sure to get notes from a generous classmate. Given the frequency of tests, there will be no make-ups. In the case of documented illness, an adjustment based on the
average of your other test grades can be made. Your term paper will be assigned separately (Deadline: Dec. 10 in class). Late submissions won’t be accepted because Dec. 10 is the very end of the quarter.

**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 Services**

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with me. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

**Academic Honesty**

Academic dishonesty is defined in the student conduct code ([http://www.edu/student-success/student-rights-and-responsibilities](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.

**Diversity**

In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

**Tentative Weekly Schedule**

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. Numerous exercises in the textbook and the Study Guide will be assigned at the beginning of approaching each of the chapters covered below.

**1st wk: Sept. 23, 24**

Chapter 1 “Language: A Preview” (1-14)
1. Specialization for Language (2)
2. A Creative System (3)

Chapter 7 “Historical Linguistics” (245-249)

**Chapter 2 “Phonetics: The Sounds of Language” (15-58)**
1. Phonetic Transcription (16): Units of representation; segments
2. The Sound-Producing System (19): Glottal states

**2nd wk: Sept. 28, 29, 30, Oct. 1**

Chapter 2 (con’t)
3. Sound Classes (21): Vowels, consonants, and glides (syllabic and nonsyllabic elements)
4. Consonant Articulation (22): The tongue; places of articulation
5. Manners of Articulation (25): Oral versus nasal phones; stops (oral, glottal, nasal), fricatives, affricates, voice lag and aspiration, liquids, syllabic liquids and nasals, glides
6. Vowels (34): Simple vowels, diphthongs, basic parameters for describing vowels, tense and lax vowels
7. Phonetic Transcription of American English Consonants and Vowels (38)
8. Suprasegmentals (40)

Chapter 7 (con’t):
2. Sound Change (249): Sequential Change

3rd wk: Oct. 5, 6, 7, 8
Chapter 7 (con’t): Segmental Change (255), Auditorily Based Change (256)
• Test 1 (Oct. 6): on phonetics and historical phonetics

Chapter 3 “Phonology: The Function and Patterning of Sounds” (59-114)
1. Segments in contrast (61): Minimal pairs, vowel contrasts in English
2. Phonetically Conditioned Variation (65): Complementary distribution; phonemes and allophones

4th wk: Oct. 12, 13, 14, 15
Chapter 3: Classes and generalization in phonology (70); English mid vowels and glides (72)
Language-specific patterns (73)
3. Phonetic and Phonemic Transcription (74): Phonetic and phonemic inventories (76)
4. Above the Segment: Syllables (77): Defining the syllable; onset constraints and phonotactics; setting up syllables; syllabic phonology

5th wk: Oct. 19, 20, 21, 22
Chapter 7 (con’t):
2. Phonetic versus Phonological Change (257); Explaining phonological shift (259)
• Test 2 (Oct. 20): on phonology and historical phonology

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. Derivation (122): Some English derivational affixes; complex derivations, constraints on derivation; two classes of derivational affixes

6th wk: Oct. 26, 27, 28, 29
3. Compounding (127): Properties of compounds; endocentric and exocentric compounds
4. Inflection (131): Inflection in English; inflection versus derivation; category change; order; productivity; other inflectional phenomena
5. Other Morphological Phenomena (135): Internal change; suppletion; cliticization; conversion; clipping; blends; backformation; acronyms; onomatopoeia; coinage or word manufacture; eponym; borrowing

Chapter 7: Morphological Change (259-263): Addition of Affixes, Loss of Affixes, From Synthetic to Analytic to Synthetic, Analysis

• Test 3 (Oct. 29): on morphology and historical morphology
7th wk: Nov. 2, 3, 4, 5
Chapter 5 “Syntax: The Analysis of Sentence Structure” (155-202)
1. Categories and Structure (157): Categories of words; phrase structure; sentences (165); tests for phrase structure (167)
2. Complement Options (168): Complement options for verbs; complement options for other categories; complement clauses
3. Move (172): Yes-no questions; deep and surface structures

8th wk: Nov. 9, 10, 11 (Veterans Day, no class), 12
Chapter 5 (con’t):
3. Do insertion (177)
4. Wh movement (178)
4. Universal Grammar and Parametric Variation (182): Verb raising
5. Some Additional Structures (187): Coordination; modifiers
6. Catch up

9th wk: Nov. 16, 17, 18, 19
Chapter 7 (con’t)
4. Syntactic Change: Word order (263), inversion in the history of English (266)
   • Test 4 (Nov. 17): on syntax and historical syntax
Chapter 6 “Semantics: The Analysis of Meaning” (203-244)
1. The Nature of Meaning (204): Semantic relations among words (synonymy, antonymy, polysemy, homophony); semantic relations involving sentences (paraphrase, entailment, contradiction)
   What Is Meaning? (208): Connotation, denotation, extension, intension, componential analysis, verb meaning and subcategorization

10th wk: Nov. 23, 24 (Nov. 25, 26: Thanksgiving Recess, no class)
Chapter 6 (con’t)
3. Syntax and Sentence Interpretation (221): Constructional meaning; structural ambiguity; thematic roles (thematic role assignment, deep structure and thematic roles)
Chapter 7 (con’t)
5. Lexical and Semantic Change (266): addition of lexical items; loss of lexical items; semantic change

11th wk: Nov. 30, Dec. 1, 2, 3
Chapter 11 “Second Language Acquisition” (391-427)
1. The Study of Second Language Acquisition (392): The role of the first language; the nature of an interlanguage; the final state; variation in performance;
2. Interlanguage Grammars (398): L2 phonology; L2 syllabification; L2 syntax; L2 morphology; Morphology and syntax (411)
   • Test 5 (Dec. 3): on semantics, historical semantics, and second language acquisition

12th wk: Dec. 10 (12:00-2:00 p.m.)
• Final test (retake one of the five tests)
• Term paper due in class