

Syllabus—Spring Quarter 2016 (March 29—June 10)
Department of Anthropology
Central Washington University

ANTH/ENG 180.01: INTRODUCTION TO LINGUISTICS (Monday-Friday 9:00-9:50, Dean Hall 102)

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Office hours: 10:00-10:50 Monday-Thursday, and by appointment

TEXTBOOK: *An Introduction to Language*, 10th edition (2014) by Victoria Fromkin, Robert Rodman, and Nina Hyams. Boston: Thomson Wadsworth. (If the present edition remains valid, this textbook will be adopted for Anth 382 Descriptive Linguistics and Anth 487 Field Linguistics as well. If you have a plan to take these courses please keep the book for future use.)

COURSE OBJECTIVES

Linguistics is the scientific study of language. The anthropological study of language is as old as anthropology itself in this country. This is quite understandable, for language is a distinctively human phenomenon. In my view, no attempt to understand the human essence could be complete without addressing the nature of language and the variety of its manifestations from group to group. This is a content course designed to attempt so in a systematic way that will introduce students to the technical complexities of understanding what language is. The course will provide students with an introductory level survey as well as give them the basics necessary for the more advanced courses dealing with language and anthropology, education, English, TESOL, philosophy, primatology, psychology, biology, history, and others.

The study of linguistics is a vast field. We will first discuss characteristics of human language that set it apart from communication among other animals and consider what we know about the role of language in human societies. Then we will proceed to the technical aspects of language – morphology, phonetics, phonology, semantics, syntax, and writing. The illustrative examples used in lectures are primarily drawn from English in order for the students to increase their knowledge of the English structure. We also mention some other languages when necessary. Comparison of languages is intended to enhance the students' understanding of the differences among languages as well as the universal aspects of grammar. The topics throughout the course will enable the students to gain insight and understanding about how language is structured and how language works in human communication.

DEPARTMENTAL LEARNING OUTCOMES

At the end of this course the successful student will be able to:

- Describe the major subfields that unify the linguistic discipline.

- Tell how human language differs from forms of communication in other animals.
- Examine your own linguistic beliefs and attitude.
- Realize that all human languages are creative, have a grammar, and change over time.
- Explain the linguistic concepts, technical terms, language universals, and variation as they apply to language through exams, assignments, and discussions.
- Apply analytical methods and technical skills to language description at the introductory level including the following: recognize and transcribe English words phonetically, delineate and justify the internal structure of linguistic units, group linguistic elements into classes, and explain differences of meaning.

EVALUATION OF PERFORMANCE

The students will be able to demonstrate their learning outcomes in written exams and assignments. There will be two midterms and one final. The exams may be composed of definition / explanation of terms, true / false, multiple choice, multiple answers, matching, fill in the blank, problem solving, short answers and/or essay questions taken from lectures and/or the textbook.

Each student will be expected to complete 9-12 problem-solving assignments. The assignments are divided into two subcategories: home-taken and classroom. The students are required to computer-process their home-taken assignments and submit them on time. **NO LATE HOMEWORK WILL BE ACCEPTED.** When the assignments are arranged in classroom, there will be NO makeup opportunities for them for whatever reasons. If the experience in the past quarters works, the rate of attendance will be possibly tapering down in this class. On an average, a student may miss one or two assignments. If this happens, please don't worry and don't bother yourself to request the instructor to have a makeup arrangement.

Course grades will be based on the following formula:

Exam 1	100 (25%)
Exam 2	100 (25%)
Exam 3 (final)	100 (25%)
<u>Assignments</u>	<u>100 (25%)</u>
Total	400 (100%)

Although attendance is not included in the formulated allocation of 400 points, regular attendance and participation are strongly encouraged and will probably be rewarded with extra credits. Participation means the quality of students' contributions to the scholarly work and atmosphere of the class, and students' participation may be corroborated by the notes they are required to produce in the classroom activities.

Grading a presented work is a commonsense process of often inevitable deduction. The instructor's grading starts with an established list of items. The rules for deduction are simple. If the answer is wrong or no answer is given, there will be a deduction. If any students feel embarrassed with the deduction or are frustrated with their performances, they are encouraged to see the instructor or the chair of the department for dialogue or complaint. Please note that many times student grades will be affected in either direction by their combined exams and assignment

grades. It is the responsibility of the student to make himself/herself aware of the necessity to attend the classes regularly. In this course, classroom engagement is essential to student learning. Fundamentally, classroom engagement enhances learning, and improved learning increases the likelihood of great success. The students in this class are otherwise unlikely to do well on exams and assignments if they miss lectures habitually. There is no extra credit opportunity for any individual student in this course. The instructor will not be able to get any individual student's low grade up by creating extra credit activities. Please be aware of this and try to complete your coursework in a timely fashion.

Makeup exams will be given only under the most compelling circumstances and the instructor must be notified well before the scheduled date. To be fair to those who follow the established exam schedules, except in the most compelling circumstances, the instructor reserves the right to penalize the late and early exam takers up to 20% out of the total graded score per day. No exam can be retaken, and no assignment can be redone.

Students are strongly advised to read the sections on 'Student Rights and Responsibilities Policy' and 'Student Conduct Code' in the university's *Undergraduate / Graduate Catalog*. Courtesy and respect is expected of all students. Disruptive, dishonest conduct and unfair practice cannot be tolerated and may be penalized at the instructor's discretion. Disruptive, dishonest conduct and unfair practice include but are not limited to: uninformed early exit, chronic tardiness, personal conversations, and cheating. Students must not copy from another's work during an assignment, must not give help to and receive help from any other students or individuals during a test, and must not speak to or have any communication with any other students during a test. Impersonation (to assume the identity of another with intent to deceive during a test and attendance signup) is forbidden.

ONLINE TEST DIRECTIONS AND RULES

Please note that the instructor will arrange for the students to have online exams and assignments on Canvas. If you are unfamiliar with Canvas it may take the first week to get the hang of it, but it is designed for those of us who are not naturally technologically inclined. Particularly, before taking online test please practice the following *Test Your Knowledge of Canvas-Take the Quiz* carefully and thoroughly <https://cwu.instructure.com/courses/56/wiki/take-the-quiz> . If students are having technological difficulties, it is best not to waste valuable time trying to figure it out, but ask for technical support (support@instructure.com, or 509-963-1224~1172).

Please be informed well in advance that you must observe the following online test directions and rules throughout the quarter:

- (1) The browser is *Mozilla Firefox* or any other compatible ones.
- (2) You must secure reliable access to Canvas "Quizzes" where the test and assignment are posted.
- (3) Timed Test. Each test has time limit and specific schedule.
- (4) Students must not give help to and receive help from any other students or individuals during a test and assignment, and must not speak to or have any communication with any

other students or individuals during a test and assignment. Impersonation (to assume the identity of another with intent to deceive during a test) is forbidden.

There will be no makeup test for those who fail to follow the directions and rules. Questions or confusions? Ask.

SCHEDULE OF TOPICS AND EXAMINATIONS

The class will be conducted as a basic lecture course with audiovisual sessions. We will have an in-class viewing of a video or movie from time to time if we are successful in having suitable ones. By going through this schedule, those students who use the previous editions of the textbook, please double check with the chapters and page references by taking note of the chapter titles and topics given below.

Week I, March 29-April 1. Course introduction; What is language?: linguistic knowledge, basic objectives of linguistics.

Read textbook chapter 1 What is language (pp.1-32).

Week II, April 4-8. What is language? (cont'd) linguistic knowledge & performance, what is grammar?, language universals, animal communication, what we know about language.

Read textbook chapters 1 What is language (pp.1-32, cont'd).

Week III, April 11-15. Morphology: the words of language (I): dictionaries, morpheme, root, morphological processes, content words and function words.

Read textbook chapter 2 Morphology: the words of language (pp. 33-75).

Week IV, April 18-22. Morphology: the words of language (II): grammatical morphemes, procedures for doing morphological analysis.

Read textbook chapter 2 Morphology (pp. 33-75, cont'd).

Online Exam 1: April 25, Monday, 9:00am-9:50am. No class meeting in the classroom.

Week V, April 26-29. Phonetics--the sounds of language (I): sound segments, spelling and speech, place of articulation.

Read textbook chapter 5 Phonetics (pp. 189-223).

Week VI, May 2-6. Phonetics--the sounds of language (II): manner of articulation, prosodic suprasegmental features.

Read textbook chapter 5 Phonetics (pp. 189-223, cont'd).

Week VII, May 9-12. Phonology--the sound patterns of language: phonemes, minimal pairs, free variation, etic and emic.

Read textbook chapter 6 Phonology (pp. 224-278).

Online Exam 2: May 13, Friday, 9:00am-9:50am. No class meeting in the classroom.

Week VIII, May 16-20. Syntax--the sentence patterns of language: grammatical or ungrammatical? sentence structure, phrase structure rules.
Read textbook chapter 3 Syntax (pp. 76-138).

Week IX, May 23-27. Semantics--the meaning of language: lexical semantics, thematic role, the 'truth' of sentences.
Read textbook chapter 4 The meaning of language (pp. 139-188).

Week X, May 31-June 3 (no lecture on May 30, Monday, Memorial Day). Semantics (cont'd.); Language processing & the human brain; Writing: the ABCs of language.
Read textbook chapters 10 Language processing & the human brain (444-494) & 12 Writing: the ABCs of language (pp.527-554).

Online Exam 3 (final) will be scheduled during the final exam week and announced in SAFARI. Please note that the time duration of the final exam will not be two hours long even though the centralized schedule indicates so. Instead, it will be comparable to the previous exams.

Students with documented disabilities: Students who qualify for specific accommodations under the American with Disabilities Act (ADA) should notify the instructor before class begins to allow for planning of accommodations. It is the student's responsibility to inform the instructor of his/her needs and to provide the necessary documentation to the director of the Disability Support Services before any accommodation can be made.

Changes to the syllabus: The schedule and proceedings in this syllabus are subject to change in the event of extenuating circumstances.

Guidelines for use of electric devices: When you use the electric devices such as laptops and iPads during class, do not use them for entertainment and do not display any material on the devices which may be distracting or offensive to your fellow students. The user is advised to have a seat in the rearmost row of the classroom. The students, who feel distracted by neighboring screens and their reflections as well as nearby typing, may sit elsewhere. Please also note that **this instructor never allows and will never allow any persons to tape-record his talk and lectures.**

How to type unconventional symbols? The students of linguistics and languages use many unconventional symbols. Due to technological developments, we have now many ways of typing unconventional symbols. The following two methods are for your reference. First, in Microsoft Word click on 'Insert', 'Symbol', '(normal text)' or the other relevant font types, you will see many symbols. Second, go through <http://ipa.typeit.org/>. Click on 'IPA Full' on your left-hand side or any other ones you want to use. In case you need to type the diacritic marks such as the

macron in ē, click on 'more' on your right-hand side. Type the vowel e and click on ¯, you will get the vowel ē.

What does it mean for one to say 'I took the exam'? It is necessary to comprehend succinctly what is meant for one to declare 'I took the exam and want to have a grade' when he or she saw a 0 grade in the designated column after the exam was over quite a while. Please make sure that the declaration 'I took the exam' must be corroborated by a set of concrete and attested actions as follows:

1. You logged in the specified and scheduled exam or assignment on time.
2. You clicked on the 'take exam' button.
3. You went through the questions one by one and gave your answers.
4. You submitted your exam or assignment on time and saw your numerically graded score unless some items to be graded by the instructor.

What is the difference between 'multiple choice' and 'multiple answers' questions? The multiple choice answer requires only one correct answer, while the multiple answers question requires more than one correct answer. On the current Canvas, the multiple choice question is presented with the circle , and the multiple answers question with the square .