

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Department of English and Foreign Languages

SYLLABUS

I. LOCATOR INFORMATION

English 230 Introduction to Linguistics Fall 2009

Class meets M 6-8:50 p.m. in SBE 211 Three semester hours credit

Instructor: Eric Hyman Office: Butler 133

Office hours: MTWThF 1-2; TuTh 9-11, 1-4; MF 10-2; M 4-6

Telephones: 672-1901 (office) 433-2070 (home) e-mail: ehyman@uncfsu.edu

The following statement should appear on the first page of each course syllabus:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION

An introduction to the inductive method of studying language, exploring the phonological, morphological, and syntactical aspects of language, dialectical variations, graphemics, sound, spelling, linguistic changes, bilingualism, field linguistics, psycholinguistics, sociolinguistics, uses of linguistics, and related topics.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK

Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 8th ed. Boston: Thomson Wadsworth, 2007

Curzan, Anne and Michael Adams. *How English Works: A Linguistic Introduction*. New York: Pearson, 2006. 435-506. (handout)

Videos

Handouts from the instructor

V. Course Outcomes.

By completing ENGL 230 Introduction to Linguistics, students will be able to

- 1) Recognize the diversity of language systems and their fundamental similarities and constant change.
- 2) Recognize historical developments between and within languages (for example, Old English to Present-Day English).
- 3) Employ IPA (International Phonetic Alphabet) symbols to differentiate and transcribe sounds.
- 4) Explain phonological rules.
- 5) Distinguish lexical categories and morphological structures.
- 6) Examine their beliefs and attitudes about language and language use.
- 7) Construct phrase structure diagrams (“tree diagrams”) to reveal the relationships among sentence constituents.

VI. Course Requirements and Evaluation Criteria -

Because the class meets only once a week, and often a topic is covered in only one class meeting, missing a class means missing a lot of material. If you have an unavoidable contingency, negotiate with the instructor, preferably in advance.

Although coming to class late is better than missing class altogether, late arrivals are interruptive and rude to both students and instructor.

Because class participation is the core of this course, ☞ **TURN OFF ALL CELL PHONES AND PAGERS.** Better: please don't bring them to class at all.

Graded Assignments:

Journal of observations: Write down what you have observed of the languages around you.

Note that *languageS* is plural: that is to include English, other languages; both formal and informal languages; spoken, written, and visual languages; graphics; maybe body languages. Discuss, comment on your observations. The journals will be collected on an unannounced basis and graded ✓/+/- but the total will be 15% of the course grade.

Perceptiveness and thoughtfulness will count for much more than “right” or “wrong,” but you should try to avoid clichés, myths, and preconceptions. Keep the journal in some kind of loose-leaf device, because the journals will be collected on Monday nights and not returned until the next class meeting, so you will need to be able to keep making observations while your journal is in the instructor's possession.

Unannounced quizzes: 10%

Midterm Examination October 12: 20%

A research paper in MLA or APA format: Research some aspect or issue of language use in society. Because the schools system is both a product of the social structure and an attempt to influence that social system, the relevance of linguistics to education would be an excellent possibility. The paper is due at the beginning of class November 30; a prospectus (about a half page) setting forth what the paper will do is due no later than Monday November 9. ☞ **If the prospectus is not turned in by November 9, the paper will not be accepted at all.** Alternative projects might be considered if negotiated well in advance with the instructor. We will cover sociolinguistics, chapter 10 in Fromkin, Rodman, and Hyams, on November 9, the last date for the prospectus, so it would be a very good idea to read that chapter well in advance to get some ideas for possible paper topics. You can also use the observations in your journal as inspiration or data. The paper is worth 25%, the prospectus 5%.

☞ **Federal Law prohibits the use of human subjects in research** without an elaborate approval process that would leave no time to do the actual paper. That includes such apparently innocuous procedures as interviews and questionnaires and certainly precludes any form of recording. So this is primarily a library research project using publicly available sources: the References for Further Reading at the ends of the chapters in Fromkin, Rodman, and Hyams and the References in this syllabus are a good place to start. *At least two sources must be hard-copy (print) sources from books and journals: online sources, like Wikipedia, must be used carefully and critically.*

A Final Examination, covering all the material of the course, on the date scheduled by the Registrar.

Grading Scale – The class grading scale must be consistent with the university catalog.

Final Grades – This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

VII. Academic Support Resources –

The instructor is regularly available, usually including Tuesdays, Thursdays, and evenings, for individual tutoring.

VIII. Course Outline and Assignment Schedule. SUBJECT TO CHANGE.

Chapter and page numbers refer to the textbook Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*, 8th ed., except as otherwise noted.

Instead of homework assignments, we will do some of the exercises at the end of each chapter in class, often in groups. So review those exercises before class.

August 24: Introduction

August 31: Chapter 1. Phonetics, chapter 7.

September 14: Phonetics, chapter 7. Phonology, Chapter 8

September 21: Morphology, Chapter 3

September 28: Syntax, Chapter 4, 115-149

October 5: Syntax, Chapter 4, 150-171

October 12: MIDTERM EXAMINATION

October 19: Semantics, Chapter 5, 173-199

October 26: Pragmatics, Chapter 5, 199-209

November 2: Language Acquisition, Chapter 8

November 9: Sociolinguistics and AAE, Chapter 9

November 16: AAE. Handout

November 23: History of English, Chapter 11; Curzan and Adams Chapter 13 (handout)

November 30: History of English or Writing Systems, Chapter 12

FINAL EXAMINATION on the date scheduled by the Registrar

IX. Teaching Methods. Some lecture, class discussions, in-class group work, videos, journal.

X. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

The textbooks contain excellent bibliographies in each chapter.

- Aitchison, Jean. *The Articulate Mammal: An Introduction to Psycholinguistics*. London: Hutchison, 1976.
- Baker, C. and D. Cokely. *American Sign Language: A Teacher's Resource Text on Grammar and Culture*. Silver Spring, MD: T. J. Publishers, 1980.
- Bolinger, Dwight Le Merton. *Language, the Loaded Weapon: The Use and Abuse of Language Today*. London, New York: Longman, 1980.
- Coates, Jennifer. *Women, Men and Language*. New York: Longman, 1993.
- Conklin, Nancy Faires, and Margaret A. Lourie. *A Host of Tongues: Language Communities in the United States*. New York: Free Press, 1983.
- Curzan, Anne and Michael Adams. *How English Works: A Linguistic Introduction*. New York: Pearson, 2006.
- Green, Lisa. J. *African American English: A Linguistic Introduction*. Cambridge University Press, 2002
- Holm, John. *Pidgins and Creoles*. Vol. 1. Cambridge Language Surveys. Cambridge UP: 1988.
- Hutchins, W. John, and Harold Somers. *An Introduction to Machine Translation*. San Diego: Academic Press, 1992.
- Hyman, Eric "The Indefinite *You*." *English Studies* 85 # 2 (2004) 161-176.
 ---"The All of *You-All*." *American Speech* 81.3 (2006). 325-331.
- Labov, William. *Language in the Inner City*. Philadelphia: University of Pennsylvania Press, 1972.
- Ladefoged, Peter. *A Course in Phonetics*. 3 ed. Fort Worth: Harcourt Brace, 1993.
- Lakoff, George. *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. U. of Chicago Press, 1987.
- Lakoff, Robin. *Language and a Woman's Place*. New Hork: Harper and Row, 1975.
- Langacker, Ronald W. *Concept, Image, and Symbol: The Cognitive Basis of Grammar*. Berlin, New York: Mouton De Gruyter, 1991.
- McConnell-Ginet, Sally, Ruth Borker, and Nelly Furman, eds. *Women and Language in Literature*. New York: Preaeger, 1980.
- Millward, C. M. *A Biography of the English Language*. Orlando, FL: Holt, Rinehart, 1989.
- Smitherman, Geneva. *Talkin and Testifyin: The Language of Black America*. Detroit: Wayne State University Press, 1977.
- Stockwell, Peter. *Cognitive Poetics: An Introduction*. London: Routledge, 2002.
- Tannen, Deborah. *You Just don't Understand: Women and Men in Conversation*. London: Virago, 1991.
- Thomason, Sarah G. and Terence Kaufman. *Language Contact, Creolization, and Genetic Linguistics*. Berkeley and Los Angeles: University of California Press, 1988. Berkeley and Los Angeles: University of California Press, 1988.
- Wolfram, Walt. *Dialects and American English*. Englewood Cliffs, NJ: Prentice-Hall, 1991.
- Wolfram, Walt and Natalie Schilling-Estes. *American English*. 2nd ed. Malden, MA: Blackwell, 2006