

Linguistics 306 INTRODUCTION TO THE STUDY OF LANGUAGE

Unique # 41405

Fall 2009, MWF 11-12, Wagner 101

Department of Linguistics

<http://www.utexas.edu/cola/depts/linguistics>

Instructor: Anthony C. Woodbury; Office Calhoun Hall 502; Office Hours Monday 12-1:30 and Thursday 12:30-2; Phone 471-1701; email acw@mail.utexas.edu

Teaching Assistants: Vijay John, Office Calhoun Hall 5th Floor, Office Hours Tuesday 3:30-5pm and Wednesday 2-3:30pm, email vijayjohn@mail.utexas.edu; Niamh Kelly, Office Calhoun Hall 5th Floor, Office Hours Thursday 9-10:30 and Friday 9:30-11, email n-kelly@mail.utexas.edu

This course introduces you to the study of human language: how human languages are structured, how they function in society, how language is acquired by both children and adults, how the languages of the world evolved, how the world's languages are both different and similar, how language ties in with human biology and culture, and how linguistic diversity and multilingualism are factors in politics and society. In short, everything you always wanted to know about language, and maybe a few things you never even thought to ask!

Communication

Office hours. You are welcome to visit me, Vijay, or Niamh during our office hours, which are indicated at the top of the page. You are also encouraged to e-mail us at any time.

Whenever you communicate with us by e-mail, please include "306" in the Subject header. It will ensure we keep track! If you e-mail us via Blackboard, this will happen automatically.

Announcements and correspondence about the class will be made by e-mail. It is your responsibility to receive them, so... (a) Be sure UT has your **current** e-mail address; (b) **Check** your e-mail; and (c) Don't let your mailbox **overflow!**

Textbook

Fromkin, Victoria, Robert Rodman, and Nina Hyams, *Introduction to Language*, 8th edition. Publisher: Thomson-Heinle. ISBN 1-4130-1773-8. [Be sure to get the **8th** edition.]

Blackboard

Keep a close eye on Blackboard: <https://courses.utexas.edu/> I will post **handouts** in the "Course Documents" section at least 24 hours or more *before* the class in which I use them; it's up to you to download what's there and bring it with you to class.

This syllabus is in the "Syllabus" section. There are also some useful web resources in the "External Links" section.

Also, one request: Please do not use the Blackboard e-mail system for **mass e-mailings**, of any kind, to your classmates!

Grading

There will be three scheduled in-class examinations. For your final grade, the **first two in-class exams** count 25% each; the **third in-class exam** counts 20%; **unscheduled pop quizzes** will count 10%, and **homework** counts the remaining 20%. +/- grades will be assigned for the final grade.

Homework

This is a homework-intensive course. Homework is assigned almost every week. It *must be turned in at the beginning* of the class session when it's due. The assignment and due date--normally each Friday--is indicated on the syllabus.

No homework will be accepted by e-mail; it must be submitted on paper.

Don't miss a homework! And don't fail to do ALL THE PROBLEMS! A poorly done homework assignment is better than none. If turned in **complete**, the homeworks will be graded 8 (below average), 9 (average), or 10 (above average); **but 0 if not done.** So please, do it!

Pop quizzes

I will give frequent, very short pop quizzes in class. They will be closed-book unless I indicate otherwise. They may occur at any point during the class. Always have a **blank sheet** of paper available for pop quizzes. And **always come to class!**

Attendance

Attendance is mandatory. If you are ill, or are participating on a UT sports team, or have a religious holiday, you need to (a) **let me or Vijay or Niamh know by e-mail BEFOREHAND**; and then (b) **Document** your absence (if you are unsure how to handle documentation, consult us). **Only** if you do both these things can your absence be considered an *excused absence*.

No homework will be accepted late and no make-up exams will be given, except in the case of an *excused absence*.

There will be no make-up for pop quizzes. A missed pop quiz gets a grade of zero, *except* if you had an *excused absence* that day, in which case it simply won't count.

Students with disabilities

I am available to discuss any academic accommodations for disabilities you may need. For such accommodations to be made, you must get authorization from the Division of Diversity and Community Engagement, Services for Students with Disabilities: call 512-471-6259 or visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Classroom participation

Please be 100% present for class. That mean not...

- Whispering/talking/giggling with each other
- Doing things with your phone (letting it ring; texting; games...)
- Doing things with your laptop *aside* from taking notes and looking at class material (e-mailing, IM-ing, Skyping, finishing your chemistry, playing solitaire...)
- Coming to class late; leaving class early
- Sleeping; snoring; achieving meditative states...

Academic integrity

You can discuss homework assignments with each other, but **do all your own work.** We do not want to find two homeworks that are similar in ways that suggest copying. Don't share information during tests or pop quizzes. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more info please visit the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/>.

SYLLABUS

Week	Starting	Topic	Reading <i>(Due each Monday except as noted; Chapters are from the book; other items are either articles or External Links in Blackboard)</i>	Homework <i>(Exercises at the end of the chapter; due each Friday except as noted)</i>
1	08/26	Introduction	Ch. 1 [Read by Fri 8/28]	Exx. 2 (a-k only), 9; <i>Linguistic autobiography</i> (see below) [Both due Fri 8/28]
2	08/31	Biology of language	Ch. 2; Blackboard article	Exx. 2, 3, 4, 8, 12 [Due Fri 9/04]
3	09/07	Morphology	Ch. 3 [Read by Fri 9/04!!]	Exx. 3, 8, 9, 14, 17 [Due Fri 9/11]
4	09/14	Syntax	Ch. 4	Exx. 3, 4, 7 (a-j only), 11, 13, 18
5	09/21	Semantics	Ch. 5	Exx. 2 (a-e only), 5 (k-t only), 10, 16, 18, 19, 22
6	09/28	Review	---	<i>Exam Friday, 10/2, on weeks 1-6</i>
7	10/05	Phonetics	Ch. 6, & Ladefoged & AILLA websites	Exx. 1, 2, 4, 5, 6, 7, 11
8	10/12	Phonology	Ch. 7 (But skip the sections from 266-286)	Exx. 1, 3, 4, 5, 6
9	10/19	Language acquisition	Ch. 8	Exx. 6, 7, 9, 12
10	10/26	Language, computation, and linguistic diversity	Ch. 9, pp. 378-398; Ch. 11, 485-487; Blackboard article	Download assignment from Blackboard
11	11/02	Review	---	<i>Exam Friday, 11/6, on weeks 7-11</i>
12	11/09	Sociolinguistics	Ch. 10; Two Blackboard articles	Exx. 2, 7, 15, 17
13	11/16	Language Change	Ch. 11, Ethnologue website	Exx. 3 (a-d only), 5, 7, 9, 11, 12
14	11/23	Writing	Ch. 12	Exx. 5, 7, 10 [Due Monday 11/23]
15	11/30	Review	---	<i>Exam Friday, 12/4, on weeks 12-15</i>

Linguistic Autobiography (due Friday, August 28)

From birth to adulthood, each person has experiences through which he or she becomes aware of language: you come to know one or more languages, learn to use language in different situations, and notice the speech of others. Many of us have vivid recollections of ourselves and siblings learning to speak in early childhood; of being around different languages (or dialects or styles) as a child or teenager and perhaps learning them; of encountering linguistic disabilities, such as reading disorders and aphasia; and of people with strong positive or negative attitudes about language and speech.

On a separate sheet of paper with YOUR NAME on it, write—typed or by hand—a short history of how YOU became aware of language, focusing especially on those experiences which were **most vivid** for you. Experiences can be of any of the types outlined above; or others you may have had. We will call this your “Linguistic Autobiography.”

Be descriptive and specific—give anecdotes and (when relevant) give linguistic examples. Feel free to describe how situations made you or others feel or react, but try to hold off on being ‘judgmental’.

Length: 250-500 words (500 words is about one single-spaced typewritten page.)