## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| Contact Person | Email Address |
|---|---|
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| Proposing Department/Unit | Phone |
| English Department | 357-2261 |

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**

    __x__ New Course     _____Course Prefix Change     _____Course Deletion

    _____Course Revision     _____Course Number and/or Title Change     _____Catalog Description Change

|  | Engl 328 Introduction to Linguistics |
|---|---|
| *Current* Course prefix, number and full title | *Proposed* course prefix, number and full title, if changing |

2. **Additional Course Designations: check if appropriate**

    _____ This course is also proposed as a Liberal Studies Course.     _____ Other: (e.g., Women's Studies,
    _____ This course is also proposed as an Honors College Course.     Pan-African)

3. **Program Proposals**     _____Catalog Description Change     _____Program Revision

    _____New Degree Program     _____Program Title Change     _____Other

    _____New Minor Program     _____New Track

|  |  |
|---|---|
| *Current* program name | *Proposed* program name, if changing |

4. **Approvals** 

| | | Date |
|---|---|---|
| Department Curriculum Committee Chair(s) | *[signature]* | 10/15/08 |
| Department Chair(s) | *[signature]* | 10/15/08 |
| College Curriculum Committee Chair | *[signature]* | 11-13-08 |
| College Dean | *[signature]* | 11/13/08 |
| Director of Liberal Studies * | | |
| Director of Honors College * | | |
| Provost * | | |
| Additional signatures as appropriate: (include title) | | |
| UWUCC Co-Chairs | *Gail S Sechrist* | 3/17/09 |

* where applicable

**Course Proposal**

**ENGL 328  Introduction to Linguistics**

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: None

## I.  Catalog Description:

Offers an introduction to the study of languages as complex sets of interacting systems needed for human communication in a variety of interpersonal, academic, and professional contexts. Focuses on the fundamentals of sound systems, word structures, sentence structures, text structures, meaning systems, and language-related power systems. Also considers questions of how language develops over time, how languages are made up of a number of varieties, how languages are learned and used, how language use varies for different groups of users, and how these issues are related to cultural contexts including issues of power.

## III. Course Outcomes

At the end of this course, students will be able to:

1. Define and explain what is studied in the major subfields of linguistics including phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and applied linguistics.
2. Define basic terminology within each of the major subfields of linguistics
3. Describe the articulatory features of consonants and vowels of the International Phonetics Alphabet (IPA). Read and transcribe words and phrases from English using IPA.
4. Identify major word classes, word formation and inflectional processes. Analyze words into their component parts and describe their morphological processes.
5. Understand the relevance of generative grammars to the study of language.
6. Understand the differences between prescriptive, descriptive and generative grammars of English.
7. Analyze sentences into their phrases and constituents using constituent structure tests.
8. Analyze the relation of sentence parts by diagramming/drawing tree structures for simple and complex sentences in English.
9. List and illustrate the major issues of language acquisition in children.
10. Describe major theories related to second language acquisition.
11. Define fundamental concepts in the social uses of languages. Describe how use of structural and other features of language changes according to speech context and situation.
12. Collect and analyze naturally occurring speech data.
13. Gain an understanding of how social and political structures affect how the social value of varieties are judged and evaluate how texts are affected by these values.
14. Describe how social and historical factors influence the use and spread of varieties of English around the world and how principles of language change as well as social structures affect these changes.

## III. Sample Course Outline:

**Week 1: Prescriptive & Descriptive Grammar: Introduction to Course**
Hall Chapters 1 & 2

**Weeks 2-4: How words are put together—Phonology and Morphology**
Hall Chapters 3, 5, & 6
Exercise: Language File 3.6
Exercise: Language File 5.2

**Week 5-6: How sentences are put together—Syntax**
Hall Chapters 7 & 8

**Week 7-8: How languages are acquired—L1 and L2 Acquisition**
Hall Chapter 4
Golinkoff, R. M., & Hirsh-Pasek. (2006). How do babies learn their mother tongue? In E.
M. Rickerson & B. Hilton (Eds.), *The 5 Minute Linguist: Bite-sized Essays on
Language and Languages* (pp. 58-61). London: Equinox.

**Week 9-10: Semantics and Pragmatics**
Language Files Chapters 7 & 8

**Week 11: Sociolinguistics**
Language Files Chapter 10
Exercises: Language Files 10.10

**Week 12: Applied Linguistics/Critical Applied Linguistics/Forensic Linguistics**
Goldberb, D. (2006). What's the language of the United States? In E. M. Rickerson & B.
Hilton (Eds.), *The 5 Minute Linguist: Bite-sized Essays on Language and
Languages* (pp. 153-156). Londo: Equinox.
Rodman, R. (2006). Can you use language to solve crimes? In E. M. Rickerson & B.
Hilton (Eds.), *The 5 Minute Linguist: Bite-sized Essays on Language and
Languages* (pp. 201-204). Londo: Equinox.
van Dijk, T. A. (2003). Critical Discourse Analysis. In D. Tannen, D. Schiffrin & H.
Hamilton, E. (Eds.), *Handbook of discourse analysis* (pp. 352-371): Wiley-
Blackwell.

**Week 13-14: Language Change/World Englishes**
Hall Chapters 9 & 10
Language Files Chapter 12

**Finals Week: Final (or Cumulative Course Project Due)**

## IV. Course Evaluation Methods
Readings—This course will require reading on a weekly basis. Please come to class prepared
to discuss the reading assigned for that day.
Exercises—The text for this course has exercises that will be assigned throughout the
semester. It is important for you to finish these exercises in a timely way. Quizzes,
midterm, and final will employ some of the same types of skills as those practiced in these
exercises.
Quizzes—Short quizzes related to material from the texts, readings, and exercises will be
given throughout the semesters. They will be scheduled as outlined in the tentative course
schedule.

Midterm— A midterm related to material from the texts, readings, and exercises will be given throughout the semesters. They will be scheduled as outlined in the tentative course schedule. The final may be replaced by a course project.

Final-- A final related to materials and activities from the texts, readings, and exercises. will be given at the end of the semester. The final may be replaced by a culminating course project.

Active Participation in Class Discussions—Come to class prepared to discuss any reading or homework you have done. You will also be invited during class discussions to talk about the data that you have collected during the week. Class discussions will cover material on the course schedule, but they are also flexible and open to discussions of grammar and language context issues as they arise in your data collection process or your everyday experience.

The following table shows the percent value of each type of assignment. Late papers will be docked a full letter grade each day late, including weekends. You may receive an extension before the due date in the case of an emergency. All information in the syllabus other than grading and attendance policies, are tentative and may be subject to change with advance notice.

| Type of Assignment | Percent Value for Each |
|---|---|
| Grammar Exercises | 25 percent |
| Quizzes | 25 percent |
| Midterm | 20 percent |
| Final (or Culminating Course Project) | 20 percent |
| Class Participation | 10 percent |

## V. Grading Scale

Grading Scale: A: ≥90%  B: 80-89%  C: 70-79%  D: 60-69%  F: <60%

## VI. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.
[Note: It is recommended that an attendance policy be developed by individual faculty and included in student syllabi. (See undergraduate catalog for Undergraduate Course Attendance Policy.)]

## VII. Required Texts

Hall, C. J. (2006). *An Introduction to Language And Linguistics: Breaking the Language Spell*: Continuum International Publishing Group.

*Language Files* (10th ed.)(2007) Columbus, OH. Ohio State University Department of Linguistics

Rickerson, E. M., & Hilton, B. (Eds.). (2006). *The 5 Minute Linguist: Bite-sized Essays on Language and Languages*. London: Equinox.

## VIII. Other Resources
PBS Series: *Do you speak American?*

## IX. Selective Bibliography

Algeo, J., & Pyles, T. (2004). *The origins and development of English language* (5th ed.). Boston: Thomson Wadsworth.

Beebe, L. M. (Ed.). (1988). *Issues in Second Language Acquisition: Multiple Perspectives*. New York: Newbury House Publishers.

Berko Gleason, J. (Ed.). (1993). *The Development of Language*. New York: Macmillan Publishing Company.

Bloom, P. (1994). *Language Acquisition: Core readings*. Cambridge, MA: The MIT Press.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd Edition ed.). Boston: Thomson Heinle.

Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. New York: Praeger.

Cook, V. (1999). Going beyond the Native Speaker in Language Teaching. *TESOL Quarterly, 33*(2), 185-209.

Crystal, D. (1985). *A dictionary of linguistics and phonetics* (2nd ed.). Oxford: Basil Blackwell.

Duranti, A., & Goodwin, C. (Eds.). (1992). *Rethinking Context: Language as an Interactive Phenomenon*. Cambridge: Cambridge University Press.

Eckert, P. (2000). *Linguistic Variation as Social Practice*. Oxford: Blackwell Publishers.

Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Harlow: Pearson Education Limited.

Gleitman, L., & Landau, B. (1996). *The acquisition of the lexicon*. Cambridge, MA: The MIT Press.

Gumperz, J. J. (2001). Interactional sociolinguistcs: A personal perspective. In D. Schriffrin, D. Tannen & H. Hamilton, E. (Eds.), *The handbook of discourse analysis* (pp. 215-228). Malden, Mass.: Blackwell Publishers.

Heinrichs, J. (2007). *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*: Three Rivers Press.

Herrick, J. (2008). *History and Theory of Rhetoric* (4th ed.): Allyn & Bacon.

Irvine, J. (1989). Whe talk isn't cheap: Language and political economy. *American Ethnologist, 16*, 248-267.

Kaplan, J. P. (1989). *English Grammar: Principles and Facts*. Englewood Cliffs, NJ: Prentice hall.

Klammer, T. P., & Schulz, M. R. (1992). *Analyzing English Grammar*. Boston: Allyn and Bacon.

MacWhinney, B. (Ed.). (1987). *Mechanisms of Language Acquisition*. Hillside, NJ: Lawrence Erlbaum Associates.

Pinker, S. (1994). *The Language Instinct*. New York: HarperPerennial.

Pinker, S. (1995). Language Acquisition. In L. R. Gleitman & M. Liberman (Eds.), *Language: An invitation to cognitive science* (Vol. 1, pp. 135-182). Cambridge, MA: MIT Press.

Quirk, R., & Greenbaum, S. (1973). *A Concise Grammar of Contemporary English*. San Diego: Harcourt Brace Jovanovich, Publishers.

Smitherman Donaldson, G. (1988). Discriminatory discourse on Afro-American Speech.

In G. Smitherman Donaldson & T. A. v. Dijk (Eds.), *Discourse and Discrimination* (pp. 144-175). Detroit: Wayne State University Press.

Tse, L. (2001). *"Why don't they learn English? Separating fact from fallacy in the U.S. language debate.* New York: Teachers College Press.

van Dijk, T. A. (2003). Critical Discourse Analysis. In D. Tannen, D. Schiffrin & H. Hamilton, E. (Eds.), *Handbook of discourse analysis* (pp. 352-371): Wiley-Blackwell.

## Course Analysis Questions

A1. This course introduces students to the study of languages, and this includes language other than English. This new course is designed for Language Track students. It serves as an introduction to language and to the study of languages. It will be useful to anyone who studies English or other languages. It is also a core course for English majors, which means that English majors in any track might be taking this course.

A2. The English BS program is affected by this change. No other majors will be affected.

A3. No prior version of this course has been offered.

A4. No.

A5. This course will not be offered as a variable-credit course.

A6.Similar courses are taught at many, if not most, colleges and universities including U. Delaware (Linguistics 101) and Middlebury College (INTD/ARBC 0112 Introduction to Linguistics).

A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course, but this course can serve as a foundation and facilitates learning for students who will be teaching English as a Second Language or students who would like to study languages other than English. It can also act as a course for students who desire both breadth and depth of knowledge in the structures of English and as a preview to the current ENGL 330 course.

B1. This course will be taught by professors from the English Dept. with a background in Linguistics.

B2. No other department offers a similar course.

B3. No.

B4. No

C1. Since this course replaces a current course, faculty resources are adequate.

C2. Current classroom space is adequate. Library holdings are adequate.

C3. No.

C4. Once a year.

C5. One to two sections are expected.

C6. 25. Particularly when this course is taught with a course project element, the professor will need to spend individual time with students to help them develop these projects.
C7. No.

C8. This course is not being proposed as a distance ed. course.