

<b>Course:</b>	<b>INTRODUCTION TO THE STUDY OF LANGUAGE</b> Linguistics 101 (01:615:101), Section 01
<b>Instructor:</b>	Prof. Kristen Syrett kristen.syrett (at) rutgers.edu
<b>Meetings:</b>	Mondays and Thursdays 11:30 am - 12:50 pm
<b>Location:</b>	Frelinghuysen Hall A2 College Avenue Campus
<b>Office Hours:</b>	Thursdays 1:30 pm to 2:30 pm and by appointment via email

## COURSE DESCRIPTION

This course is an invitation to explore language from multiple perspectives. We will work together to discover what it means to know a language, how we acquire language, how and why language changes, how language defines who we are and brings us together in communities, what seemingly different languages share in common, and what it means to study language scientifically.

## CORE CURRICULUM LEARNING GOALS MET

This course satisfies the Core Curriculum Learning Goal AHq "Understand the nature of human languages and their speakers."



## DEPARTMENT LEARNING GOALS

You will reason about language, identify how incorrect or irrational assumptions and prejudices distort understanding of language, demonstrate knowledge about language in the world, including a sophisticated understanding of linguistic and cultural variation, and evaluate popular views about the nature of human languages and their speakers.

## COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to

- Identify what is meant by *human language*
- Be able to distinguish between *prescriptive* and *descriptive* statements about language
- Separate political and cultural views of language from scientific observations about language
- Provide examples of linguistic variation and universality
- Describe what the scientific study of language reveals about human cognition

## COURSE WEBSITE

- This course has a website on Sakai (<http://sakai.rutgers.edu>).
- Log on using your netid and password. Once logged in, please look for the course in your active course tabs.
- If you encounter any difficulty using Sakai, please contact their helpdesk.

## TEXTBOOK

*Language Files: Materials for an introduction to language and linguistics, 11th edition.* (2011). Christina Wilson and Vedrana Mihalicek (Eds.). The Ohio State University.

## **COURSE REQUIREMENTS AND GRADING**

Attendance, Class Participation	10%
Homework Assignments (10)*	30%
Exams	60%
Midterm	30%
Final	30% (cumulative)

\*There will be 11 Homework assignments posted to Sakai. The lowest of these grades will be dropped, so that your Homework grade will only be based on 10 of these HWs.

### **Rutgers Grading**

A	(90% - 100%)
B+	(85% - 89%)
B	(80% - 84%)
C+	(75% - 79%)
C	(70% - 74%)
D	(60% - 69%)
F	(68% and below)

### **EXTRA CREDIT**

You have the opportunity to raise your final grade by up to 2 points through experimental participation.

- Some faculty and graduate students in the Department of Linguistics do experimental research on language. This research depends on the participation of undergraduate participants.
- You have the option of participating in Linguistics experiments during the semester. Each experiment usually takes between 20 and 45 minutes.
- You will get 1 point credit for every half hour of experimental participation. It does not matter what subfield of Linguistics this experiment is in, but it must be in Linguistics.
- Experiments are offered through the Linguistics department experiment management system (sona): <http://rutgerslinguistics.sona-systems.com/>. Towards the beginning of the semester, your name and email will be added to the experiment system. You will be issued an anonymous id to participate in experiments through this system. Once Linguistics experiments are posted, you can sign up online. Note that this system is different from the psychology pool, and you should not use a psychology ID to log in to the system.
- Any student enrolled in a Linguistics undergraduate course is eligible to participate in Linguistics experiments, regardless of gender, race, ethnicity, language status, or impairments, disorders, or disabilities (as long as his/her instructor provides the opportunity). You cannot be denied participation for any of these reasons.
- You have the right to not participate in experiments to earn extra credit. You may speak with me about possible research alternatives, such as reading a pre-approved scholarly article in linguistics and writing a 2-page paper summarizing it.
- If you are taking multiple Linguistics courses that allow for experimental participation to count towards extra credit, you are responsible for making sure you have assigned the credit correctly through the experiment system online. This is not your instructor's, the experimenter's or the experiment system administrator's job!
- If you sign up for, but fail to show up for, two or more experiments, you may be barred from further participation, so please note the time and location of your experiments, and take your schedule and transportation time into account.

## POLICIES and RESOURCES

### Academic Integrity

You are expected to know and follow the Rutgers University policy on Academic Integrity: <http://academicintegrity.rutgers.edu/integrity.shtml>

- Cheating, plagiarizing, presenting someone else's work as your own, and not properly acknowledging another student's contribution ***will not be tolerated***. Nor will sharing the content of this course's assignments outside of the class.
- All instances of plagiarism will be reported to the Office of Student Judicial Affairs.
- Students often assume that because information is available on the Web or spread by word of mouth, it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. ***All*** information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source.
- Making available notes or other materials from this course, especially in return for compensation, is also frowned upon.

### Course Content

- You may not video- or audio-record lectures, unless you have explicitly asked for permission and been given permission by the instructor in advance.
- Slides for each class will not be posted before the class. A version of the slides will be posted after each class or at the end of the week for studying purposes.

### Attendance and Absences

- You are expected to ***attend every class*** and to be present for the in-class exams. University policy excuses absences due to religious observance or participation in Rutgers-approved activities, and permits students to make up work missed for these circumstances.
- If you anticipate that you will be absent for whatever reason, particularly religious or medical reasons or for an emergency, you must notify me in writing as soon as possible in advance AND report your absence via this link <https://sims.rutgers.edu/ssra/> You will still be responsible for the readings for that day, and you should coordinate with a classmate to cover the material covered in that class.
- You will receive a *zero* on any in-class assessment or exam for which you are absent, and the absence is not excused.
- Students who must (for whatever reason) miss more than an occasional class should consult with the Dean of Students office. ***Note that it will be extremely difficult to perform successfully on the exams and in the class, should you miss multiple classes.***

### Students with Disabilities

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/>

### Interaction with Faculty and Peers

- Choose the proper title for the person with whom you are communicating. If the person is your instructor, you should choose Dr., Prof., Mr., Mrs., or Ms., depending on their degree. Someone who has earned a Ph.D. should be addressed as *Dr.* or *Prof.* Administrative and other teaching staff and graduate students should not be, but should still be addressed politely.
- Keep register in mind. Emails to your instructors should never take the form of a casual message that resembles texting. Always include a salutation (e.g., Dear Dr. X), and always

sign your message along with your name (e.g., Best regards, Sincerely, Thank you, etc.). Do not include texting abbreviations in your messages.

- Be respectful. Frame your questions or requests in the most polite way possible. Do not make demands of your addressee, even if they are preceded by *please*. For example, *Please tell me why I did not get an A on my midterm exam* may still come across as abrupt and offensive, especially if this is the only content of your email. Remember the purpose of your communication: you are probably writing to resolve some issue or receive an answer to a question (quickly). If so, the best way to accomplish this is to be polite and show respect.
- Keep timing in mind. Instructors field a lot of emails each day. They may not be able to respond to your email right away, or respond to a string of emails with little questions. Send your email well in advance. If you do not receive a response within 24 hours time, then politely follow up, referencing your previous message. Do not wait until the last minute, and never send an email the morning of class, expecting a response before the start of class!
- Office hours are there for you! Attending office hours is usually the most efficient and clearest way to address any concerns or questions you have.

### **Other resources**

#### **Just In Case Web App**

<http://codu.co/cee05e>

#### **Counseling, ADAP & Psychiatric Services (CAPS)**

[www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

#### **Scarlet Listeners**

[www.scarletlisteners.com/](http://www.scarletlisteners.com/)

#### **Violence Prevention & Victim Assistance (VPVA)**

[\(www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

<b>SCHEDULE</b>			
<b>HW</b> indicates <b>due date</b> . HWs will become available the Thursday beforehand.			
<b>THEME</b>	<b>DAY</b>	<b>DATE</b>	<b>TOPIC</b>
<b>INTRODUCTION</b>	Thurs	1/21	<i>What is Linguistics?</i> <i>Why and How Do We Study Language?</i> [LF 1.0-1.3, 17.6]
<b>PHONETICS</b> <i>Articulation, Acoustics, and Perception of Sound</i>	Mon	1/25	<i>Intro to Speech Sounds, Consonants</i> [LF 2.0-2.2]
	Thurs	1/28	<i>Vowels, Suprasegmental Features</i> [LF 2.3-2.5]
<b>PHONOLOGY</b> <i>The Structure, Rules, and Patterns of Sound</i>	Mon	2/1 HW1	<i>Phonemes, Allophones, Phonological Rules, and Phonological Analysis</i> [LF 3.0-3.3, 3.5]
<b>MORPHOLOGY</b> <i>The Structure and Creation of Words</i>	Thurs	2/4	<i>Word formation, Morphological Processes</i> [LF 4.0-4.2]
	Mon	2/8 HW2	<i>Types and Structure, Morphological Analysis</i> [LF 4.3-4.5]
	Thurs	2/11	<b>NO CLASS</b>
<b>SYNTAX</b> <i>The Structure of Phrases and Sentences</i>	Mon	2/15 HW3	<i>Syntactic Properties and Categories</i> [LF 5.0-5.2, 5.4]
	Thurs	2/18	<i>Constituency, Grammars, and Ambiguity</i> [LF 5.3, 5.5]
<b>SEMANTICS</b> <i>Lexical, Compositional, and Truth Conditional Meaning</i>	Mon	2/22 HW4	<i>Lexical Semantics</i> [LF 6.0-6.2]
	Thurs	2/25	<i>Compositional Semantics</i> [LF 6.3-6.4]
<b>PRAGMATICS</b> <i>Language Usage, What is Said vs. What is Meant</i>	Mon	2/29 HW5	<i>Language in Context, Inferences, and Speech Acts</i> [LF 7.0-7.1, 7.3-7.4]
<b>ANIMAL COMMUNICATION</b>	Thurs	3/3	<i>Birds do it, bees do it...or do they?</i> [LF 1.4]
<b>SIGN LANGUAGE</b> [LF 1.5, 2.7]	Mon	3/7 HW6	<i>"You're in good hands." – American Sign Language and Beyond</i>
<b>HALFWAY POINT</b>	Thurs	3/10	<b>MIDTERM EXAM</b>

SCHEDULE			
<i>Spring break: March 12-20</i> <i>Last day to withdraw: March 21, 2016</i>			
THEME	DAY	DATE	TOPIC
<b>LANGUAGE ACQUISITION</b> [LF 8.0-8.5]	Mon	3/21	<i>So easy a child can do it – First Language Acquisition</i>
	Thurs	3/24	<b>NO CLASS</b>
	Mon	3/28	<i>So hard an adult has trouble – The Critical Period and Second Language Acquisition</i>
	Thurs	3/31	<i>“Sometimes I’ll start a sentence in English y termino en español.” – Bilingualism</i>
<b>LANGUAGE CONTACT, LANGUAGE CHANGE</b> [LF 10.4-10.5, 11.3, 12.5]	Mon	4/4 HW7	<i>“Don’t be mental. Stop trippin’ and chillax, bro.” – Change, Slang, and Borrowing</i>
	Thurs	4/7	<i>“It takes a village.” – How Language Defines Groups and Communities</i>
	Mon	4/11 HW8	<i>“The more things change the more they stay the same.” – Pidgins and Creoles</i>
<b>LANGUAGE VARIATION</b> [LF 10.0-10.3]	Thurs	4/14	<i>“That’s F’ing brilliant!” – Taboo Words, Fleeting Expletives, and Breaking the Rules</i>
	Mon	4/18 HW9	<i>“You’re not from around these here parts, are you?” – Variation and Dialects</i>
	Thurs	4/21	<i>(Proper) English Only – Language in Education and Public Policy</i>
<b>LANGUAGE PROCESSING</b> [LF 9.1-9.7]	Mon	4/25 HW10	<i>Language in the Lab – Measuring Linguistic Competence in Real Time</i>
	Thurs	4/28	<i>“The Pope said what?” – Slips of the Tongue and Disfluencies</i>
	Mon	5/2 HW11	<i>When things go wrong – Language Disorders</i>
<b>THE FINISH LINE</b>	Thurs	5/5	<b>FINAL EXAM TIME: 8 am to 11 am (start time: 9 am)</b>