

LING S110: Introduction to Linguistics

Course Info

Term:	Summer 2019, Session B	Instructor	Chris Geissler
Location:	TBD	Email	christopher.geissler@yale.edu
Time:	M/W/F 9:00–11:15 am	Office	Dow Hall 210b
Website:	https://canvas.yale.edu	Office Hours	M/W/F 11:30-12:30, or by appointment

Course Description

We all use language every day, and you may have studied the expressive and stylistic properties of language in other courses. But how can we approach language from a scientific point of view? This course will introduce you to the field of linguistics, a branch of cognitive science whose goal is to understand the human language faculty by uncovering structure at the level of sounds, words, and sentences; examining how this structure maps onto meaning and is processed in the mind and brain; and studying how language is used in society and changes over time.

Objectives

In this course you will...

- Examine beliefs about and attitudes toward, language in daily life
- Identify social biases in language attitudes
- Use the scientific method to study language data through forming hypotheses, identifying the data necessary to falsify a hypothesis, and draw conclusions
- Learn to find patterns, formulate generalizations, and base arguments in evidence
- Analyze linguistic data with terminology and tools of several subdisciplines of linguistics
- Interpret language data from a grammar of a language
- Prepare for future study of linguistics or complement work in language study, psychology, computer science, cognitive sciences, anthropology, sociology, and other fields

Big-picture questions and recurring themes

- What does a native speaker know when they “know” a language?
- To what extent is language innate as opposed to learned?
- How can we apply the scientific method to language?
- What are the structural units of language? How do we combine these units to form words and sentences that convey meaning?
- Which properties of language are universal? What properties affect or limit how languages vary?
- How is language change over time related to how language is used in society and how it is acquired by children and adults?

Course Expectations & Policies

Expectations

- Prerequisites:** This is an introductory course with no prerequisites. You do not need to have proficiency in any language other than English to be able to take the class.
- Attendance:** Attendance is mandatory. We will frequently discuss material in class that isn't covered in the readings, and you are expected to turn in an assignment or take a quiz or exam at the beginning of each class period.
- Readings:** Because our in-class time is limited compared to a semester-long course, it is especially important that you read the assigned readings. You should read them before the date listed on the syllabus, so that you can discuss them that day in class.
- Problem sets:** You will complete 6 problem sets outside of class, each consisting of a few linguistic puzzles to solve and briefly answer questions about. While I prefer problem sets to be typed, they may be handwritten if necessary. They must be submitted on paper; e-mailed problem sets will not be accepted, except in extreme circumstances.
- Language project:** On the two days of class, you will be choose a language to work on for a series of 6 assignments throughout the duration of the course. You may be asked to give brief informal reports in class about your findings. For your final project, you will compile these assignments and lightly revise them in response to my feedback. The 6 language assignments and the final project must all be typed and submitted on paper. Emailed assignments will not be accepted, except in extreme circumstances.
- Quizzes:** There will be 2 in-class closed-book quizzes that will take about one hour to complete. The second quiz will not cover material that was on the first quiz.
- Final exam:** It will be cumulative, covering the entire course. It will take approximately 2 hours to complete.

Grading Breakdown

Problem sets and Language project	45%
Quizzes	30%
Final exam	20%
Participation	5%

Academic Integrity

See below for the course policies on citing your sources and collaborating with classmates. Plagiarism and cheating will be handled as serious offenses (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>). Please consult <http://writing.yalecollege.yale.edu/using-sources> for useful guidelines on avoid-ing plagiarism and citing appropriately. If you have any further questions about academic integrity, please contact me before submitting your work.

Policies

- Course grade: The assignment (whether problem set or language project assignment) on which you receive the lowest score will not count toward your grade in the course.
- Late work: Problem sets and language project assignments are due at the beginning of class on the date specified on the syllabus. Any assignment turned in after this will receive a maximum of 50%. Assignments that are more than one class period late will not be accepted. For example, if an assignment is due on Monday, a late submission will receive up to half credit until the end of class on Wednesday, after which it will receive a zero.
- Absences: As stated above, attendance is mandatory. Any unexcused absence will be reported to the Yale Summer Session office. If you must miss a class, please email me ahead of time to make arrangements for turning in the assignment that is due. If you miss a class, you alone are responsible for catching up by consulting a classmate. No make-up quizzes or exams will be offered, except in extreme circumstances.
- Citing sources: In all of your work, you must cite all sources whose words you quote or ideas you paraphrase, including web-based materials and assigned readings. Please use parenthetical author–year citations in the text (don’t put citations in footnotes or endnotes).
- Collaboration: You are encouraged to discuss the problem sets with other students; however, you are expected to write up your answers yourself and list the students you collaborated with on the top of each assignment.

Textbook

This is the required textbook for this course:

O’Grady, William, John Archibald, Mark Aronoff & Janie Rees-Miller (eds.). 2017. *Contemporary linguistics: An introduction*. 7th edn. Boston: Bedford/St. Martin’s. isbn: 978-1-319-03977-6.

The book is available at the Yale Bookstore and online booksellers (e.g. Amazon) and is on reserve at the library. If you choose to purchase the textbook, please make sure you get the 7th US edition (use the isbn provided above to search). The Canadian and UK editions differ substantially from the version we will be using for this class. I will place the first readings on the course website in case you are waiting for the textbook to arrive.

Schedule

The schedule below is subject to change; additional readings will be provided on Canvas.

There are readings due every class period except for days when a quiz or exam is administered. The readings listed for Wednesday, July 3, may be completed before or after our first class meeting, but all other readings should be completed before the date specified. See the Readings section below for full bibliographic information.

Each problem set (PS) and language project assignment (LA) will be assigned two class periods before it is due, except for LA 1, which will be assigned on the first day of class and due on the second day of class.

Date	Day	Topic	Reading Due	Assignment Due
7/1	M	Introduction, Linguistics as a Science	CL 1 (1–13);	
7/3	W	Morphology	CL 4.0–4.4 (121–142)	LA 1: Language Choice
7/5	F	Morphology, Phonetics	CL 4.5–4.6 (142–153), CL 2.0–2.7 (17–44)	PS 1: Morphology
7/8	M	Phonetics	CL 2.8–2.10 (45–57)	LA 2: Language Facts
7/10	W	Phonetics, Phonology	CL 3.0–3.2 (69–91)	PS 2: Phonetics
7/12	F	Quiz 1: Intro., Morphology, Phonetics	Study for quiz	
7/15	M	Phonology	CL 3.3–3.4 (91–105)	LA 3: Phonemic Inventory (OR 7/19)
7/17	W	Syntax	CL 5.0–5.2 (167–183), CL 5.Appx (207–209), Pullum 2012	PS 3: Phonology
7/19	F	Syntax	CL 5.3–5.5 (183–205), CL 5.Appx (209–210)	PS 4: Syntax
7/22	M	Quiz 2: Phonology, Syntax	Study for quiz	

7/24	W	Semantics and Pragmatics	CL 6 (217–251)	LA 4: Morpho-syntax
7/26	F	Historical Linguistics and Language Change	CL 8.0–8.5 (297-324)	LA 5: Something Cool
7/29	M	Language Change, Universals, And Classification	CL 8.6–8.8 (324–338), CL 7 (261–293)	PS 6: Historical/Semantics
7/31	W	Language in Society, Variation, Myths & Controversies	CL 13 (483–524), Zanuttini 2014 & 2015, Kalb 2013	LA 6: Final Language Project
8/2	F	Final Exam	Study for exam	

Inclusion

Your experience in this class is important to me. If you have already established accommodations with the Resource Office on Disabilities (ROD), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through ROD, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact ROD at 203-432-2324 to make an appointment. General information for students can be found on the Student Information page of the Resource Office on Disabilities' website. ROD offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions, consistent with federal and state law.

Yale University adheres to the philosophy that all community members should enjoy an environment free of any form of harassment, sexual misconduct, discrimination, or intimate partner violence. If you have been the victim of sexual misconduct, we encourage you to report this. If you report this to a faculty/staff member, they must notify our college's Title IX coordinator about the basic facts of the incident (you may choose to request confidentiality from the University). If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Title IX Coordinator, Stephanie Spangler, at stephanie.spangler@yale.edu (203-432-4446) or any of the University Title IX Coordinators, who can be found at: <http://provost.yale.edu/title-ix/coordinators>. You can also seek confidential information, advocacy, and support from the SHARE Center: <https://sharecenter.yale.edu/> (203-432-2000 , 24/7 hotline)

Readings (tentative)

O'Grady, William, John Archibald, Mark Aronoff & Janie Rees-Miller (eds.). 2017. *Contemporary linguistics: An introduction*. 7th edn. Boston: Bedford/St. Martin's. isbn: 978-1-319-03977-6.

Kalb, Peggy Edersheim. 2013. Why bad English isn't. *Yale Alumni Magazine* 76(6). July/August, 36–41. <http://www.yalealumnimagazine.com/articles/3716/why-bad-english-isnt> (2 July 2017).

Pullum, Geoffrey. 2012. *Being a noun*. The Chronicle of Higher Education Blogs: Lingua Franca. June 20. <http://chronicle.com/blogs/linguafranca/2012/06/20/being-a-noun/> (2 July 2017).

Zanuttini, Raffaella. 2014. Our language prejudices don't make no sense. *Pacific Standard*. October 22. <http://www.psmag.com/books-and-culture/language-prejudices-dont-make-sense-negative-aks-ask-racist-92881> (2 July 2017).

Zanuttini, Raffaella. 2015. Don't fear our changing language. *Pacific Standard*. February 17. <http://www.psmag.com/books-and-culture/dont-fear-our-totally-changing-language> (2 July 2017).