

Elements of Linguistics
LING201/ SLHS227
Aug 24 - Dec 19, 2015
T/TH, 9:00 - 10:15A
REC 112

Instructor: Charles 'Chuck' Bradley
Email: bradley4@purdue.edu
Office Hours: T/TH 10:30a - 11:30a
(and by appointment)
BRNG B290

Course Description: This is an introductory course to the scientific study of language. Students will be introduced to major branches of linguistic study—phonetics, phonology, syntax, morphology, and semantics—as well as a few more specialized areas—e.g., neurolinguistics and sign language linguistics. Although this class is primarily theoretical, an appreciable amount of empirical data will be considered.

Course Objectives:

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

1. Demonstrate competence across the core areas of linguistics
2. Apply their knowledge of core linguistic concepts to novel problems
3. Determine what counts as evidence (in linguistics)
4. Defend their ideas orally and in writing

Students will also become aware of linguistic diversity and the issues such diversity brings. Critical and abstract thinking will also be developed.

Textbook (Optional):

Fromkin, V., Rodman, R., & Hyams, N. (2013). *An introduction to language* (10th ed.). Cengage Learning

While the textbook is not required for success in the course, it provides valuable supplementary material. One copy has been placed on reserve in HSSE, and may be checked out for 2-hour periods.

Evaluation:

1. *Participation:* Participation is crucial for learning efficiently. Posing and answering questions lets the instructor know what areas students are comfortable with, and what areas need to be revisited. The minimum advantage to students is that questions and ideas can be workshopped freely before graded work is due. NB: the instructor reserves the right to call on particularly silent students.
2. *Quizzes:* There will be a total of 25 short in-class quizzes (each worth 1% of the semester grade). One quiz will be administered at the beginning of each class (starting on Day 2) and will test students' retention of concepts covered the previous day in class. Another quiz will be administered at the middle or end of each class period (starting on Day 1) to test students'

comprehension of topics covered in class that day. Except for University sanctioned excuses (see below), quizzes may not be made up due to absence or tardiness.

3. *Homework*: There will be 6 homework assignments. Assignments are in the form of a problem set. Assignments should be uploaded to Blackboard before class time on the due date. Late homework will not be accepted and will receive an automatic 0 (excepting a University sanctioned excuse). Students are encouraged to work together on problem sets, but should write their assignment individually. Cheating runs the risk of receiving a 0 on the assignment, and (potentially) a referral to the Dean of Students' office.
4. *Final Exam*: The final exam will be a longer problem set, distributed the week before Thanksgiving Break (**Nov. 9**). Students will have until **Dec. 4th** to complete the problem set. As the problem set is quite involved, it is strongly recommended that students begin work on it as soon as possible: there are a total of 8 sections (with subsections), but students are responsible for completing at least 6. Students will schedule a 30 minute appointment with the instructor during which time students will explain their answers to the problem set and defend any challenges. Appointments can be made for any time between (**Nov. 30 and Dec. 11**). The instructor will announce studies as they arise.
5. *Extra Credit*: Students may receive up to the University maximum of 2% extra credit (counted towards the semester total) upon successful completion of one or more of the following extra credit options.
 - (a) The final exam requires that students complete 6 out of 8 topic areas. Students may complete additional topic areas for extra credit (1% extra credit per successful extra topic area completed).
 - (b) Students may volunteer for X number of sessions with the Oral English Proficiency Program (OEPP) (Max 1% extra credit). More details later.
 - (c) Students may participate in a linguistic study run here at Purdue. Students should complete the study and then submit a one-page write-up of (a) the aims of the study, and (b) the methodology that the study used. If possible, students should relate the content of the study to the content on the course. (Max 2% extra credit).
 - (d) Over the course of the semester, other extra credit opportunities may arise; stay tuned.

Grade Distribution:

Participation	-	5%
Quizzes	x25	25%
Homework	x6	40%
Final Exam	x1	30%
Extra Credit	-	2%
TOTAL		102%

Letter Grade Distribution (in %):

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	≤ 59.99	F

Online Resources for Linguists:

IPA Online Keyboard	ipa.typeit.org/full/
IPA Chart	www.ipachart.com/
Syntax Tree Drawer	ironcreek.net/phpsyntaxtree/
Purdue Libraries	lib.purdue.edu

Course Policies:

1. *Absences*: Students are expected to attend every class session. There is no “attendance” penalty per se, but note that there are daily quizzes. These quizzes, as mentioned above, may not be made up without proper documentation. On most days, there will be two quizzes, with each quiz constituting 1% of the total semester grade. It is therefore strongly encouraged that you attend every class. If you need to be excused from class, please contact me ASAP, so that alternative arrangements can be made (e.g., making up quizzes, going over the day’s material, etc.). In the case of an emergency (personal, bereavement, medical, etc.), please contact the Office of the Dean of Students to receive an excuse note. More information on University attendance policies may be found here: http://www.purdue.edu/studentregulations/regulations_procedures/classes.html
2. *Tardiness*: Tardiness is rude. Please try your best to come to class on time. However, there is no formal penalty for lateness. You are, as always, responsible for any content that you may miss.
3. *Food and Drink*: Unless medically necessary, food should not be eaten in class. Beverages are OK.
4. *Cell Usage*: Please, no cell phones in class. It is extremely rude. Phones may be turned on, but placed in vibrate or silent mode. In case of emergencies, students may excuse themselves from class to take calls. As always, students are responsible for any content that they miss.

Getting Help:

1. *The Office of the Dean of Students* (Schleman 207, 494-1747): provides confidential counseling and advice for personal or academic problems.
<http://www.purdue.edu/odos/counseling/index.php>
2. *The Academic Success Center* (BRNG 3268, 494-5569): provides help with academic success, including tips on how to study, how to structure your time, and how to take effective notes, inter alia.
<http://www.purdue.edu/studentsuccess/academic/index.html>
<http://www.purdue.edu/studentsuccess/academic/resources/handouts/allHandouts.html>

3. *Purdue Writing Lab* (HEAV 226, 494-3723): provides writing tutorial services.
<https://owl.english.purdue.edu/writinglab/cscworkshops>
4. *The Disability Resource Center*: provides support to students with disabilities, academic or physical. If you have an academic disability, please contact me immediately so that we can discuss any adjustments (e.g., extended deadline for HW assignments).
<http://www.purdue.edu/studentsuccess/specialized/drc/>

Emergency Procedures:

NB: In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to change.

1. In case of *fire*, please exit Recitation using the East exit. We will meet around John Purdue's 'grave.' Do not use the elevator. Do not reenter the building until the all-clear signal sounds.
2. In case of a *tornado*, we will shelter in place.
3. In case of an *active shooter*, we will turn out all of the lights, lock/ barricade and move away from the door, and shelter in place.
4. In case of an *issue with the class or instructor*, please contact me directly. If you feel you cannot approach me, please seek advice from the Office of the Dean of Students.

COURSE OUTLINE

Subject to change

UNIT	TOPICS	OBJECTIVES
1	<u>What is Linguistics?</u> <ul style="list-style-type: none"> • Domains of Linguistics • Universal Grammar • Language and Thought • Language Typology 	<ol style="list-style-type: none"> 1. To be able to describe the domain of linguistics and Language as an object of study 2. To be able to articulate some of the differences between Language and communication, and Language and thought/ cognition 3. To become aware of linguistic diversity
2	<u>Phonetics</u> <ul style="list-style-type: none"> • Domains of study • Auditory Phonetics • Writing Systems and the IPA • Phonetic Classes • Articulatory phonetics 	<ol style="list-style-type: none"> 1. To understand basic processes underlying the production and perception of speech sounds. 2. To be able to speak about speech phenomena scientifically.
3	<u>Phonology</u> <ul style="list-style-type: none"> • Mental organization of speech sounds • Natural classes • Syllables and other sound groupings • Language universals vs. language particulars 	<ol style="list-style-type: none"> 1. To be able to articulate basic differences between phonetics and phonology. 2. To understand the difference between directly and indirectly observable phenomena and how to recognize each. 3. To apply knowledge of phonetics in solving real-life phonological problems.
4	<u>Morphology</u> <ul style="list-style-type: none"> • Sound-meaning correspondences • Morpheme typology • Phonology x Morphology • Structure x Morphology • Word-formation processes • Morphological typology 	<ol style="list-style-type: none"> 1. To understand the different types of morphemes and the morphological processes they enter into. 2. To understand subatomic, atomic, and macro structure of words. 3. To be able to solve morphological problems.
<hr/> <p>Oct 10 - 13: OCTOBER BREAK. No class Tues, Oct 13</p> <hr/>		

UNIT	TOPICS	OBJECTIVES
5	<u>Syntax</u> <ul style="list-style-type: none"> • The design of language structure • Word classes • Lexical selection/ subcategorization • Constituents & phrases • Building structure, building meaning 	<ol style="list-style-type: none"> 1. To understand word classes and their use in linguistics; to understand how the notion of category is controversial 2. To understand how to capture basic meaning contrasts using structure (or how different structures predict different meanings)
6	<u>Semantics</u> <ul style="list-style-type: none"> • The meaning of words • The meaning of sentences • The meaning of larger structures: Discourse & Pragmatics 	<ol style="list-style-type: none"> 1. To understand different sources of meaning: word-level, phrase-level, sentence-level, and so on.
7	<u>Brain & Language</u> <ul style="list-style-type: none"> • Basic brain anatomy • The modularity of Language • Aphasias • Language processing 	<ol style="list-style-type: none"> 1. To learn the basic parts of the brain and their putative functions w.r.t. Language 2. To understand the difficulties in assigning any given function to any given region of the brain 3. To better understand the relationship between linguistic competence vs. performance
Nov 25 - 28: THANKSGIVING BREAK . No class Tues, Nov 24		
8	<u>(A)typical Development</u> <ul style="list-style-type: none"> • First language acquisition • Models of FLA • Atypical development 	<ol style="list-style-type: none"> 1. To become aware of main-stream and alternative models of language acquisition 2. To understand the universal nature of (typical) language development 3. To become aware of theoretical issues surrounding language acquisition (including Universal Grammar)
9	<u>A la carte topics: TBA</u> <ul style="list-style-type: none"> • Sign language linguistics • Second language acquisition • Language & society • Student requests, etc. 	<ol style="list-style-type: none"> 1. If there's time, we will explore other aspects of linguistics. Students may request certain topics based on their own interests (otherwise: instructor's choice).

Finals Week		No Class; Thursday, December 3rd last day of instruction
FINAL EXAM	Out:	Monday, November 9th
	Due:	Friday, December 4th, 11:59p
	Defend start:	Monday, November 30th
	Defended by:	Friday, December 11th, 8:00p
