

**University of Saskatchewan  
Interdisciplinary Linguistics Program  
Ling 111.3  
Course Outline**

**Location:** Arts 211; T,Th, 2.30-3.50 **Instructor:** Dr. Peter Wood **E-Mail:** peter.wood@usask.ca  
**Office:** Arts 908 **Office Hours:** Th 12.00-1.00 and by appointment

**Course description.**

This course presents an introduction to the structure of language and how modern linguistic frameworks analyse it. It covers the basics of phonetics, phonology, morphology, syntax, semantics and pragmatics. The course aims at presenting examples from various languages.

**Course objectives:**

At the end of this course students will have learned about fundamental concepts in:

- phonetics (the study of speech sounds, how they are produced, transmitted, and processed)
- phonology (the study of speech sounds in a particular language, how they combine, and form larger units)
- morphology (the study of the structure of words)
- syntax (the study of the structure of phrases, clauses, and sentences)
- semantics (the study of meaning in language)
- pragmatics (the study of how we use language to communicate with others)

**Required textbook:**

O'Grady, William and John Archibald (2012) Contemporary Linguistic Analysis: An Introduction. 7<sup>th</sup> edition. Toronto: Pearson.

Other course material may be provided on the course website: <http://linguistics.usask.ca/Ling111/>

**Student Evaluation:**

Students will write tests on the topics covered in the course and in reading assignments. Written online, these tests will be regularly paced through the term. At the end of term, students will take a final examination, which will mainly consist of multiple choice and short answer type questions.

**Tests: 60%.** Four online tests will be written throughout the term. The final mark for the tests will be calculated by taking the average of the three highest test scores. This means that students can miss one of the tests without negatively impacting their final mark.

**Final Exam 40%.**

**Course Schedule**

<b>Week (ends)</b>	<b>Topic</b>
1 (Sep 5)	Introduction(Course outline, assessment, etc.)
2 (Sep 12)	Phonetics (Chapter 2)
3 (Sep 19)	Phonetics (Chapter 2)
4 (Sep 26)	Phonology (Chapter 3) <b>Quiz 1</b>
5 (3 Oct)	Morphology(Chapter 4)
6 (10 Oct)	Morphology(Chapter 4) <b>Quiz 2</b>
7 (17 Oct)	Syntax (Chapter 5)
8 (24 Oct)	Syntax (Chapter 5)
9 (31 Oct)	Syntax (Chapter 5) <b>Quiz 3</b>

10 (7 Nov)	Semantics (Chapter 6)
11 (14 Nov)	Semantics (Chapter 6)
12 (21 Nov)	Pragmatics <b>Quiz 4</b>
13 (28 Nov)	Pragmatics
14 (3 Dec)	Review

### **Attention:**

This schedule is preliminary. If there is any change in the test dates & format, you will be notified in class and on the course website.

### **Attendance**

will not be monitored, however students are strongly encouraged to attend due to the complexity of the subject matter. If you miss a class it is your responsibility to make sure you catch up by contacting fellow students, check the website, etc., not by e-mailing the instructor.

### **Tests**

will be announced on the course website and will be administered online.

### **Tutorials**

are offered by upper year linguistics students. It is highly recommended that participants attend the tutorials regularly in order to adequately prepare for quizzes and the final exam.

### **Missed quizzes, tests, exams and late submission of assignments:**

A student who is absent from a final examination through no fault of his or her own, for medical, compassionate, or other valid reasons, may apply to the college for a deferred final exam.

The decision to grant or deny a request for a deferred exam rests with the college, not the instructor.

Missing other exams, tests, quizzes, or deadlines to submit assignments, or deliver presentations will result in a fail mark for the pertinent exam, or assignment, unless the student is able to provide a doctor's note for the pertinent time.

## Percentage Grades: Literal Descriptors

Percentage grades map to literal descriptors which are published in the [Catalogue](#). Undergraduate percentage ranges and their literal descriptors are as noted in the accompanying text box.

Percentage Range	Descriptor
<b>90–100</b> Exceptional	A superior performance with consistent strong evidence of <ul style="list-style-type: none"> <li>• a comprehensive, incisive grasp of the subject matter;</li> <li>• an ability to make insightful critical evaluation of the material given;</li> <li>• an exceptional capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li> </ul>
<b>80–89</b> Excellent	An excellent performance with strong evidence of <ul style="list-style-type: none"> <li>• a comprehensive grasp of the subject matter;</li> <li>• an ability to make sound critical evaluation of the material given;</li> <li>• a very good capacity for original, creative and/or logical thinking;</li> <li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.</li> </ul>
<b>70–79</b> Good	A good performance with evidence of <ul style="list-style-type: none"> <li>• a substantial knowledge of the subject matter;</li> <li>• a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li> <li>• some capacity for original, creative and/or logical thinking;</li> <li>• a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.</li> </ul>
<b>60–69</b> Satisfactory	A generally satisfactory and intellectually adequate performance with evidence of <ul style="list-style-type: none"> <li>• an acceptable basic grasp of the subject material;</li> <li>• a fair understanding of the relevant issues;</li> <li>• a general familiarity with the relevant literature and techniques;</li> <li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• a moderate ability to examine the material in a critical and analytical manner.</li> </ul>
<b>50–59</b> Minimal Pass	A barely acceptable performance with evidence of <ul style="list-style-type: none"> <li>• a familiarity with the subject material;</li> <li>• some evidence that analytical skills have been developed;</li> <li>• some understanding of relevant issues;</li> <li>• some familiarity with the relevant literature and techniques;</li> <li>• attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.</li> </ul>
<b>&lt;50</b> Failure	An unacceptable performance.

### **Plagiarism/Academic Dishonesty:**

The [University of Saskatchewan Council](#) defines plagiarism as “*the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.*”

#### **Examples of plagiarism:**

- i. The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].

- ii. The verbatim use of oral or written material without adequate attribution.
  - iii. The paraphrasing of oral or written material of other persons without adequate attribution.
- The best way for you to avoid charges of plagiarism is to [cite all of your sources](#), giving credit for all words and ideas that are not your own.

Check out the Academic Honesty website at <http://www.usask.ca/honesty/> for more information.