Utah State University  
LING/ANTH 4100: Study of Language  
Syllabus-Fall 2017

Instructor: Dr. Abdulkafi Albirini  
Office hours: 9:30-10:30 a.m. MW

Course time & place: 8:30-9:20 MWF, 304 Old Main  
Office: 202H Old Main

I. Course goals:
The primary purpose of this course is to introduce students to the theory and methodology of linguistics and its various subfields. We will survey ways in which human languages are structured, acquired, used, and transformed based on cognitive, contextual, social, and historical factors. This course assumes that students have little to no background knowledge/experience in general linguistics and linguistic theory. Therefore, we will work together this semester to achieve the following objectives:

• gain factual information about a number of core concepts and principles in the field of linguistics
• gain a broader understanding and appreciation for the study of language;
• develop basic skills in linguistic analysis.

II. Course resources:

Required Textbook:
The book is available at the University bookstore, and it may be purchased online as well.

Supplemental Materials:
The rest of the required readings as well as lecture notes, homework assignments, exercises and grades will be posted on the LING/ANTH 4100 Canvas site. Go to https://www.my.usu.edu/ to access the website.

III. Student Responsibilities & Major Assignments:
The five major requirements of the course include:

• Classroom participation and attendance (15% of final grade): Students enrolled in this course are expected to be in class on time and not to miss classes except in cases of illness, family emergency, and things of that nature. Students should come prepared to class. Preparation includes reading the assigned materials and being ready to participate actively in discussions regarding the theme of the week. Carefully reading the articles and book chapters will allow you to contribute meaningfully to in-class discussion/activities and better prepare you for exams and other assignments in this course. According to the attendance policy of this course, students are allowed three absences per semester, which they can use in cases of illness, family emergency, and
things of that nature. However, after the third absence, one percentage point will be deducted from their attendance grade for every absence. Your attendance grade is 15 minus any absences.

- Homework exercises (24% of final grade): Homework exercises provide students with an opportunity to apply the knowledge and analytic skills learned during the semester. Homework exercises are assigned on Wednesdays and are due on the following Mondays. They will be graded for completeness and correctness. There will be 4 homework exercises. You must submit the assignments as Word documents on Canvas. No make-up can be made for any missed exercise except in cases of documented emergencies. Collaboration among students is permitted, but the assignment write-up should be done individually.

- Midterm exam (20% of final grade): The midterm exam will be given in class on Monday, 23 October. The exam will be multiple choice questions. The exam is cumulative, that is, it covers all material in the textbook and other course materials up to the time when the test is taken. A missed midterm exam cannot be made up except in cases of documented emergency.

- Final exam (25% of final grade): The final exam will be given on (TBA) in 304 Old Main. The final exam is cumulative and the format is multiple choice and short-answer questions. In the event you have an exam conflict, please contact me as soon as possible so that arrangements can be made.

- Final research project (16% of final grade): Students will work individually to produce a five-page, double-spaced research proposal. In this proposal, students will draft a research proposal on a topic relevant to linguistic research. A brief (100 words) abstract of the paper is due on 24 November. I will provide prompt feedback on these abstracts. Students will prepare a 3-minute presentation of their proposals to be made on 6 & 8 December. In the presentation, you need to indicate your topic, its significance, its methodology, and implications of your research if it were to be carried out. The breakdown of the final project grade is: abstract (3 points), presentation (3 points), and full paper (10 points). The paper is due by 11:59 p.m. on Friday, 8 December.

The final paper should include the following sections in order:
- Title and name
- Abstract: around 150 words
- Introduction: Explain your interest in the study. Explicate why this topic is important. Indicate what you aim to achieve by studying this topic.
- Methods: explain your choice of the participants and materials and why they are appropriate for the topic you choose
- Implications of your study (if carried out) for research on this topic or for understanding the phenomenon of interest.
- References
Assignment Policy:
- All assignments should be turned in latest by 11:59 p.m. on the due day.
- All assignments should be typed in a 12-point Times Roman font.
- All assignments should be submitted as Word documents through Canvas (Please DO NOT send your assignment through email, even if it is late).
- If your assignment is between 1 and 24 hours late you will be penalized 20% of the assigned points. After one day of the due date, the assignment will be considered missing and zero points will be the official grade.
- Plagiarism is highly discouraged. Students are expected to acknowledge source materials. Please let me know if you have any questions about this issue.

V. Assessment:
The students’ final grade will be the culmination of their grades on all class requirements. The students’ final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework exercises (6 * 4 exercises)</td>
<td>24%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Final project (3 points for abstract, 3 for presentation, 10 for paper)</td>
<td>16%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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VI. Grading:
This course will be graded based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A= 93-100 %</td>
<td>A- = 90-92%</td>
</tr>
<tr>
<td>B= 83-86%</td>
<td>B- = 80-82%</td>
</tr>
<tr>
<td>C= 73-76%</td>
<td>C- = 70-72%</td>
</tr>
<tr>
<td>D= 63-66%</td>
<td>D- = 60-62%</td>
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<tr>
<td>F= below 60</td>
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VIII. Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon, 28 August</td>
<td>Beginning of instruction</td>
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<tr>
<td>Mon, 4 September</td>
<td>Labor Day (no class)</td>
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<tr>
<td>Friday, 20 October</td>
<td>Fall Break, class re-scheduled to 19 October</td>
</tr>
<tr>
<td>Wed-Fri, 22-24 November</td>
<td>Thanksgiving Holiday (no class)</td>
</tr>
<tr>
<td>Fri, 8 December</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td>Fri, 8 December</td>
<td>Research Paper due by 11:59 p.m.</td>
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</table>
Class schedule
You are expected to do the readings before class on the day they are listed.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics &amp; Exercises</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>28 Aug</td>
<td>What is Language</td>
<td>Introduction: What is Language &amp; Linguistics?</td>
</tr>
<tr>
<td>30 Aug</td>
<td>Ch. 1 Linguistic Knowledge</td>
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<tr>
<td>1 Sept</td>
<td>Ch.1 What is Grammar—Language Universals</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>4 Sept</td>
<td>Labor Day</td>
<td>No class</td>
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<tr>
<td>6 Sept</td>
<td>What is Language</td>
<td>Ch.1 Animal Language—Language and Thought</td>
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<tr>
<td>8 Sept</td>
<td>Brain &amp; Language</td>
<td>Ch. 2 The Human Brain</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>11 Sept</td>
<td>Brain &amp; Language</td>
<td>Ch. 2 The Autonomy of Language—Language and Brain Development</td>
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<tr>
<td>13 Sept</td>
<td>Morphology</td>
<td>Ch. 3 Content and Function Words</td>
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<tr>
<td>15 Sept</td>
<td>Ch. 3 Morphemes: The Minimal Units of Meaning: “Pullet Surprises”</td>
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<tr>
<td>Week 4</td>
<td></td>
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<tr>
<td>18 Sept</td>
<td>Ch. 3 Rules of Word Formation</td>
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<tr>
<td>20 Sept</td>
<td>Morphology</td>
<td>Ch. 3 Morphological Analysis: Identifying Morphemes</td>
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<tr>
<td>22 Sept</td>
<td>Syntax</td>
<td>Ch. 4 What the Syntax Rules Do?</td>
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<tr>
<td>Week 5</td>
<td></td>
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<tr>
<td>25 Sept</td>
<td>HW1 What is Language &amp; Brain due</td>
<td>Ch. 4 Sentence Structure</td>
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<tr>
<td>27 Sept</td>
<td>Syntax</td>
<td>Ch. 4 Sentence Relatedness</td>
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<tr>
<td>29 Sept</td>
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<td>Ch. 4 Syntactic Dependencies-UG Principles &amp; Parameters</td>
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<tr>
<td>Week 6</td>
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<td>2 Oct</td>
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<td>Ch. 5 What Speakers Know about Sentence—Compositional Semantics</td>
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<tr>
<td>4 Oct</td>
<td>Semantics</td>
<td>Ch. 5 Lexical Semantics</td>
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<tr>
<td>6 Oct</td>
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<td>Ch. 5 Pragmatics</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>9 Oct</td>
<td>Phonetics</td>
<td>Ch. 6 Sound Segments</td>
</tr>
<tr>
<td>11 Oct</td>
<td>HW2 Morphology due</td>
<td>Ch. 6 Articulatory Phonetics</td>
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<tr>
<td>13 Oct</td>
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<td>Ch. 6 Prosodic Features—Phonetic Symbols and Spelling</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>16 Oct</td>
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<td>Ch. 6 Prosodic Features—Phonetic Symbols and Spelling</td>
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<tr>
<td>18 Oct</td>
<td>Phonology</td>
<td>Ch. 7 The Pronunciation of Morphemes—Phonemes: The Phonological Units of Language</td>
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<tr>
<td>19 Oct</td>
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<td>Ch. 7 The Rules of Phonology—Prosodic Phonology</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>23 Oct</td>
<td>Midterm Exam</td>
<td>Ch. 7 Prosodic Phonology—Why Do Phonological Rules Exist?</td>
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<tr>
<td>25 Oct</td>
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<td>Ch. 7 Phonological Analysis</td>
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<tr>
<td>Date</td>
<td>Course</td>
<td>Topic</td>
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<tr>
<td>27 Oct</td>
<td>Language Acquisition</td>
<td>Ch. 8 Mechanisms of Language Acquisition</td>
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<td></td>
<td><strong>Week 10</strong></td>
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<tr>
<td>30 Oct</td>
<td>Language Acquisition</td>
<td>Ch. 8 Mechanisms of Language Acquisition</td>
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<tr>
<td>1 Nov</td>
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<td>Ch. 8 Knowing More Than One Language</td>
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<td>3 Nov</td>
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<td>Ch. 8 Is There a Critical Period for L2 Acquisition?</td>
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<tr>
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<td><strong>Week 11</strong></td>
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<tr>
<td>6 Nov</td>
<td>HW3 Syntax &amp; Semantics</td>
<td>Ch. 10 Dialects</td>
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<tr>
<td>8 Nov</td>
<td>Language in Society</td>
<td>Ch. 10 Languages in Contact</td>
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<tr>
<td>10 Nov</td>
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<td>Ch. 10 Language and Education</td>
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<td><strong>Week 12</strong></td>
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<tr>
<td>13 Nov</td>
<td>Language in Society</td>
<td>Ch. 10 Language in Use</td>
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<td>Language and Gender: Deborah Tannen: “Women and Men in Conversation” (on Canvas)</td>
</tr>
<tr>
<td>15 Nov</td>
<td>Language Change</td>
<td>Ch. 11 The Regularity of Sound Change-Syntactic Change</td>
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<tr>
<td>17 Nov</td>
<td></td>
<td>Ch. 11 Lexical Change</td>
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<tr>
<td></td>
<td><strong>Week 13</strong></td>
<td></td>
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<tr>
<td>20 Nov</td>
<td>HW4 Phonetics &amp; Phonology due</td>
<td>Ch. 11 Restructuring “Dead” Languages—Extinct and Endangered Languages</td>
</tr>
<tr>
<td>22 Nov</td>
<td>Thanksgiving break</td>
<td>No class</td>
</tr>
<tr>
<td>24 Nov</td>
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<td>No class</td>
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<tr>
<td></td>
<td><strong>Week 14</strong></td>
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<tr>
<td>27 Nov</td>
<td>Language Change</td>
<td>Ch. 11 The Genetic Classification of Languages—Why Do Languages Change?</td>
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<td></td>
<td><strong>Final Project Abstract due</strong></td>
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<tr>
<td>29 Nov</td>
<td>Writing</td>
<td>Ch. 12 Writing and Speech</td>
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<tr>
<td>1 Dec</td>
<td>Writing</td>
<td>Ch. 12 The History of Writing—Modern Writing Systems</td>
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<tr>
<td></td>
<td><strong>Week 15</strong></td>
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<tr>
<td>4 Dec</td>
<td>Review</td>
<td>Review for the Final Exam</td>
</tr>
<tr>
<td>6 Dec</td>
<td>Student Presentations due</td>
<td>Students’ presentations of their final projects</td>
</tr>
<tr>
<td>8 Dec</td>
<td></td>
<td>Students’ presentations of their final projects</td>
</tr>
</tbody>
</table>

**VIII. Academic Integrity, “The Honor System”**

([http://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm](http://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm))

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.
IX. Disability Services:
(http://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm)
The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor..."

X. Classroom Etiquette:
• The materials created by the instructor for this course are not for public distribution. Please do not use the class materials for any purposes outside this class because, if you do so, you violate the instructor's copyrights.
• Please do not engage in activities that may disrupt the instructional process, negatively influence the learning of your classmates, or convey disrespect to your colleagues or instructor. Examples of disruptive classroom activities include:
  ✓ Use of cellphones
  ✓ Late arrival to class (except in extenuating circumstances)
  ✓ Early departure from class
  ✓ Side conversations
  ✓ Using class time to review or read materials that are not related to this course.
  ✓ Sleeping inside the classroom
  ✓ Use of insulting or discriminatory language