

# Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

**Linguistics Honors H2000**  
**Introduction to Linguistics, Honors**  
**Spring 20XX**

Time: TBA                      Location: TBA

**Instructor:** XXX

**Email:** xxx.#@osu.edu

**Office:** Oxley Hall XXX

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**Office Phone:** (614) xxx-xxxx

**Office Hours:** TBA

### **Required Textbooks**

- Language Files, 12<sup>th</sup> Edition. Ed. By Hope Dawson and Mike Phelan. 2016. The Ohio State University Department of Linguistics. OSU Press.
  - Also available for purchase as an ebook via Amazon in a Kindle edition or as a PDF via OSU Press (<https://ohiostatepress.org/books/titles/9780814252703.html> )
- Language Myths. Ed. By Laurie Bauer and Peter Trudgill. 1998. Penguin.

### **Course Website**

[www.carmen.osu.edu](http://www.carmen.osu.edu)

An electronic version of this syllabus can be found on the course website. PDF copies of assignments and other relevant materials will also be made available here.

### **General Education Foundations Course**

This course is a General Education Course and fills a requirement for Social and Behavioral Science.

### **Course Description**

This course is an introduction to linguistics science, the study of language. Students will build a foundation in linguistics, learning about the different components that make up language and how these components systematically work together. While examples are primarily drawn from the English language other languages will be used to illustrate some concepts. In addition, we will discuss how language interacts with society, the variation that exists and ultimately how language changes over time.

### **GE Goals, GE Expected Learning Outcomes, and Course Objectives**

This course is a General Education Course and fills a requirement for Social and Behavioral Science.

Goal 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Explain basic facts, principles, theories and methods of social and behavioral science.

*Course Objectives. In this course, students will comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.*

Expected Learning Outcome 1.2: Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

*Course Objectives. In this course, students will apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form, and learn to place it in a cultural and/or typological context.*

Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

*Course Objectives. In this course, students will use multiple methods of linguistic inquiry to evaluate the relationship between language and society. Through analysis of language use among different language communities, students are able to understand how political, economic, individual, and social factors impact the understanding and interpretation of differences in sound systems, morphological and syntactic patterns, and semantic and pragmatic meaning within and across languages and dialects.*

Expected Learning Outcome 2.2: Evaluate social and ethical implications of social scientific and behavioral research.

*Course Objectives. In this course, students will acquire the means to evaluate linguistic differences in an objective manner, learning that some of their pre-existing ideas about the relationship between language and individuals/societies may be biased.*

Expected Learning Outcome 2.3: Critically evaluate and responsibly use information from the social and behavioral sciences.

*Course Objectives. In this course, through discussions and written assignments, students will form well-organized, well-supported arguments about how beliefs concerning language, race, and ethnicity are formed and reinforced.*

## **Grading**

You will be asked to read assigned chapters and articles of the above textbooks and additional materials provided by the instructor. You will be also asked to attend each class prepared and

participate in the classroom discussions and activities. The summary of course requirements and their grade proportion are given below.

**(1) 15%: Attendance + Class Participation**

For attendance policy, see 'Class Attendance Policy' below. As to class participation, what I ask of you is to come prepared by doing the readings, to be engaged with the materials discussed in class, to actively work on in-class exercises, and to engage in discussions with your classmates when doing group work. I strongly encourage all of you to ask questions during class, but this will not be part of the grade. Furthermore, under normal circumstances, I will not randomly call on people; however, I still obviously expect you to pay attention during class. Lastly, I will allow you to use electronic devices during class for note-taking and other class-related things, but you shouldn't use it for social media or other entertainment purposes; note that this can also distract people around you. If you follow the guidelines outlined here and in the class attendance policy, you will receive full credit.

**(1) 60%: 4 Homework Assignments (best 3 out of 4 count)**

Homework will be due 14 days from the date it was assigned. It will consist of exercises, questions, and/or projects that are related to the topics discussed in class. Electronic copies (PDF format) are to be turned in before the beginning of class on the day the homework is due. Late homework will not be accepted (except in rare instances, e.g. serious illness, family emergency). For your final grade, I will count the three highest grades, but not the lowest grade (each of these three grades is 20% of your final grade). Each homework assignment will have a maximum of 20 points, so each point will correspond to one point towards your final grade. You are allowed to discuss homework assignments with your classmates, and may work in groups. However, each individual is required to turn in their own electronic copy of the homework.

**(2) 20%: In-Class Final**

Comparable to homework assignments; you will be allowed to use all class materials. This exam cannot be made up except with a serious, documented reason (e.g. serious illness, family emergency).

**(3) 5%: 4 GE Assessments**

There are four GE assessments on Carmen that you will have to take throughout the semester (a socio assessment pre-test and post-test, a syntax test, a phonology test); these typically contain a few multiple-choice questions. You will receive 1 point for completing the socio pre-and post-tests, respectively, and up to 1.5 points each for the phonology test and the syntax test (these two tests will be graded based on your performance).

**(4) 2%: Extra Credit – 90% of the Class Fill in the SEI**

As an extra credit option, if at least 90% of the participants fill in the SEI, I will add 2% to everyone's grade. Aside from this option, there will be no opportunities to gain (individual) extra credit – this ensures that all students will be graded on the same basis.

NOTE: Any student who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible, so that necessary accommodations to ensure full participation can be discussed.

I am always happy to meet with you or exchange emails in order to help with any difficulties you may be having.

**Additional information:** For phonetics and phonology assignments, it will probably be easiest for you to download the fonts for word-processing with IPA characters on your personal computer (see *Technical Details* below); however, if you really wish to you may handwrite your homework and then turn in a scanned copy. All assignments should be in PDF format. I will return the graded versions to you via Carmen within one week.

### **Grading Scale**

Homework and the final exam will be graded on a point scale. All regular assignments will add up to 100 points, which corresponds to 100%. Final grades will be computed based on a letter grade scale, using the OSU Standard Scheme for conversion with A corresponding to 93%, A- to 90%, B+ to 87%, B to 83%, B- to 80%, C+ to 77%, C to 73% C- to 70%, D+ to 67%, and D to 60%.

## **GENERAL POLICIES**

### **Class Attendance Policy**

All materials are available on the Carmen website. If you must miss a class, it is your responsibility to access Carmen in order to keep up with course content and assignments. Coming to all classes is highly encouraged. However, should you miss more than 3 classes, your participation grade may be affected. Please contact me within 48 hours of a missed class. Also note that while participation is 15% of your total grade, having 7 or more unexcused absences negatively affects ability to complete required in class activities. In the case of 7 or more unexcused absences, a failing grade "E" will be assigned.

15% of your grade (15 points) is based on active participation in the course.

3 absences - no effect on grade

4 absences - 5 point deduction

5 absences - 10 point deduction

6 absences - 15 point deduction

7 or more absences - "E" grade for the course (failure)

### **Academic Misconduct**

Academic misconduct is a serious offense, and there are severe penalties for it. OSU's policy on academic honesty and plagiarism is available at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). You are responsible for knowing this code of conduct and adhering to it. I am required by the

university to report any suspected case of academic misconduct to the Committee on Academic Misconduct.

Some forms of academic misconduct include: copying from another student's assignment; allowing another student to copy from your assignment; providing or receiving information during the online quizzes, providing or receiving information during exams; copying text from the internet or a book without saying where it is from; paraphrasing someone else's ideas and pretending they are your own. Should you have any questions about this issue or are unsure as to whether a certain action constitutes a violation of this code, please consult me.

## **Mental Health**



As a student you may experience a range of issues that can cause barriers to learning such as: strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).


## **Students with Special Needs**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.


## COURSE SCHEDULE

**Note:** Details of the syllabus may change, e.g. depending on progress.

	Date		Topic	Reading	Assignment/Quiz
1	8/20	(T)	Introduction: Course Overview	–	<a href="#">Socio Assessment Pre-Test Available</a>
	8/22	(R)	Introduction: Linguistic Knowledge and Awareness	<a href="#">LF Ch. 1</a>  <a href="#">MYTHS 10</a> 	
2	8/27	(T)	Articulatory Phonetics: Consonants – Place and Manner	LF Ch. 2.0-2.2	Socio Assessment Pre-Test Deadline
	8/29	(R)	Articulatory Phonetics: Vowels & Suprasegmentals	LF 2.2-2.5	
3	9/3	(T)	Acoustic Phonetics: Consonants & Vowels	LF 2.6	<a href="#">Homework #1 Assigned</a>
	9/5	(R)	Acoustic Phonetics: Suprasegmentals	–	
4	9/10	(T)	Phonology: Syllable structure & Language-Specific Constraints	LF 3.0 – 3.1	
	9/12	(R)	Phonology: Sound Distribution	LF 3.2-3.3	
5	9/17	(T)	Phonology: Alternations	LF 3.4-3.5	Homework #1 Due <a href="#">Phonology GE Assessment Available</a>
	9/19	(R)	Morphology: Inflection & Derivation	LF 4.0-4.2	

6	9/24	(T)	Morphology: Types & Hierarchical Structure	LF 4.3-4.5	Homework #1 Back
	9/26	(R)	Phonology & Morphology Exercises		
7	10/1	(T)	Syntax: Properties	LF 5.0-5.2 <a href="#">MYTHS 19</a> 	Phonology GE Assessment Deadline <a href="#">Homework #2 Assigned</a>
	10/3	(R)	Syntax: Categories & Constituents	LF 5.3-5.5	
8	10/8	(T)	Wrap up Syntax, Exercises		<a href="#">Syntax GE Assessment Available</a>
	10/10	(R)		AUTUMN BREAK	
	10/15	(T)	Semantics: Word meaning	LF 6.0-6.2	Homework #2 Due
	10/17	(R)	Semantics: Meanings of Sentences	LF 6.3-6.4	
10	10/22	(T)	Pragmatics: Rules of Discourse	LF 7.0-7.3	Syntax GE Assessment Deadline Homework #2 Back <a href="#">Homework #3 Assigned</a>
	10/24	(R)	Guest Lecture: Micha Elsner Computational Linguistics		
11	10/29	(T)	Pragmatics: Rules of Discourse	LF 7.4-7.5	



	10/31	(R)	Pragmatics: Wrapping up		
12	11/5	(T)	Psycholinguistics	LF 9.3-9.4	Homework #3 Due
	11/7	(R)	Language Variation: Basics, Regional and Geographic Factors	LF 10.0-10.2	
13	11/12	(T)	Language Variation: Social Factors	LF 10.3-10.5	Homework #3 Back <a href="#">Homework #4 Assigned</a>
	11/14	(R)	Language and Culture: Whorfian Hypothesis	LF 11.0-11.2	
14	11/19	(T)	Language Change: Sound Change I	LF 13.13-3 <a href="#">MYTHS 1</a> 	
	11/21	(R)	Language Change: Other Types of Change	LF 13.4-13.6	
15	11/26	(T)	Language Change: Sound Change II – A Case Study	TBD	Homework #4 Due <a href="#">Socio Assessment Post- Test Available</a>
	11/28	(R)	THANKSGIVING		
16	12/3	(T)	Summing Up		Homework #4 Back Socio Post-Assessment Deadline (12/6)
<b>Final Exam – TBA</b>					