

Linguistics 102: Section 6
Introduction to the Study of Language
(MWF 10:30-11:20am, Moore 112)

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Course Description

The most complex ability and set of facts that have any human being ever acquires is the (implicit) knowledge of a native language. This course examines what the nature of language is, how the science of linguistics analyzes language data, and how language is integrated within culture and history. Everyone speaks a language and everyone is interested in language at some level. We all notice different accents, we all are aware of “grammatical mistakes” that we and others make, and we all make and understand jokes and play games that use language in clever ways. Language is a continual object of interest in newspapers, magazines, radio, and television. This course will use such materials as a source of data for analysis and, in some cases, as a way to draw attention to (untrue) myths about language. We will discuss issues that are relevant to our unique social environment: Hawaiian Pidgin, language in society, language in schools, attitudes about language, etc. This course has been approved as writing-intensive (WI) and you will receive WI credit upon successful completion of the course requirements.

Student Learning Outcomes

- ∴ Students can describe of the hallmarks of human language.
- ∴ Students can identify many components of language and its use, and describe characteristic patterns for each of these components.
- ∴ Students can describe broad similarities among languages of the world, as well as ways in which languages may differ.
- ∴ Students can describe their understanding of language in scholarly prose.
- ∴ Develop skills in breaking down research papers into a step-by-step process of analysis and writing.

Required Textbook

The class reader, *An Introduction to the Study of Language*, can be purchased for \$14.50 (cash, check or credit card) from Marketing and Printing Services, located in the Castle Memorial Annex on the College of Education campus. They are open Monday-Friday 9:00-5:00. **This course will make frequent use of Laulima (<https://laulima.hawaii.edu/portal>) for handouts, assignments and discussions. Be sure to check this if you miss class!**

Grading

| | |
|---------------------|------|
| Attendance | 10 % |
| Class Participation | 10 % |
| LBC Participation | 5 % |
| Quizzes (10) | 5 % |
| Essays (6) | 20 % |
| Mid-Term Exam (1) | 10 % |
| Mid-Term Exam (2) | 10 % |
| Final Exam | 10 % |
| Final Paper Outline | 5 % |
| Final Presentation | 5 % |
| Final Paper | 10 % |

Grade Assignment

| | |
|----|-----------|
| A | 100-93% |
| A- | 92-90% |
| B+ | 89-86% |
| B | 85-83% |
| B- | 82-80% |
| C+ | 79-76% |
| C | 75-73% |
| C- | 72-70% |
| D+ | 69-66% |
| D | 65-63% |
| D- | 62-60% |
| F | Below 60% |

Attendance (10%)

My attendance policy is very simple- you are allowed three absences, no questions asked. After this, your grade is reduced by 1 +/- for every absence. For example, if you earn a B+, but miss 4 classes, your final grade will be a B. No credit for this course will be given if more than 10 meetings are missed and I take attendance every day. I give a negotiable bonus on the final exam for perfect attendance. Attendance will make or break you in this class.

Class Participation (10%)

To be successful in this class, students must attend class sessions with proper preparation. Assigned readings must be completed before corresponding lectures. To make the lectures more meaningful and understanding, please be prepared to share your questions and comments on assigned readings in class. Remember that attendance doesn't mean just showing up, but actually paying attention, not working on other classwork in the back of the room, and essentially not just being a warm body. Students are responsible for all of the information presented in this course, and your active participation in class and proper preparation for class are also expected. If a student continuously exhibits interruptive behavior in class, the student may receive a lower grade for the participation criteria. Chatting in the back of the room (or anywhere in the room) will count against you, as will the exhibition of your mobile- and I remember these things.

Linguistics Beyond the Classroom (5%)

Every student must participate in Linguistics Beyond the Classroom. This participation will help you to better understand the process of scientific research and possibly give you a chance to experience a real live experiment. The grade for the LBC project will be given only when the instructor receives a complete LBC report from the students. The grade for the LBC requirement will be given only when the instructor receives a complete LBC report from the student. You will be informed of upcoming experiments and opportunities to fulfill this requirement throughout the semester. Further details will be given on a separate handout.

Reading Quizzes (10) (5%)

There will be a total of 10 reading quizzes administered throughout the course. Though the reading quizzes are not scheduled beforehand, there will be *only* ten of them. These quizzes will consist of about 10 questions asking about main ideas presented in the assigned readings. The questions are not meant to be "tricky", but do presuppose that you have read the material in question. Each quiz is worth one half percent of your grade. They are pass/fail. More than fifty percent on a quiz is a pass. In order to ensure success on reading quizzes, it is very important to make sure that all materials are read through to their completion.

Readings

Readings are due the day they are listed on the syllabus. I reserve the right to add handouts to the reading requirements the class session before they are due, and will provide those readings in class or on Lulima. **Please come to class prepared with questions about the reading.**

Essays (6) (20%)

Throughout the course, you will be required to respond to a total of six (6) essay questions. I will provide these questions to you one week before their due date, and they will usually focus on combining ideas from different units in order to provide you with the opportunity to fully grasp the importance and relevance of the material. The due date for each of these essays is noted on the schedule. Most importantly, these essays serve as an opportunity for you to demonstrate to me what you have learned in the course, and what your opinion is about the material in question. The

essay prompts are designed to be both open-ended enough so that each student is able to answer with his/her unique opinion, but narrow enough so that a single main topic is addressed.

Expectations for Essays:

Length: Each essay must be between 2-4 pages (double-spaced, Times New Roman, 12 point font, 1 inch margins). It is very important that you follow these guidelines; papers that do not follow this format will lose points. Additionally, the length guideline assumes 2-4 pages of actual *writing* (i.e., not including the heading and room for a title).

Focus: Each essay must have a clearly focused thesis and a reasoned line of argumentation. Say for example that your prompt is, “Describe the importance of documenting and revitalizing endangered languages.” You are more than welcome to state why you think documentation is *or* isn’t important; however, whatever opinion you take must be backed up with solid evidence and clear reasoning. It’s better to take a position that you think might be more controversial if you are able to argue it more clearly.

Synthesize Material: These essays are ultimately tests of your ability to reason and argue points given novel information. Using information from previous units is encouraged, as are opinions that do not simply repeat those mentioned in the reader.

Punctuality: This is very important—turn in **all** assignments on time. Late assignments will not be accepted. For an assignment to be “on time”, you must be prepared to turn it in at the beginning of class on the day it is due. Any assignments turned in after class will be considered late.

Peer Editing:

We will often do peer editing in this class. It will not be announced beforehand and you are expected to bring a completed, final draft of your essays to class on the day they are due every time. For essays that are peer edited, you will be given until the next class period to update or make changes to your essays based on the suggestions of your classmates. You will turn in both copies of your essays- the peer edited version and the final draft.

Expectations: When you edit someone else’s paper, look for consistency, logical flow of ideas, and most importantly, **organization!** Introductory paragraphs should include a restatement of the prompt, the position of the writer, and a sentence or two outlining the ways the writer is going to prove their point or validate their position. Each paragraph should have a clear focus, backed up by supporting information. The conclusion should restate the position of the writer and review their evidence/support. Your commentary on the paper should be about these topics- also look for awkward phrasing and typos.

Midterms 1 & 2 (10% each) and Final Exam (10%)

Two midterms and a final are required for this course. The midterms will take place on **Wednesday, September 25th and Wednesday, October 30th**. The final exam is scheduled for **Friday, December 20th, 12pm – 2pm in Moore 113**. If you have a time conflict or will be leaving the island before this date and require an earlier exam, please switch to another section of Ling 102. Rescheduling of the midterm *will not occur*, except under extreme emergencies. If you miss any of these exams without a valid, documented excuse in writing, there *will be no make-up exam*. If missing the exam is unavoidable, then you should talk to me well ahead of time (at least two weeks in advance).

Final Paper (10%), Outline (5%) and Presentation (5%)

We will begin discussing this paper during week eleven (11). Details of what to include will be provided later in the semester. The paper must be 5-7 pages in length (excluding references and

title page), with one inch margins, double spaced using Times New Roman 12 point font. The due date of the final paper will be on **Wednesday, December 11th**. Your outline will be due two weeks prior to your paper and constitutes 5% of your overall course grade. In the week-and-a-half preceding the due date, all students will present their research papers in front of the class in the form of a short 10-15 minute presentation, which will constitute another 5% of your overall course grade.

Academic Integrity (100%)

The integrity of a university depends upon academic honesty, which consists of independent learning and research. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from UH Manoa.

Cheating

Cheating includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying any official UH Manoa record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

Etiquette

I have certain expectations of your behavior both during our class sessions and in other matters pertaining to it. Please keep your cell phones and laptops closed and in your bag. The temptation for distraction is very high and I want you to be fully engaged in our class sessions every time you attend so that you are getting the most out of your time. I also expect your communication with me to be professional. Come to class on time, attend your appointments with me on time and make sure your email etiquette is professional and succinct.

Email Policy

I generally answer emails within a few hours. If you haven't heard back from me in a couple of days, assume that I need to be reminded and email me again. You can ask me anything via email- I will even check over your assignments before they are due if you give me enough time. ***I do not answer emails on Saturdays*** except during the last couple of weeks of the semester and before the final. According to this university, email is an official form of communication and as such I often email important information to the class using the list provided on Lualima. You are responsible for this information and if you don't come to class with this knowledge, the fault is yours.

| Week | Monday | Wednesday | Friday |
|--|---|--|--|
| Unit 1: What is Language? | | | |
| 1 (Aug 26 – 30) | Syllabus overview, Introductions | Pretest | Reading Due: Ch. 1 What is Language? |
| 2 (Sep 2 – 6) | What is Language? | Reading Due: Ch. 15 Animal Com. | Animal Communication |
| 3 (Sep 9 – 13) | Holiday: Labor Day | Communication vs. Language? Essay Discussion | Reading Due: Ch. 10 Language Acquisition |
| 4 (Sep 16 – 20) | Language Acquisition | Reading Due: Ch. 11 Language & the brain <i>ESSAY 1 DUE</i> | Language & the brain |
| 5 (Sep 23 – 27) | Midterm Review | MIDTERM 1 | Plagiarism Day! |
| Unit 2: How to Describe a Language | | | |
| 6 (Sep 30 – Oct 4) | Reading Due: Ch. 2 Sounds of Language | Sounds of Language | Sounds of Language <i>Transcription Quiz</i> |
| 7 (Oct 7 – 11) | Reading Due: Ch 3 Grammar | Grammar <i>ESSAY 2 DUE</i> | Reading Due: Ch 13 Writing Systems |
| 8 (Oct 14 – 18) | Writing Systems | Writing Systems | Field Trip: Library Day! |
| 9 (Oct 21 – 25) | Reading Due: Ch 4 Dictionaries | Dictionaries <i>ESSAY 3 DUE</i> | Dictionaries |
| 10 (Oct 28 – Nov1) | Midterm Review | MIDTERM 2 | Final Paper Discussion |
| Unit 3: Language in its Natural Environment | | | |
| 11 (Nov 4 – Nov 8) | Reading Due: Ch 9 Lg Endangerment | Lg Endangerment <i>ESSAY 4 DUE</i> | Reading Due: Ch 6 Pidgins and Creoles |
| 12 (Nov 11 – 15) | Pidgins and Creoles | Reading Due: Ch 8 Bilingualism | Bilingualism <i>ESSAY 5 DUE</i> |
| 13 (Nov 18 – 22) | Holiday: Veteran's Day | Reading Due: Ch 7 Language Variation | Language Variation <i>Review Quiz</i> |
| 14 (Nov 25 – 29) | Language Variation <i>ESSAY 6 DUE</i> | Wrap-up | Thanksgiving Break |
| 15 (Dec 2 – 6) | Student Presentations | Student Presentations | Student Presentations |
| 16 (Dec 9 – 13) | Student Presentations | Final Review Term Paper Due | No Class |

~~*Final Exam: 12pm – 2am, Friday, December 20, Moore 112*~~

Final Exam: Monday, December 16, 9:45am – 11:45am, Moore 112