

Syllabus

Course Name: **Introduction to Linguistics (Honors Section)**

Course Number: 01:615:201

Fall 2013

Lectures

Mondays and Wednesdays from 4:30 to 5:50 in FH A1

Lecturer

Dr. Adam Szczegielniak

Contact: linguistics@cantab.net
<http://scholar.harvard.edu/adam>
Department of Linguistics
18 Seminary Place.

Office Hours and Location

Monday and Wednesday 2 - 2:40, please email first.

Place: 18 Seminary Place

Linguistics Department Information

Map: <http://maps.rutgers.edu/building.aspx?id=189>

URL: <http://ling.rutgers.edu>

18 Seminary Place, New Brunswick, NJ 08901

Department Administrator: Danielle Berlingieri, Room 102 (ph. (732) 932 7289).

Course Learning Goals

By the end of this course, students will:

- i. Gain technical mastery over the tools of linguistic analysis

- ii. Gain understanding of linguistic theory as it applies in these areas

- iii. Learn how to investigate linguistic data and analyze it

- iv. Develop strong problem-solving skills in linguistics.

Department Learning Goals

Students will reason about language; identify how incorrect or irrational assumptions and prejudices distort understanding of language; demonstrate knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation, and evaluate popular views on the nature of human languages and their speakers.

Majors and minors will also demonstrate technical mastery over the tools of linguistic analysis in syntax, phonology and semantics and apply linguistic theory in these areas. They will investigate linguistic data

and analyze it; demonstrate strong problem-solving skills; extend their understanding of theoretical linguistics into other domains of linguistic research; apply the techniques of linguistics that they have learned in the core courses to new topics; and access current research in the field. Some students will investigate language in a broader context, where it can be systematically and rationally explored using their sophisticated understanding how language works.

Description:

The basic objectives of this course are:

(A) to familiarize students with the basic goals and assumptions of Generative Grammar,
(B) to train students in the rudiments of linguistic analysis and linguistic theorizing and argumentation, and
(C) to familiarize students with the major linguistic structures of English and their relevance to linguistic theory.

The central goal of Generative Grammar is to understand what a person knows when he or she knows a language, and to understand how it is that people acquire this knowledge. Most of this "knowledge" is actually unconscious, that is to say, native speakers of English "know" what sounds to them like a perfectly normal English sentence, but when native speakers hear a sentence that sounds "ungrammatical" to them, they rarely can say exactly why. In fact the greatest portion of our linguistic knowledge has never been explicitly taught to us, rather we have acquired it because we have human brains, and human brains are specially equipped to learn certain kinds of languages. Linguistics, from this perspective, is a "cognitive" science, like much of psychology, dedicated to understanding how our brains work in a particularly human way.

Most natural languages are spoken, so we will start with a discussion of how speech sounds are produced (a bit of phonetics). It turns out that not all audibly distinct sounds are consciously distinguished—adult language users are only aware of those differences in sound that serve to contrast some units of meaning in their language. This will be our second topic (a bit of phonology). Next, we will discuss how units of meaning are combined into words and sentences (a bit of morphology and syntax, respectively); and finally, how multi-sentential discourse may communicate various kinds of information (a bit of semantics and pragmatics).

Throughout, we will maintain a cross-linguistic perspective, focusing on patterns that are common to all human languages, however different they may be otherwise. You will not be expected to learn any other language, but you will be expected to learn basic linguistic analysis that these languages will serve to illustrate

This course is likely to be of interest to students in computer science, anthropology, language studies, philosophy and psychology, as well as students in linguistics.

Required Reading

An Introduction to Language, 9th Edition by Victoria Fromkin, Robert Rodman, Nina Hyams

Wadsworth Cengage Learning; 9th edition (2010)

ISBN10: 1428263926

ISBN13: 978-1428263925

Additional readings (on Sakai)

E. Benmamoun and S. Montrul and M. Polinsky. "Heritage Languages and Their Speakers: Opportunities and Challenges for Linguistics". *Theoretical Linguistics*, In Press.

http://scholar.harvard.edu/files/mpolinsky/files/rethinking_the_native_speaker_revised_june_03.13.pdf

Andrew Carnie. *Syntax: A Generative Introduction*, 3rd Edition, ISBN: 978-0-470-65531-3, August 2012 Wiley

Caramazza, Alfonso, and Edgar B. Zurif. "Dissociation of algorithmic and heuristic processes in language comprehension: Evidence from aphasia." *Brain and language* 3.4 (1976): 572-582.

Chomsky, Noam, and J. Searle. "Chomsky's revolution: An exchange." *NEW YORK REVIEW OF BOOKS* 49.12 (2002)

Hauser, Marc D., Noam Chomsky, and W. Tecumseh Fitch. "The faculty of language: What is it, who has it, and how did it evolve?" *Science* 298.5598 (2002): 1569-1579.

<http://www.sciencemag.org/content/298/5598/1569.short>

Ellen Woolford. "Bilingual Code-Switching and Syntactic Theory" *Linguistic Inquiry*, Vol. 14, No. 3, 1983. pp. 520-536

Stable URL: <http://www.jstor.org/stable/4178342>

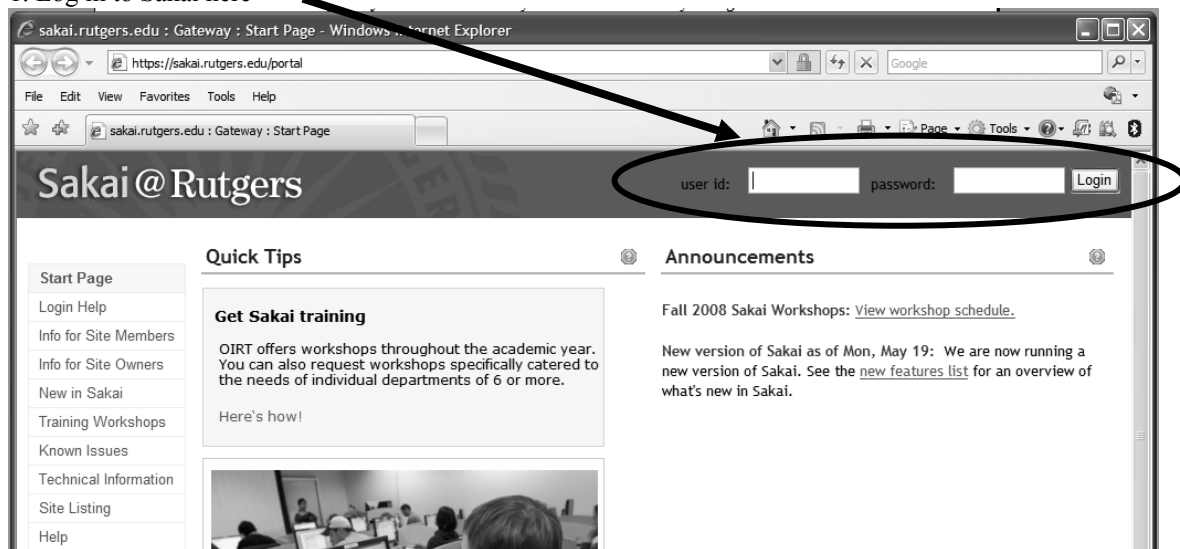
MacDonald, Maryellen C., Neal J. Pearlmuter, and Mark S. Seidenberg. "The lexical nature of syntactic ambiguity resolution." *Psychological review* 101.4 (1994): 676.

Course Webpage

You should have access to the website "Introduction To Syntax" on Sakai.

If you are not familiar with Sakai, go to <http://sakai.rutgers.edu> and read the help documentation. Here are basic instructions:

1. Log in to Sakai here



your username is your NetID.

2. Click on "{Sakai course name}"



If you cannot see "{SAKAI COURSE DESIGNATION}", click on the menu box on the right side of the page:



If you still can't see "{SAKAI COURSE DESIGNATION}", then contact your Instructor. You must be enrolled in the course to have access.

For lecture materials, click on *Modules*.

For resources specific to your section, click on *Resources* and then choose your section number.

For homework assignments, click on *Assignments*. Assignments will be made visible as the course progresses.

The lecturer and instructors are *not* the IT helpdesk. If you have trouble understanding how to use Sakai, contact the IT people.

Course Prerequisites: Linguistics 201 or permission of instructor.

Course Requirements

Students will receive frequent problem sets and reading assignments. The problem sets will be discussed in class the day they are due. For this reason it is VERY IMPORTANT to keep up, especially as each assignment builds on the last, and most of class discussion is based on the problem sets.

Problem sets have to be printed and submitted at the beginning of class. Diagrams can be drawn by hand.

Grades: Grades will be decided on the basis of the following procedure. First consideration will be the quality and punctual submission of problem sets (60%), the midterm exam (15%), the final exam (20%), and class participation (5%). Students will receive a grade based on the material they have handed in as of the final class (i.e., no incompletes). I reserve the right to juggle with the percentages within five or ten percent if I think a fairer grade will result.

Problem Sets $9 \times 6.666666\dots\% = 60\%$

Midterm exam 15%

Final Exam 20%

Class Participation 5%

Late submission of PS – there is no possibility to obtain credit for late submission unless medical or religious observance circumstances are involved.

Participation in the midterm and final exam is obligatory.

Attendance at each class is obligatory.

Final Exam

This course does have a final exam. It constitutes 20% of the grade.

Both midterm and Final exams are take-home open book exams.

Assignments

There are 9 assignments (see plan for due dates). Each assignment is 6.666666(...) % of the grade.

Assignments cannot be handwritten, with the exception of tree diagrams.

Midterm Exams

There will be one midterm exam on 10/23. It is an open book take home exam. It constitutes 15% of the grade.

Participation

All students are expected to attend.

Grade Calculation: Summary

Problem Sets 9 x 6.666666...% = 60%

Midterm exam 15%

Final Exam 20%

Class Participation 5%

Class Schedule

Date	Topic	Reading	Assign	Due
9/4	What is Language	VF 1-38,		
9/9	Brain and Language	VF 43-69	PS 1	
9/11	Brain and Language continued	Hauser et.al (2002)		PS 1
9/16	Morphology	VF 76-108	PS 2	
9/18	Morphology Continued			PS 2
9/23	Syntax	VF 117-168	PS3	
9/25	Syntax Continued			PS3
9/30	Meaning of Language	VF 179-216,	PS4	
10/02	Meaning Continued			PS4
10/07	Phonetics	VF 229-259	PS5	
10/09	Phonetics Continued			
10/14	Phonology	VF 266-308		
10/16	Phonology Continued			PS5
10/21	Generative Grammar review	Chomsky & Searle (2002)		
10/23	Midterm Exam			
10/28	Language Acquisition	VF 324-366	PS6	
10/30	Language Acquisition Code-switching	Woolford (1983)		PS6
11/04	Language Processing	VF375-418	PS7	
11/06	Language Processing Continued	MacDonald et.al (1994)		PS7
11/11	Language in Society	VF430 - 480	PS8	
11/13	Language Change	VF488 - 531		
11/18	Heritage speakers (translingualism)	Benmamoun et.al (2013)		PS8
11/20	In Depth - Syntax	Carnie (2013) CH 8	PS9	
11/25	In Depth - Aphasia	Caramazza et. al (1976)		
12/02	In Depth – Processing Ambiguity	McDonald et.al (1994)		PS9
12/04	Recap			
12/09	Review			
12/11	Exam due			

Policies

Policy on Religiously Observant Students

It is University policy (University Regulation on Attendance, Book 2, 2.4.7B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observances, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

In the printed schedule of classes, students are advised that they should provide timely notification to instructors about necessary absences, and that they are responsible for making up the work or exams according to an agreed-upon schedule.

The published schedule of classes contains a reminder for students who are unable to participate in secular activities because of a religious observance to notify their instructor as early in the semester as possible. Reasonable common sense, judgment, and the pursuit of mutual goodwill should result in the positive resolution of scheduling conflicts.

Students with Disabilities

Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

Attendance Policy

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of this course.

Students who miss an occasional class for unverifiable illness or personal circumstances do not require written documentation or verification from the dean. In these circumstances, use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will be automatically sent to the course instructor. It is the responsibility of the student to notify instructors in a timely manner of any absences. It is up to the instructor to determine if accommodations are warranted to allow students to make up work that counts toward their semester grade.

Students missing more than an occasional class due to serious illness or serious personal circumstances should contact the Dean of Students to authenticate their absences. Faculty notified of authenticated absences should make reasonable accommodations to allow students to make up work that counts toward their semester grade.

Absences due to religious observance, participation in university-sponsored events or activities such as intercollegiate athletics, are treated as authenticated absences and do not require written verification from the dean. Absences due to chronic illness or documented disability are treated as authenticated absences when students present a note of authentication from the Dean of Students office or the Office of Disability Services. Authenticated absences do not waive the overall policy for attendance. Students who must, for any reason, miss more than an occasional class should consult with their instructors directly and with the Dean of Students office.

It is the policy of the Rutgers University not to cancel classes on religious holidays. In the case of inclement weather, the President of the University may cancel classes.

≡ **Any student who misses two or more classes is considered to have “missed more than an occasional class”, and the policy outlined above applies.**

Late Assignment Policy

Assignments must be handed in class in on the due date before class begins.

Late assignments will **not** be accepted, except:

If you are ill and missed the deadline, and contacted me beforehand. You will be asked to provide proof of illness (usually a doctor’s note).

If you know you will miss a deadline due to religious observance, it is your responsibility to contact me early in the semester. You should arrange to take an alternative assessment, or to submit the assignment on another date.

In-Class Exam Policy

If you miss an in-class exam you will be assigned a score of zero, unless:

If you are ill and miss the exam, contact me beforehand. You will be asked to provide proof of illness (usually a doctor’s note).

If you know you will miss an exam due to religious observance, it is your responsibility to contact me early in the semester. You should arrange to take an alternative assessment, or to do the exam on another date.

Academic Integrity

You are expected to know and follow Rutgers’ policies on Academic Integrity:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Students may not collaborate on answering questions in homework assignments or exams; homework assignments and exams must be done independently. Collaboration is a violation of the Academic Integrity policy. All instances of plagiarism will be reported to the Office of Student Judicial Affairs.

Complaints

The Bylaws of the Linguistics Department direct that any complaint must:

If the complaint is not resolved to the satisfaction of all parties, it will be referred to the Lecturer: Dr. Adam Szczegieliak

If the complaint is still not resolved to the satisfaction of all parties, it will be referred to the Linguistics Undergraduate Director: Prof. Veneeta Dayal

If the complaint is still not resolved to the satisfaction of all parties, it will be referred to the Chair of the department: Prof. Ken Safir

If the complaint is still not resolved to the satisfaction of all parties, it will be referred to the Dean of the school.

Department Resources

The Linguistics Department’s Website:

<http://ling.rutgers.edu>

Sakai (Course Management System):

<http://sakai.rutgers.edu>

Student Absence Reporting System:

<https://sims.rutgers.edu/ssra/>

The Undergraduate Linguistics Club:

<http://ling.rutgers.edu>: click *Undergraduate Club* in the rightmost box.

The Department of Linguistics Newsletter (SNARL):

<http://ling.rutgers.edu>: click *News and Events > Our Newsletter*