

LING 4000IA/ENGL 6000IC: Principles of Language Study

Online, spring 2012

January 9-April 30, final exam May 2-4

3 semester hours

LING 4000 CRN: 20352 | ENGL 6000 CRN: 20337

Dr. Lee Campbell

Department of English

College of Arts and Sciences

Valdosta State University

Valdosta, GA 31698-0025

West Hall 216

229-333-7351 (office)

229-333-5946 (Department)

229-259-5529 (fax)

jlcampbe@valdosta.edu (email)

www.valdosta.edu/~jlcampbe (website)

Office hours by phone, in person, or almost synchronous email: W 12:00-3:00,

R 12:00-2:00;

at other times emails will ordinarily be responded to within 24 hours.

1. Catalog Description: Prerequisite or co-requisite: ENGL 2060 or 2080, 2110 or 2110H, 2120 or 2120H, 2130 or 2130H. A study of the nature, structure, and diversity of language, including English phonology (sounds), morphology (word formation), syntax (sentence structure), and semantics (meaning) contrasted with features of other selected languages and applied to fields such as literary study, written communication, and language acquisition.

2. Undergraduate Student Outcomes: Students who successfully complete LING 4000IA will

- i. demonstrate an ability to analyze and describe the English language with clarity and precision, including its phonology, morphology, syntax, semantics, pragmatics, stylistics, variation, and history (supports Department of English undergraduate outcome 2);
- ii. demonstrate an understanding of basic principles, concepts, and methods in language study (linguistics), including the systematicity of all grammars, objectivity in the study of language, and the inevitability of change and variation in language (supports Department of English undergraduate outcome 2 and 4);
- iii. demonstrate an ability to conduct research on written or spoken language, utilize the appropriate technology in such research, and create a written report with a clear thesis, adequate development, logical organization, and strong style and mechanics (supports

Department of English undergraduate outcome 2 and 3).

3. Graduate Student Outcomes: Students who successfully complete ENGL 6000IA

- iv. demonstrate an advanced ability to analyze and describe the English language with clarity and precision and with greater detail and accuracy than that expected of undergraduates, including English's phonology, morphology, syntax, semantics, pragmatics, stylistics, variation, and history (supports Department of English graduate outcome 1);
- v. demonstrate an understanding of the core principles, concepts, and methods in language study (linguistics) and a knowledge of their historical place and importance in linguistics, including the systematicity of all grammars, objectivity in the study of language, and the inevitability of change and variation in language (supports Department of English graduate outcome 1);
- vi. demonstrate an ability to conduct research on written or spoken language, utilize the appropriate technology in such research, and create a written project of such quality that it could be presented at a graduate student conference on or off campus (supports Department of English graduate outcome 2, 3, and 4).

4. Readings: The course will concentrate on reading and understanding an advanced linguistic introduction to the English language. The instructor will pick exercises from chapters and assign students to post responses to them on discussion boards and then to discuss classmates' responses to exercises. These responses and discussions will prepare for weekly quizzes on each chapter and a comprehensive final exam. This is the required text:

- i. *How English Works: A Linguistic Introduction*, 3rd ed., by Anne Curzan and Michael Adams (Longman, 2012). ISBN-13: 978-0-205-03230-3.

In this syllabus the text is abbreviated HEW. Students will also read selected professional articles that analyze language in a variety of contexts (speech on the radio, poetry, film, and speech). These articles will serve as examples of the *kinds* of projects students can engage in. The following articles will be posted to BlazeView:

- ii. "Stylistic Variation in the Discourse of a Community Radio Talk Show Host," by Lee Campbell and Debra Jacobs (forthcoming in *Florida Studies: Proceedings of the Annual Meeting of the Florida College English Association*, 2012).
- iii. "Understanding Poetic Speech Acts," by Michael Hancher (*College*

- English* 36 [1975]: 632-639).
- iv. “Functions of *You Know* in Women’s and Men’s Speech,” by Janet Holmes (*Language in Society* 15 [1986]: 1-21).
 - v. “Linguistic Variation in Spike Lee’s *School Daze*,” by Margaret Thomas (*College English* 56 [1994]: 911-927).

The instructor will also (during the phonology and American dialect sections) refer students to web sites to listen to sound files.

5. Activities: To meet the outcomes presented above, students will engage in the following activities:

- i. Complete 15 weekly reading quizzes at the end of each unit testing students’ understanding of *How English Works* (HEW). Outcomes i, ii, iv, v.
- ii. Complete weekly exercises in HEW and discuss other classmates’ responses to exercises—in preparation for the reading quizzes. Outcomes i, ii, iv, v.
- iii. Complete one comprehensive final exam. Outcomes i, ii, iv, v.
- iv. Write a proposal for a linguistic analysis of a specific linguistic feature or set of features in a specific bit of language (conversation; spoken discourse in media such as radio, film, or television; or some small selection of literature, such as a poem, small set of poems, short story, or short play). Outcomes iii, vi.
- v. Write a progress report with annotated bibliography of secondary sources. Outcomes iii, vi.
- vi. Submit a rough draft of the researched linguistic analysis. Outcomes iii, vi.
- vii. Submit a final draft of linguistic analysis. Outcomes iii, vi.

6. Grading: There are 100 points possible in the course:

- i. Reading quizzes: 15 at 1 point each, 15 points.
- ii. Weekly exercises and discussions: 15 at 2 points each, 30 points.
- iii. Comprehensive final, 20 points.
- iv. Proposal of linguistic analysis, 5 points.
- v. Progress report and annotated bibliography, 5 points.
- vi. Rough draft, 5 points.
- vii. Final draft of linguistic analysis, 20 points.

Each graded assignment will be scored on a 5-part, GPA-like scale in which numerical scores have rough letter grade equivalences:

- 1 out of 1 or 2 out of 2 or 5 out of 5 or 20 out of 20 = A+
- .9/1 or 1.8/2 or 4.5/5 or 18/20 = A-

- $.8/1$ or $1.6/2$ or $4/5$ or $16/20 = B$
- $.7/1$ or $1.4/2$ or $3.5/5$ or $14/20 = B-$
- $.6/1$ or $1.2/2$ or $3/5$ or $12/20 = C$
- $.5/1$ or $1.0/2$ or $2.5/5$ or $10/20 = C-$
- $.4/1$ or $.8/2$ or $2/5$ or $8/20 = D$
- $.3/1$ or $.6/2$ or $1.5/5$ or $6/20 = D-$
- $.2/1$ or $.4/2$ or $1/5$ or $4/20 = F$

The same five-part numerical scale will be used to determine final grades out of 100 points possible:

- 100 = A+
- 90 = A-: *cut-off for A*
- 80 = B
- 70 = B-: *cut-off for B*
- 60 = C
- 55 = C-: *cut-off for C*
- 40 = D: *cut-off for D*
- below 40 = F

7. Reading Quizzes: Reading quizzes will be composed of ten questions, each counting for one tenth of a point (for a total of one point). They will focus, of course, on the most important points of the week's readings and will often tie in with exercises and students' discussions of exercises. Quizzes will be available on BlazeView from 12:00 PM (noon) Thursdays to 10:00 PM Fridays. Students will have an hour to complete each quiz.

The instructor will also post notes about each week's readings and solicit informal questions and discussion about the readings.

8. Weekly Exercises and Discussions: The instructor will assign exercises concerning each unit's reading and post these Saturday mornings. Students will have until noon Thursday to (1) post their response to an exercise and (2) discuss one response by a classmate. Students will earn two points for responses to exercises and discussion of a classmate's response if they engage in what the instructor considers to be a *bona fide* attempt to make a correct, complete, and detailed response and then thoughtfully and thoroughly discuss the response of a classmate. Discussion of a classmate's response to an exercise should not, of course, be rude or hostile or dismissive: if one thinks an exercise could have been responded to better, just explain what one's own thinking is about it. Responses to exercises will vary according to the exercise. In short, each week a student should make at least two posts to the exercise and discussion board: (1) one response to an exercise or question posed by the instructor and (2) one discussion of a classmate's response to an

exercise or question.

9. Comprehensive Final: The comprehensive final, worth 20 points, will be objective and will be completed on BlazeView. Students will have two or three hours to complete the final between 6:00 AM Wednesday, May 2, and 10:00 PM Friday, May 4.

10. Proposal of Linguistic Analysis: The written project in LING 4000/ENGL 6000 is a researched linguistic analysis of some specific bit of language (what's called *discourse* in the field) that a student finds interesting for some reason. The most important requirement for the project is that it be concentrated on a specific, limited, actual *instance of language* (not on language in general or linguistic theory per se). The second-most-important requirement is that the project concentrate on some *aspect(s) of the language selected*. Possible topics are many, including linguistic features

- of a particular poem or small set of poems that cohere for some reason (the instructor, for example, has written on selected linguistic features—verb semantics having to do with tense, aspect, and modality—in the poetry of Philip Larkin)
- of a relatively small piece of prose, such as a short story or two, chapter, or essay (ordinarily, whole novels are not tackled unless one concentrates on the language of a particular character)
- of a person in conversation, a person whose language presents features of learner English, child language, or some regional, ethnic, and/or socio-economic variety
- of a film or play, perhaps the language of a character or pair of characters

The proposal of the linguistic analysis (worth five points) will

- a. identify the language a student is interested in,
- b. identify in detail the specific features of the language that the student anticipates concentrating on,
- c. explain the significance of the features in the language (what does it matter, for example, that a child says *goed*?)
- d. and forecast what secondary research will aid the analysis.

11. Progress Report: The progress report will discuss the student's analysis of the linguistic features in the language he/she has chosen and present an annotated bibliography of at least three secondary sources (for undergraduates) or six secondary sources (for graduates) in linguistics. Annotations, of at least 50 words, should explain the significance of the source for the project. Most students will not find secondary sources on their specific topic (this is obviously the case if a student investigates the language of an

individual English language learner, a child, or the speaker of a particular English variety). Instead, most students should expect to look for sources on kinds of English varieties or on particular features of English that students can apply to their particular case. Print books and articles are usually much preferred over Internet sources, though there are a few good sources on the web (the instructor's homepage lists some online resources in linguistics).

12. Rough Draft: Students will have the opportunity to submit a rough draft of the linguistic analysis (the more complete and polished it is, the better) for instructor comments two weeks (or earlier) before the due date for the final draft.

13. Final Draft: Undergraduates should submit a final draft (MLA or APA style) of 10-20 pages, graduates (MLA or APA style) 15-25 pages. Papers in linguistics are distinguished by their copious use and discussion of examples of the language under consideration, which students will see in the introductory articles to be read during the first week of the course.

14. Late Work: Responses to exercises or questions and discussions of classmates' responses will not be credited if they are posted after the due date; they are designed to help everyone prepare for the weekly quiz. Quizzes and the final exam cannot be taken after their availability period has ended unless a student experiences some technical difficulty. The proposal, progress report, rough draft, and final draft of the written project may be submitted late, but they will be penalized: one point for each of the first three documents, and five points for the final draft.

15. Schedule: The course consists of the following 15 units that students will complete weekly, plus the final exam. For each unit students will complete readings, respond to exercises and discuss a classmate's response, and complete a quiz.

Unit 1: Introduction to the Course

Read syllabus

Ask questions about the course

Post a profile of yourself

Obtain textbook

Read example linguistic analyses posted to BlazeView in PDF format

Post a response to question posed by instructor and discuss one classmate's response by noon Jan 12

Take quiz 1 noon Jan 12 to 10 PM Jan 13

Complete unit 1 by January 13

Unit 2: Introduction to Linguistics

Read HEW 1-2

Engage in informal discussion (no points) of possible topics for linguistic analysis

Post a response to question posed by instructor and discuss one classmate's response by noon Jan 19

Take quiz 2 noon Jan 19 to 10 PM Jan 20

Complete unit 2 by January 20

Unit 3: Phonology I: Consonants

Read HEW 3, pages 62-73

Engage in informal discussion (no points) of possible topics for linguistic analysis

Go to Paul Meier Dialect Services on the web at

<<http://www.paulmeier.com/ipa/charts.html>> and listen to the consonant sounds that HEW describes

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Jan 26

Take quiz 3 noon Jan 26 to 10 PM Jan 27

Complete unit 3 by January 27

Unit 4: Phonology II: Vowels

Read HEW 3, pages 73-89

Engage in informal discussion (no points) of possible topics for linguistic analysis.

Go to Paul Meier Dialect Services on the web at

<<http://www.paulmeier.com/ipa/charts.html>> and listen to the vowel sounds that HEW describes

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Feb 2

Take quiz 4 noon Feb 2 to 10 PM Feb 3

Complete unit 4 by February 3

Unit 5: Morphology

Read HEW 4

Post proposal of linguistic analysis

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Feb 9

Take quiz 5 noon Feb 9 to 10 PM Feb 10

Complete unit 5 by February 10

Unit 6: Syntax I

Read HEW 5

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Feb 16

Take quiz 6 noon Feb 16 to 10 PM Feb 17

Complete unit 6 by February 17

Unit 7: Syntax II

Read HEW 6

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Feb 23

Take quiz 7 noon Feb 23 to 10 PM Feb 24

Complete unit 7 by February 24

Midterm: March 1

Unit 8: Semantics

Read HEW 7

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Mar 1

Take quiz 8 noon Mar 1 to 10 PM Mar 2

Complete unit 8 by March 2

Unit 9: Discourse Analysis/Pragmatics

Read HEW 8

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Mar 8

Take quiz 9 noon Mar 8 to 10 PM Mar 9

Complete unit 9 by March 9

Spring break: March 12-16

Unit 10: Stylistics

Read HEW 9

Post progress report and annotated bibliography

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Mar 22

Take quiz 10 noon Mar 22 to 10 PM Mar 23

Complete unit 10 by March 23

Unit 11: Language Acquisition

Read HEW 10

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Mar 29

Take quiz 11 noon Mar 29 to 10 PM Mar 30

Complete unit 11 by Mar 30

Unit 12: Language Variation in General

Read HEW 11

Go to the Speech Accent Archive on the web at

<http://accent.gmu.edu/browse_atlas.php> and listen to selected English accents from around the world.

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Apr 5

Take quiz 12 noon Apr 5 to 10 PM Apr 6

Complete unit 12 by April 6

Unit 13: American Dialects in Particular

Read HEW 12

Post rough draft of linguistic analysis

Go to the Speech Accent Archive on the web at

<http://accent.gmu.edu/browse_atlas.php> and listen to selected English accents from the United States and Canada

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Apr 12

Take quiz 13 noon Apr 12 to 10 PM Apr 13

Complete unit 13 by April 13

Unit 14: History of English I

Read HEW 13

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Apr 19

Take quiz 14 noon Apr 19 to 10 PM Apr 20

Complete unit 14 by April 20

Unit 15: History of English II

Read HEW 14

Post final draft of linguistic analysis by April 30

Post a response to exercise assigned by instructor and discuss one classmate's response by noon Apr 26

Take quiz 15 noon Apr 26 to 10 PM Apr 27

Complete unit 15 by Monday, April 30

Final exam

Complete final exam between 6:00 AM W, May 2, and 10:00 PM F, May 4

16. Channels of Communication: There are several ways for the instructor and class members of communicate:

- i. Email: students who want to contact the instructor individually and privately can use his Valdosta State University email (<jlcampbe@valdosta.edu>) or BlazeView mail. Class members may, of course, exchange their own email addresses and communicate the same way over the Internet. During his office hours the instructor should be able to answer emails very quickly. Other times may take longer, but the instructor usually responds to email within 24 hours. Questions about the course that do not involve some personal angle should probably be posted to the general discussion forum on the homepage.
- ii. Phone: students may call the instructor at his VSU office during office hours. It's possible he will step out from time to time or cancel the odd hour, but the office hours should be a relatively reliable time to speak with the instructor. Other times can also be arranged by email. Class members can, of course, visit in person during office hours or arrange for an appointment. The instructor lives in the Tampa Bay area—which means that he commutes—so he's usually not on the VSU campus Mondays or Fridays.
- iii. General discussion forum: the discussion forum on the BlazeView homepage will be used for announcements, questions, and problems of a very general nature involving the course. Keep an eye on the forum for instructor announcements, pieces of advice, words of

encouragement, and so on.

17. Instructor: The instructor was born to Canadian parents in Peoria, Illinois, May, 1960. His parents, who were born in 1925, told him stories of Manitoba during the Depression. The instructor listened to monophonic Beatles records on a portable turntable; watched the Vietnam War on the nightly news and his three older brothers' reactions to it; played hockey on frozen ponds; saw the first Ali vs. Frazier fight live on European television; delivered papers spreading the news of Watergate (are there any paperboys left?); kept score in bowling with a pencil; learned to drive with a stick in a VW Bug and a three-on-the-tree Dodge; attended his first rock concert at Soldier Field in Chicago (Emerson, Lake, and Palmer; Foghat; J. Giles, Climax Blues Band) and still enjoys live rock and roll at Tampa Bay venues, as well as the Florida Orchestra; typed college papers on a manual typewriter; bought his first computer at the age of 30—after completing his dissertation; and ran off his first class handouts with a ditto machine. Besides Peoria, the instructor has lived in Vancouver, British Columbia; Bogotá, Colombia; Geneva, Switzerland; Normal, Illinois; West Lafayette and Lafayette, Indiana; Milwaukee, Wisconsin; Arkadelphia and Hot Springs, Arkansas; Valdosta, Georgia; and Riverview, Florida, where he currently makes a home with his wife and three children born in 1995, 1998, and 2000, as well as four cats.