

Revised
General Education Course Proposal

3-16
orig
Approved 2/17

Proposed Course: Ling 10 Introduction to Language Units 3
Prefix No. Title

Department: Linguistics School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2 XX; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course ; Revised Course ; New Course ___

Course Included in Current GE Program XX

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to Language (3) The study of language--including its nature, structure, use, history, and acquisition--with the goal of imparting (1) an understanding of the importance of language in human affairs, including social and cultural functions, and (2) an appreciation of its complexity and diversity.

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 4; Year 3 5

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] [Signature]
Department Chair Date School Curriculum Committee Date

[Signature] [Signature]
School Dean Date General Education Subcommittee Date

[Signature]
Associate Provost Date

**ATTACHMENT # 2: GENERAL SYLLABUS
PROPOSED COURSE: LING 10 INTRODUCTION TO LANGUAGE**

Ling 10 Introduction to Language

Semester, Year

Catalog Description: The study of language --- including its nature, structure, use, history, and acquisition --- with the goal of imparting (1) an understanding of the importance of language in human affairs, including social and cultural functions and (2) an appreciation of its complexity and diversity.

General Education: This course fulfills one of the General Education requirements in BREADTH, Division 7 for students with catalogs 1998-1999 or earlier. For all other students it fulfills one of the General Education requirements in BREADTH, Area C2.

Note: Most instructors assume that since the Catalog Description and General Education information are available from other sources, so these two items are usually not part of the syllabus

Instructor: Name
Office: Instructor's office
Office Hours: Instructor's office hours (minimum 5 hours a week)
Phone/email: Instructor's office telephone number and email address
Dept. Office: Peters Building, Room 383
Dept. Phone: 278-2441

Textbooks and Other Instructional Materials:

Item 1
Item 2
etc.

Course goals:

- (1) learn linguistic concepts that are necessary for understanding language [All Topics]
- (2) come to understand the functional unity of all human languages [Topic 1]
- (3) come to appreciate the tremendous diversity in the way language is manifested, which contributes to the differences in conceptualizing artistic and intellectual thought [Topics 4 & 7]
- (4) gain a better understanding of the organizing principles of language by comparing and analyzing the linguistic structures of representative languages [Topic 2]
- (5) come to appreciate how some traditional attitudes and beliefs completely misconstrue the nature of language [All Topics]
- (6) come to appreciate how languages change over time and the significance of those changes [Topic 7]
- (7) learn how the meaning of any spoken or written text is dependent on its linguistic and non-linguistic context. [Topic 3]
- (8) learn how human beings came to represent and express language through the development of writing systems, thus leading to preservation of human knowledge and to the creation of the

literary arts. [Topic 5]

(9) learn how human beings come to acquire the ability to communicate with other human beings and to use language to express their individuality. [Topic 6]

Course Topics:

Topic 1: **General Nature of Language:** Importance and functions of language; Sign types; Language as a system of signs; Properties of language; Comparison of language with animal systems of communication.

Time spent: Approximately 2 weeks

Topic 2: **Organizing Principles of Language:** Phonetics, Phonology, Morphology, Syntax

Time spent: Approximately 3-5 weeks

Topic 3: **Pragmatics of Spoken and Written Discourse:** language as it is used in a social context and how it affects the interlocutors and their behavior.

Time spent: Approximately 2 weeks

Topic 4: **Language Variation:** regional, ethnic, social, and literary source of variation; spoken and literary styles, language variation as a social and educational problem

Time spent: Approximately 1-2 weeks

Topic 5: **Writing Systems:** basic principles of writing systems; evolution of writing; character of the English writing system

Time spent: Approximately 1-2 weeks

Topic 6: **Language Acquisition:** the course of language development; factors determining the course of development

Time spent: Approximately 1-2 weeks

Topic 7: **Language History:** how languages change over time; how this change leads to language families, particularly the Indo-European family; background of the English language

Time spent: Approximately 2 weeks

Note 1: The order in which these topics are presented and the emphasis given to them may vary with the instructor.

Note 2: Some instructors may also discuss such topics as (1) the relation between language and the brain, (2) semantics, (3) the origin of language, and (4) the relation between language and the self.

Note 3: Course topics are often not stated separately, but included as part of the tentative schedule. They have been separated out here for purposes of clarity.

Assignments:

1. **Reading assignments:** Reading assignments are to be done prior to the class/classes the topic is discussed. This will allow the student to participate more actively in class and also allow the student to raise questions that may have come up in the process of reading the material.

2. **Classwork/homework:** Regular homework and classwork assignments will be given. It is the student's responsibility that any homework assignments are turned in on time and they attend regularly so as not to miss any of the classwork assignments.

3. **Quizzes/periodic tests:** The syllabus will contain information on the nature of the quizzes/tests that will be given and their tentative dates.

4. **Essays and other writing assignments:** According to the General Education Policy, each lower division GE course must have a 2,000 word writing requirement. The syllabus will contain information as how this requirement will be fulfilled. The criteria used in grading these assignments will be based on (1) the quality of content of the assignment, (2) how well organized the assignment is, and (3) the care with which the paper is written and edited so as to avoid grammar, spelling, and punctuation errors.

5. **Final Examination:** The final examination will be comprehensive. The syllabus schedule will contain information about date, time, and place.

Note: Instructors differ in the kinds of assignments they require of students, but whatever the requirements, they are in conformity with university regulations.

Tentative Schedule: Each syllabus will contain information on the dates that topics will be covered, reading assignments, when tests/quizzes will be given, and when essays are due. It will be clearly stated that this information is tentative and subject to changes during the semester.

Criteria for evaluating student work/Grading basis: Each syllabus will state clearly how each of the assignments are weighted and what basis will be used for assigning the course grade.

Other Information:

1. **Attendance Policy.**
2. **Policy on missed quizzes/tests, assignments and late assignments policy.**
3. **University Policy on Cheating and Plagiarism.**

**ATTACHMENT #3: REPRESENTATIVE SYLLABUS
PROPOSED COURSE: LING 10: INTRODUCTION TO LANGUAGE**

NOTE: Linguistics 10 is currently placed in Division 7 (Language) of the GE program.. We believe, however, that the General Syllabus for Linguistics 10 (Attachment # 2) demonstrates that Linguistics 10 will be in conformity with the new GE requirements, and if Linguistics 10 is approved for inclusion in Area C, Subarea C2, the actual syllabus used by instructors in sections of Linguistics 10 will reflect that conformity. The following syllabus is an example of a syllabus that is currently being used for Linguistics 10. While this current Representative Syllabus may be different in some ways from the General Syllabus, it, nevertheless, is in substance 100% in conformity with the requirements of the new GE requirements for Area C, Subarea C2.

If the GE Subcommittee finds reason to return this proposal on the grounds that the Representative Syllabus lacks conformity with the requirements for inclusion in Area C, Subarea C2 or with the General Syllabus, we request that the GE Subcommittee give us detailed annotations of its lack of conformity, so that we can bring the Representative Syllabus in conformity.

INTRODUCTION TO LANGUAGE

FALL, 1998

Instructor: Ray Weitzman

"Human culture, with its vast systems of social organization, technology, and ways of thinking, rests in deeply fundamental ways upon the existence and use of language. Because we can tell ourselves what we want and can interpret the world in words, we are not slaves to immediate biological impulses at all times. Man can work ceaselessly for verbally formulated goals, can fight and die for symbols, can torture himself with [symbolic] fears, and can formulate [through language] the loftiest intellectual and aesthetic creations..."

Psychology Today

WHAT THIS COURSE IS ABOUT

I would like to suggest for your consideration that language is our claim to fame. Of all our skills and capacities, language is probably the one that most distinguishes us from all other living creatures. In the fifteen weeks of this class I hope to demonstrate this to you by discussing how we use language, its nature and characteristics, how it is structured, its variability in time and space, how it is graphically represented, and how we acquire it. My aim in this course is not to turn you all into linguistic specialists, but to provide you with materials and information that will stimulate your thinking about language and lead you to gain some insights into and understanding of language and its contribution to our humanity. These aims will be achieved primarily through class lectures and individual and group inquiry in and out of the class. The activities that we will be doing in the course will (1) *introduce you to some of the linguistic concepts that are so necessary for organizing one's thinking about language*; (2) *make you aware of both the functional unity of all human languages and at the same time make you aware of the tremendous diversity that is to be found within and among languages*; (3) *cultivate your ability to analyze the patterns of linguistic utterances in order to understand better some of the organizing principles of a language*; (4) *examine your beliefs and attitudes toward language to see if they are warranted*.

STUDY MATERIALS

Textbook: George Yule's The Study of Language (2nd edition).
Packet: Study Materials for Linguistics 10. (See Note (1) below)

BASIS FOR GRADING

	Weight			
1. Class Quizzes	20 (See Note (2) below)	Scale:	100-90	A
2. In-Class Assignments	20		90-80	B
3. Homework Assignments	20		60-80	C
4. Writing Assignments (3)	20 (See Note (3) below)		40-60	D
5. Final Examination	<u>20</u> (See Note (4) below)		0-40	F
	100			

OFFICE HOURS & WAYS TO CONTACT

(See Note (5) below)

MWF: 1210-1310 TuTh: 1110-1210
Peters Building, Room 418
Phone: 278-2437 (Office) or 278-2441(Dept.)
E-mail: raymondw@csufresno.edu

Notes:

(1) **Study Packet:** The Study Packet contains materials intended to help you learn about what is covered under each topic of the course. Each study guide introduces the topic to be covered and may be followed by summaries containing various information about the topic. Also included for each topic are sets of study questions related to the content of the textbook and lectures, as well as quizzes intended to check yourself on what you have learned.

(2) **Quiz Make-Ups:** Generally if you miss a day when a quiz is given, you will be permitted to take it before the next class meeting, when they are scheduled to be returned, but not after they are returned. Quizzes will be available in a folder in the Linguistics Department Office and can be made up there.

(3) **Writing Assignments:** Instructions for doing the writing assignments are contained in this packet. You may consult with other students or the English Department's Writing Lab in doing this assignment, but the actual writing must be done on your own. **Plagiarism will not be tolerated.** If you have difficulty in doing the writing assignment, contact me as soon as possible. The writing assignments will be judged on the quality of its content and the quality of its presentation--i.e., organization, grammar, spelling, punctuation, etc.

(4) **Final Examination:** The final examination is comprehensive. dealing with all topics covered during the semester.

(5) **Office Hours & Ways to Contact:** If the office hours listed above are at times that are inconvenient for you, it is always possible to arrange a consultation that would be more convenient to you. Remember: These office hours are for your benefit, so I encourage you to come see me whenever you need help.

A LISTSERV has been set up for the course that works like an off-line chat room. Any message sent to the LISTSERV can be read by a subscriber, as well as any replies to any message. The only constraints on messages will be (1) that any message must pertain to the subject matter of the course and nothing else and (2) that messages must not contain any foul or abusive language. These constraints will be strictly enforced. Anyone not adhering to these constraints will be summarily removed from participation. If you need to send any confidential messages to me, they should be sent to my e-mail address and not to the class LISTSERV.

(6) **Attendance:** If for some reason you are unable to attend a class meeting, it will be **your responsibility** to find out what you missed and what new homework assignment may have been given the class. I strongly urge you to get to know one or two other students in the class, so that if you are absent you can get notes for the class you missed. There will be no make-ups for missed classroom assignments.

TENTATIVE SCHEDULE
(Subject to changes during the semester)

DAY	DATE	TOPIC	READING
MONDAY	8/24	Nature of language [Topic 1]: Importance & functions of language	
WEDNESDAY	8/26	sign types, sign modalities, properties of language	Ch. 3
FRIDAY	8/28	properties of language (cont.)	Ch. 4
MONDAY	8/31	animal communication; comparison with human language; uniqueness of human language	
WEDNESDAY	9/2	teaching animals a human-like language // Language variation [Topic 4]	Ch. 20
FRIDAY	9/4	Video - American Tongues	
MONDAY	9/7	LABOR DAY HOLIDAY	
WEDNESDAY	9/9	kinds of dialects; multilingualism; pidgins & creoles; social issues	Ch. 21
FRIDAY	9/11	style; register; jargon; diglossia	
MONDAY	9/14	language & culture	Ch. 12
WEDNESDAY	9/16	Pragmatics [Topic 3]: presuppositions, context, use of deixis, role of reference	
FRIDAY	9/18	Speech acts; politeness	
MONDAY	9/21	Discourse analysis [Topic 3]: interpreting; structure	Ch. 13
WEDNESDAY	9/23	Turn-Taking; the cooperative principle; background experience	Ch. 6
FRIDAY	9/25	Phonology [Topic 2]: Discovering the sounds of English	
MONDAY	9/28	Representing the sounds of English; practice in transcription	
WEDNESDAY	9/30	What you say is not what you hear: phones & phonemes	Ch. 5
FRIDAY	10/2	Describing the sounds of English: Consonants	
MONDAY	10/5	Describing the sounds of English: Vowels	Ch. 7
WEDNESDAY	10/7	Word formation processes	Ch. 8
FRIDAY	10/9	Morphology [Topic 2]: the structure of words	
MONDAY	10/12	classifying languages according to morphology	
WEDNESDAY	10/14	exercises in morphological analysis	
FRIDAY	10/16	Grammar/Syntax [Topic 2]; the sentence	Ch. 9
MONDAY	10/19	word classes	
WEDNESDAY	10/21	syntactic devices; language types	
FRIDAY	10/23	recursive devices in language	
MONDAY	10/26	Syntax (cont.) // Writing [Topic 5], nature of	Ch. 2
WEDNESDAY	10/28	Writing vs. other graphic representations	
FRIDAY	10/30	Types of writing systems; a little history	

MONDAY	11/2	Advantages & disadvantages of writing systems	
WEDNESDAY	11/4	Peculiarities of the English writing system	
THURSDAY	11/6	First language learning [Topic 6]: Video-Baby Talk	Ch. 16
MONDAY	11/9	The course of language acquisition	
WEDNESDAY	11/11	Factors determining the course of language acquisition (1)	
FRIDAY	11/13	Factors determining the course of language acquisition (2)	
MONDAY	11/16	Theories of language acquisition	
WEDNESDAY	11/18	Second language learning [Topic 6]; how it differs from first language acquisition	Ch. 17
FRIDAY	11/20	Methods in second language acquisition	Ch. 18
MONDAY	11/23	Non-oral human language: ASL	Ch. 19
WED, THU, FRI	11/25, 26, 27	THANKSGIVING RECESS	
MONDAY	11/30	Language History [Topic 7]: language families	
WEDNESDAY	12/2	The comparative method	
FRIDAY	12/4	How languages change over time (1)	
MONDAY	12/7	How languages change over time (2)	
WEDNESDAY	12/9	(Open)	
THURS & FRI	12/10 & 11	Faculty consultation and final exam preparation days	
WEDNESDAY	12/16	FINAL EXAM: 0845-1045	

FIRST WRITING ASSIGNMENT
DATE DUE: MONDAY, SEPTEMBER 14, 1998

Read carefully the five statements below. Each makes some claim related to language. Pick out any one of them and write an essay that discusses how valid the statement is by presenting evidence either in support of or against the statement. Your own personal experience should be the starting point for discussing the evidence, whether for or against the statement's claim. However, the evidence shouldn't be based on just what you believe to be so or what someone or some doctrine has told you is so. Any statements you make must be supported by valid evidence and/or logic. If you have limited experience concerning the particular claim of the statement you have chosen to write on, then you should gather evidence from other sources, such as your textbook, class discussions, and other books and documents. If you do this, be sure to cite references from which you have obtained any information that either supports or doesn't support the statement.

1. Wars among nations or within nations would not occur if everyone spoke the same language.
2. Women generally speak better than men in American society.
3. Swearing degrades a language.
4. Children need to study for years in school in order to speak their language.
5. There is one best way to speak a language.

The first page of your essay should be a title page only, containing the title of your essay your name, what section you are in, and the name and signature of the student who read and commented on your essay. Your discussion must be **at least three full pages**, but not more than five, **typed double-spaced**, (**not including the reference list**, which should be on a separate page). There should be no more than one inch margins on both sides and at the top and bottom. There should be only one blank line separating each paragraph. If possible, a word processor should be used so that corrections and revisions can be done easily. References are to be cited following the format used in the textbook (pp. 261-285). Any footnotes should be after the main body of your essay and before references Please do not put your essay in any kind of folder. **Important:** Make sure you keep a copy of the paper for yourself .

WARNING: The meanings of some of the words used in the statements, such as "perfect", "primitive", "easier", "simpler", "better", "sloppy", "ungrammatical", "grammatical", "degrades", "correct", etc. are very vague, unless the criteria for applying them are specified. So if you select a statement that uses one or more of such terms, be sure that you make clear how you intend them to be interpreted. In some cases, it may turn out that the statement is true in a narrow and very specific context, but not true in general. In this case specify the conditions under which the statement is true. Make sure that you explicitly set forth the criteria you are using for making your evaluation and judgments. Do not leave it for the reader to figure out what you mean.

Procedure for Writing Paper

- (1) Prepare a first draft of your paper. Then set it aside for a few days.
- (2) Re-read your draft, checking to make sure it adequately covers the topic, is well organized, and contains no grammatical, punctuation or spelling errors.
- (3) Revise first draft if you find it necessary.
- (4) Have another student in the class, critically read your draft and offer suggestions to you on how to improve it. That student's name and **signature** must be on the cover page of each paper.
- (5) Revise your paper on the basis of your classmate's comments and submit paper by deadline.

Criteria for Grading

1. Is the evidence presented sufficiently strong to warrant or not warrant accepting the statement as true?
2. Is the essay logical, coherent, and well-organized?
3. Is the essay carefully written and edited so that errors of grammar, spelling, and punctuation avoided?

DUE DATE: MONDAY, SEPTEMBER 14, 1998