

SAINT LOUIS CHRISTIAN COLLEGE

GES212 Structural and Social Linguistics

Spring 2012

6:30-7:45 / 8:00-9:15

Professor Lay

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

DESCRIPTION

This course introduces students to the purpose for and methods of linguistic science as well as builds the students' awareness of the relationship of language to culture. Principles and techniques of linguistics analysis will be illustrated through a survey of major structural components of language-- phonology, morphology, syntax, semantics, and pragmatics. In addition, students will analyze language from a psycholinguistic, sociolinguistic, and historical linguistic perspective.

RATIONALE

The TESOL (Teaching English to Students of Other Languages) certificate program equips and enables students to teach English to non-native English speakers in two primary environments—in countries where English is a foreign language (EFL) and in countries where English is a second language (ESL). Teaching EFL will provide opportunities for students to supplement Christian ministries in countries outside of the United States and teaching ESL will help students with ministries among the immigrant population in the U.S. This foundational course is the first in a series of six courses required for the eighteen-hour TESOL certification.

OBJECTIVES

This course will help the student to satisfy these educational goals:

1. Be capable and reliable communicators of the Bible. Therefore the academic program at SLCC focuses on developing students' communication and vocational skills.
2. Possess a permanent thirst for wisdom. Therefore SLCC promotes academic excellence and seeks to develop in students a desire for personal enrichment and lifelong learning.
3. Go anywhere in the world and do any ministry they believe God has called them to perform. Therefore SLCC focuses on advancing students' gifts for ministry and challenging students to develop a global perspective on their life's work.

This course will help the student to satisfy these divisional goals:

1. Given instruction in the communication skills, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.
2. Upon completion of the study of humanities, the student will be able to analyze major components of culture and will be able to understand the differences between Christianity and other worldviews.

This course will provide students with a general overview of how the English language is structured internally and how English is structured externally, influenced by the mind, society, and history. Underneath this broad objective, students will:

1. Investigate the sound system (phonetics and phonology).
2. Examine word formation (morphology).
3. Discover sentence structure (syntax).
4. Analyze the meaning structure (semantics, pragmatics)
5. Discover how English is influenced by socioeconomics, region, race, and gender (sociolinguistics).
6. Discover the multiple uses of linguistics in professions, focussing on the role of linguistics in biblical translation work.
7. Investigate the changes to English over a 1500-year period (Historical linguistics).

TEXTBOOK

Brown, Steven and Salvatore Attardo. *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists*. 2nd ed. Ann Arbor: University of Michigan Press, 2005.

Brown, Steven. Salvatore Attardo, and Cynthia Vigliotti. *Workbook for Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists*. Ann Arbor: University of Michigan Press, 2005.

REQUIREMENTS

Reading Exercises Pass/Fail

You will answer questions pertaining to the reading. These questions will be graded as pass/fail if you completed the work. These exercises are designed to prepare you for the exam.

Workbook Exercises Pass/Fail

In addition to the textbook, a workbook supplements the material in the book to provide additional practice. Some of these exercises will be completed in class; some given as homework. These exercise also will be graded as pass/fail if you complete the work. These exercises will mimic the type of questions on the exam.

Exam Ch2-3/Workbook Ex. 100 pts

Linguistics includes an enormous amount of terminology, concepts, and theories unfamiliar to most students. Although this is an introductory class, you will be expected to be familiar with the key terminology presented in class and in the textbook. You are expected to complete one in-class exam. It will include key terminology, exercise problems and several short essay questions from the material in the text. Refer to the Review of Terms and Concepts at the end of each chapter.

Project Ch. 4-8, 10 100 pts

You are to prepare a paper/presentation related to one of the areas of sociolinguistics. You are to research a topic of your choice (approved by the professor), write a review of the literature (1,000+ words); and create an observational project of the topic (1,000+ words). Further explanation will be given in class. The essay will be evaluated by the Writing Assessment Guide.

Oral Presentation 50 pts

Present an oral presentation of the major findings of your project. Prepare a handout for the class. Keep the presentation within 10-15 minutes.

- A 49 Exceptional fulfillment of the requirement; 10-15 minutes; handout; exceptional oral presentation; visual aids
 B 45 Proficient fulfillment of the requirements; 9-10 minutes; handout; proficient oral presentation; visual aids.
 C 40 Satisfactory fulfillment of the requirements; 8-9 minutes; handout; satisfactory oral Presentation; minimal visual aids
 D 35 Poor fulfillment of the requirements; 7-8 minutes; no handout; poor oral presentation; no visual aids.
 F 0 Did not fulfill the requirements.

Total 250 pts

The exercises in the textbook and the workbook are graded on a pass/fail standard, based on completion of the assignment, not on the number of correct answers. These exercises are designed to prepare you to take the exam---think of them as a practice test. If, however, you do not complete at least 80% of the total number of exercises, you will be penalized on the final test with a reduction of 5% for every 10% of the exercises you did not complete. If you complete only 50% of the exercises, your final test will be reduced 15%, or two letter grades!

GRADING SCALE

A +	248	A	240	A-	235
B+	230	B	220	B-	215
C+	210	C	200	C-	195
D+	190	D	180	D-	170

SCHEDULE

Jan 10	Introduction to TESOL
Jan 17	Phonetics Read Chapter 2 pages 13-25 Review Questions 1,2 Workbook Ex: 2-9
Jan 24	Phonetics Workbook: 10a,10b,10c,10d,11,12 Bible Passage ESV John 3:16-17
Jan 31	Morphology Read Chapter 2 pages 26-35 Review Questions 3,4 Workbook: 13,14
Feb 7	Morphology

Workbook: 15, 16, 17b, 17c, 18, 19

Feb 14	Morphology/Syntax	<p>Read Chapter 19 pages 342-358 Review Questions 1-8 Workbook: 42a,42b, 43,44,45,46a,47a,48,49 (2-5),50 (1-6)</p>
Feb 21	Syntax	<p>Read Chapter 2 pages 35-51 Review Questions 5,6,7 Read Chapter 19 pages 358-364 Workbook: 20, 21, 22 (21-30),</p>
Feb 28	Syntax	<p>Workbook: 23a,24,25,26b,27(13-25),28(13-25),29 (13-25)</p>
Mar 6	Semantics	<p>Read Chapter 3 Review Questions 1-12 Workbook: 30 (2-10), 31; 34; 37 (2-5), 38 (1-3), 39</p>
Mar 13	Test	<p>Chapter 2 and 3; Workbook Exercises</p>
Mar 20	Lab Week	
Mar 27	Sociolinguistics/ Dialects	<p>Read Chapter 4 Review Questions 1-9 Research Project 2</p> <p>Read Chapter 5 Review Questions 1-4 Research Project: Survey</p>
Apr 3	Society / Pidgins and Creoles	<p>Read Chapter 6 Review Questions 1-5 Research Project 1,2,3</p> <p>Read Chapter 7 Review Questions 1-7 Research Questions 1,2</p>

Apr 10	Race / Gender
	Read Chapter 8 Review Questions 1-7 Research Project 6
	Read Chapter 10 Review Questions 1-7
Apr 17	Translation / Historical Linguistics
	Read Chapter 17 Review Questions 1-9 Workbook: 40; 41a
Apr 24	Project / Oral Presentation
May 1	Surprise

POLICIES

As a student at Saint Louis Christian College and in Introduction to Literature, I commit to . .

Attend every class period and arrive on time. If I am going to be absent for any reason, I will inform the professor by email or phone. I will explain which class I will miss, the day, and the reason. I understand if I miss 4 class periods—regardless of the reason—I will be automatically withdrawn from the class with an F.

Submit all of my work on time. For school walks, I will submit my work before I miss the class. If I am absent for unforeseen circumstances (illness, weather, death in the family), I will contact the professor. He, however, reserves the right not to accept my late work.

Do my own work. If I commit any act of plagiarism, fabrication, falsification, or deception, I will automatically receive a zero (0) for the assignment, or I will receive a zero (0) for the class. Any cases of plagiarism, etc. will be reported to the academic dean. Additional consequences may apply.

Conduct myself in the classroom in a mature, respectful, and honorable manner. If I engage in any disruptive or inappropriate behavior, I will be asked to leave the classroom, and I will be counted absent.

As a professor at Saint Louis Christian College and of Introduction to Literature, I commit to . .

Arrive to class on time, be prepared for each class, be present during my office hours, and return assignments in a timely fashion.

Follow the syllabus. If I need, however, to modify this course plan by changing topics, due dates, or even an assignment, I will not add to your current workload, and I will notify you well in advance of the changes.

Treat you in a fair, honest, and respectable manner as a student, as an adult, and as a fellow Christian brother or sister.

Provide academic assistance to best accommodate your learning styles and prayer support for your spiritual growth.

RESOURCES

Introduction to Linguistics

Akmajian, Adrain, Richard Demers, Ann Farmer, and Robert Harnish. *Linguistics: An Introduction to Language and Communication*. 5th ed. Cambridge, MA: MIT P, 2001.

Brown, Steve, and Salvatore Attardo. *Understanding Language Structure, Interaction, and Variation*. Ann Arbor: University of Michigan P, 2000.

Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 7th ed. Boston: Thomson Heinle, 2003.

Hudson, Grover. *Essential Introductory Linguistics*. Malden, MA: Blackwell, 2000.

Justice, Paul W. *Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*. 2nd ed. Stanford, CA: CSLI, 2004.

Malmkjaer, Kirsten, Ed. [The Linguistics Encyclopedia](#). London: Routledge, 2003.

McArthur, Tom, Ed. [The Oxford Companion to the English Language](#). New York: Oxford University P, 1992.

O'Grady, William, John Archibald, Mark Aronoff, and Janie Rees-Miller. *Contemporary Linguistics: An Introduction*. 4th ed. Boston: Bedford/St. Martin's, 2001.

Parker, Frank, and Kathryn Riley. *Linguistics for Non-Linguists*. 4th ed. Boston: Pearson, 2005.

Phonetics

Ladefoged, P. *A Course in Phonetics*. 3rd ed. New York: Harcourt Brace Jovanovich, 1994.

Small, L. *Fundamental of Phonetics: A Practical Guide for Students*. Needham Heights, MA: Allyn and Bacon, 1999.

Phonology

Gussenhoven, C. and H. Jacobs. *Understanding Phonology*. London: Arnold, 1998.

Roca, I. and W. Johnson. *A Course in Phonology*. Oxford: Blackwell, 1999.

Morphology

Matthews, P.H. *Morphology: An introduction to the Theory of Word Structure*. 2nd ed. Cambridge: Cambridge University P, 1991.

Pinker, S. *Words and Rules: the Ingredients of Language*. New York: Basic Books, 1999.

Syntax

Baker, C. L. [English Syntax](#). 2nd ed. Cambridge, MA: MIT P, 1995.

Lock, Graham. *Functional English Grammar: An Introduction for Second Language Teachers*. Cambridge: Cambridge University P, 1996.

Semantics

Larson, R. and G. Segal. *Knowledge of Meaning: An Introduction to Semantics*.

Cambridge,MA: MIT P,71995.

Saeed, J. Semantics Malden, MA: Blackwell, 1996.

Pragmatics

Levinson, S. Pragmatics. Cambridge: Cambridge University P, 1983.

Mey, Jacob L. Ed. Concise Encyclopedia of Pragmatics. New York: Elsevier, 1998.

Psycholinguistics

Cairns, H. The Acquisition of Language. Austin, TX: PRO-ED, 1996.

Fletch, P. and B. MacWhinney, Eds. The Handbook of Child Language Acquisition. Cambridge, MA:Blackwell, 1995.

Gernsbacher, M. A. Handbook of Psycholinguistics. New York: Academic P, 1994.

Sociolinguistics

Chambers, J.K. Sociolinguistic Theory. Oxford: Blackwell, 1995.

Downes, W. Language and Society. Cambridge: Cambridge University P, 1998.

Historical Linguistics

Blake, N.F. A History of the English Language. Houndmills, Basingstoke, Hampshire: Macmillan, 1996.

Hock, Hans Heinrich. Principles of Historical Linguistics. 2nd ed. Amsterdam: Mouton de Gruyter, 1992.

LEARNING DISABILITIES

If you have a diagnosed learning disability, please see the professor privately to discuss assessment measures that would enhance your ability to learn.

INSTRUCTOR

Office Hours: Tue/Thu/Fri 8:00-10:30 a.m.

Campus Phone: 314-837-6777 Ex. 1514

Campus E-Mail: dlay@slconline.edu

Web Page: proflay.wordpress.com

DISCLAIMER

Please understand that the Professor reserves the right to modify this course plan by changing topics, due dates, or even an assignment as long as it does not add to the learners' workload.