Linguistics Course Offerings

LIN 101 Introduction to Linguistics
This course is an introduction to the study of language and to various areas of linguistic analysis. This course focuses on how language works, where it comes from, how it is used in society, how it changes over time and how it is learned. We will also explore some commonly-held beliefs about the nature of language and language use in real-life contexts. This course satisfies the GEP Art/Lit requirement.

LIN 150 Language, Communication, and Culture
This First-Year Seminar explores the interaction among language, communication, and culture. Does language shape culture or does culture shape language? In this course we will embrace this age-old question through an examination of the ways in which both verbal and nonverbal language function in intra- and intercultural communication. Communication is necessarily imbedded in specific sociocultural contexts, and while it may be facilitated through the recognition of similarities in cultural or linguistic practices, it can also be impeded by a lack of awareness of differences in usage from one dialect or language to another, or from one culture to another. Agar (1996) defines ‘rich points’ as moments in which we encounter cultural and linguistic differences, whether this happens abroad or within a supposedly ‘familiar’ context in the U.S. In this course, we will discuss linguistic and communicative behaviors from around the world. Relevant topics include greeting routines, swearing, turn-taking, politeness, and communicative gesture, among many others. This course satisfies the First-Year Seminar requirement of the GEP.

LIN 150 Language, Linguistics, and the Real World
This FYS introduces students to a field of study with which most are totally unfamiliar and to promote their interest in pursuing the study of language-related issues. The course will expose them to a rigorous college-level academic experience in a pedagogical environment designed to foster their intellectual growth and encourage their interaction with me as their professor and with other students as their colleagues. This course will be geared toward helping students become consciously aware of the role of language in their daily lives (i.e., in the “Real World”). They will be taught to recognize linguistic features of language(s) and will explore current research findings in linguistics. They will also be encouraged to be “linguists” themselves in the sense that they will document and analyze language-related issues that affect daily interactions among family members, friends, strangers and colleagues in various contexts. As is true in other linguistics (LIN) courses in the current course offerings, this course will be designed so that each student has considerable opportunities for active engagement in class activities and discussions. Among other topics, we will briefly explore areas such as language acquisition, the history of linguistics, various perspectives on grammar, the difference between synchronic and diachronic structures, the Sapir-Whorf hypothesis, commonalities among languages,
grammatical issues within sign language, the origins of English, issues of linguistic variation and social context, aphasia, the influence of Noam Chomsky on linguistic theory, pragmatics, and language functions. This course satisfies the First-Year Seminar requirement of the GEP.

LIN 200 Language and Culture
This course is an exploration into the interaction of language and culture—how language shapes and contributes to cultural understandings and how we make sense of our world, as well as how culture shapes and contributes to particular forms and uses of language. We will explore how language intersects with the social life of diverse individuals and communities as well as the role of language as it functions to construct and/or reinforce the ways in which we interact with one another. Course material draws on the fields of sociolinguistics and linguistic anthropology.

LIN 201 English Grammar for TESOL
This course helps prepare current and future English language teachers by focusing on aspects of English grammar that are particularly challenging for ESL/EFL learners. This course will be beneficial to students who plan to teach English at any level.

LIN/PHL 220 Logic
A study of the logic of ordinary language: the functions of language, forms of argument, fallacies, definition; analysis of propositions and deductive reasoning; inductive reasoning, analogy and scientific hypothesis testing. See PHL 220. This course does not satisfy any GEP philosophy requirement.

LIN/PHL 240 Symbolic Logic
The study of a method for translating arguments from ordinary language into a symbolic notation which reveals logical structure, procedures for establishing the validity or invalidity of deductive arguments so symbolized, and properties of formal deductive systems—Independence of axioms, expressive and deductive completeness, and consistency. See PHL 240. This course does not satisfy any GEP philosophy requirement.

LIN/SOC 260 Language and the Law
This course is an introduction to linguistic issues that influence interaction in a variety of legal contexts. It explores the role of language used in court cases and police investigations while paying special attention to particular discourse contexts such as courtroom talk, interpreter interactions and police interrogations/ interviews. Particular emphasis will be placed on recognizing and understanding ethical issues related to linguistic sources of disadvantage before the law for both educated and uneducated native speakers, minority speakers and non-native speakers of a given language. This course will help prepare students for careers in which a particular sensitivity to, and
understanding of, the use of language is vital. By looking closely at areas studied by linguists, we will seek to uncover the role and the ethical nature of oral and written interactions that take place in the legal field. These linguistic issues affect the concept of justice as well as its application in the legal system and also influence how humans are perceived and, in turn, treated by those who apply the law (police officers, lawyers, judges, etc.). \textit{This course satisfies the GEP Ethics Intensive requirement; it also satisfies a requirement in the Sociology and Criminal Justice majors/minors.}

**LIN 280 Language Acquisition and Learning**
This course focuses on the study of existing approaches to explaining first and second language acquisition and learning. \textit{Language acquisition} is understood to be a largely subconscious process through which one, while unaware of specific grammatical rules, acquires language either as a child or as a resident in a country in which the language is spoken. The acquisition “just happens”. \textit{Language learning}, on the other hand, is what takes place in a classroom, for instance, when one deliberately chooses to be a student of a language. The learning “happens on purpose”. Drawing on current research in the field of linguistics, we will explore various aspects of language (e.g., negation, questions, references to the past) as well as particular factors (e.g., age, motivation, personality, learner beliefs) that affect the acquisition and learning of specific languages. Paying particular attention to English language learning, we will devote significant course time to understanding L2 developmental sequences as they relate to theories of acquisition and learning based on social, psychological, and educational frameworks. Students will also consider the relationship between their understanding of and experiences with language acquisition and learning as well as the relationship between language learning theories and language teaching.

**LIN 301 Teaching Languages at Home and Abroad**
This course is an introduction to language teaching and is designed for students interested in teaching a second or foreign language for professional, academic or personal reasons. It will help prepare students to tutor or teach English as a second language (ESL), English as a foreign language (EFL), or other languages such as French, German, Italian or Spanish in a variety of educational settings at home and abroad. In addition to a career in language teaching, other future opportunities might include teaching positions in community service ESL classes, the Peace Corps, or through grants/fellowships including Fulbrights, among others. In this course, we will explore topics such as language acquisition, teaching methods, materials preparation and assessment. This course is open to students from all academic majors and there is no prerequisite.

**LIN/SOC 317 Sociolinguistics**
This course focuses on the use of language within its social context. Bourdieu’s concept of a linguistic marketplace provides one framework for analyzing the ways in which our language use is subject to daily social evaluation. Language often reveals something about who we are—our place of origin, the social groups we belong to, ethnic identity, gender, age. We also choose, with varying levels of success, to change the ways we speak, expecting to gain more ‘capital’ from our language ‘investment’. In this course, we will gain an appreciation for the diversity that exists in human language and for the communicative values inherent in every language variety; scrutinize assumptions about linguistic identity and difference; examine issues of subordination and privilege in our own and others’ lives as related to issues of language; explore the relevance of social categories (e.g., class, age, gender, ethnicity, other social groups) as related to language variation; explore how sociolinguistic research informs policy decisions in classrooms and government legislation; and become familiar with data-collection and research methodologies used to investigate specific topics within the field of sociolinguistics. This course satisfies the GEP Social Science and Diversity requirement; it also satisfies a requirement in the Sociology major/minor.

LIN 320 Phonetics
This course explores the repertory of sounds found in human language. In this class we will focus primarily on articulatory phonetics, with a basic introduction to acoustic and perceptual phonetics. To this end we will examine the anatomy of the human vocal tract to understand how speech sounds are created, work with the International Phonetic Association transcription alphabet to create broad and narrow transcriptions, and practice producing and classifying sounds of various world languages. Time will also be spent on prosodic characteristics of human speech, including pitch, stress, tempo, and loudness. We will also discuss how the study of phonetics is applied within fields such as Speech-Language Pathology (SLP), Teaching English to Speakers of Other Languages (TESOL), or teaching languages (e.g., Mandarin, French, Japanese, etc.). This course counts as a major elective course toward the Autism Behavior Studies major, the Autism Studies Minor, and an IHS Area Studies course.

LIN 340 Communication in Social Contexts
This course analyzes how people communicate with each another in various social contexts. We will focus on recent research topics in discourse analysis and explore particular contexts of discourse such as that which takes place in the legal field (police interrogations; naturalization interviews); family interactions (homecoming routines; ventriloquizing); childhood settings (apologies, sporting events), the workplace (medicine, business, media) and the classroom (teacher-student, student-student, teacher-teacher interactions). Special attention will be given to classroom discourse, the area of applied linguistics research that investigates empirical linguistic data from classroom interaction. We will focus on substantive issues addressed by the research and theoretical
frameworks used to structure the inquiry. This course satisfies the GEP Social Science requirement and is also approved as an Honors Program course.

**LIN 381 History of the English Language**
This course is a survey of the outer and inner history of the English language, from its Indo-European origins to its present American and worldwide use. See ENG 381.

**LIN 401 Bilingualism and Language Diversity**
This course is an exploration of bilingualism and linguistic diversity both within the U.S. and beyond its borders. Bilingualism is examined from both sociolinguistic and psycholinguistic perspectives, as we identify historical, geographical, and socio-political issues that shape the linguistic identity of bilinguals in the U.S. who come from languages and cultures other than our own. In addition to examining the theoretical and methodological issues in bilingualism research, students will also engage this reality through community observations and interviews with representatives of bilingual communities. This course satisfies the GEP Diversity component.

**LIN/PHL 474 Language and Thought**
Rene Descartes held a view called "mind-body dualism", according to which human persons are fundamentally thinking substances that are somehow causally linked to particular physical substances: bodies. One of his reasons for holding this view was that he believed that the human faculty of language could never, even in principle, be adequately explained by any purely physical description of things. Language, as he saw it, is evidence of mind, and indeed he believed that where language is absent, mind is also absent. Creatures without language are, in Descartes' view, mindless organic automata. Few today would defend Descartes' view in all details, but the general sense that language is an important "mark of the mental" has not gone away. Instead, it has given rise to a cluster of narrower but interesting and important questions: Are certain kinds of mental states impossible without language? Does the specific language that we speak influence our thoughts in some way? Do our innate tendencies of thought force our languages to take certain forms? We could restate these questions in a somewhat different way. Does language hold thought on a leash? Does thought hold language on a leash? See PHL 474. This course does not satisfy any GEP philosophy requirement.

**LIN 475 Language and Meaning (3 credits)**
This course examines the core issues in the philosophy of language, including the nature of meaning, problems of reference, and the relation between language and thought. Further issues include the status of propositions, the problem of whether linguistic competence implies innate knowledge of some sort, the nature of metaphor, the private
language problem, the indeterminacy of translation and language as symbolic capital. See PHL 475. *This course does not satisfy any GEP philosophy requirement.*

**LIN 490 TESOL Internship**
This course is a practicum in which the student applies his/her knowledge of Linguistics in a professional work environment. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or will deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Linguistics minors who have completed the other course requirements for the minor.

**LIN 491 Linguistics Internship**
This course is a practicum in which the student applies his/her knowledge of Linguistics in a professional work environment. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or will deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Linguistics minors who have completed the other course requirements for the minor.

**LIN 493 Independent Research in Linguistics I**
This will allow the student to round out the minor with a supervised research project that will help expand the student’s interests and development.