

St. Jerome's University in the University of Waterloo

Department of English

**Introduction to Linguistics (ENGL 306A)
Winter 2019**

Class Times/Location: Tuesday and Thursday 6:30pm-7:50pm, SJ2 2007

Instructor: Dr. Elena Afros

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Office Hours: Tuesday and Thursday, 7:50pm-8:50pm

Course Description: The course includes a general account of the nature of language and of the aims, methods, and basic principles of linguistic theory, as well as an introduction to each of the main sub-fields of linguistics: phonetics, phonology, morphology, syntax, and semantics. Its main concern is with imparting the basic conceptual foundations of linguistics and the methods of argumentation, justification, and hypothesis testing within the field.

Course Objectives: Course Introduction to Linguistics will

1. Lead students to examine their own beliefs and attitudes about language and language use
2. Make students aware of both the diversity of language systems and their fundamental similarities
3. Introduce students to the following subfields of linguistics: phonetics, phonology, morphology, syntax, semantics, and historical linguistics
4. Equip students with fundamental tools and techniques for linguistic analysis and give them some practice in using these to discover the organizing principles of a language

5. Acquaint students with the basic concepts necessary to further pursue linguistic studies

Required textbook: Finegan, Edward. *Language: Its Structure and Use*. 7th edition. Cengage, 2015.

One copy of the textbook is available on Reserve at the St. Jerome's University library.

Additional readings (see Schedule) are available on eReserves and in Dana Porter Library.

Please bring your textbook to every class.

Course Requirements: To receive credit in this course students must complete five homework assignments (25%), two quizzes (15% each), and a final exam (40%); 5% of the final mark are reserved for class participation. Students are expected to attend classes regularly (six missed classes will result in “0” for Participation), actively participate in class discussions and group work, submit their homework on time, and write quizzes and the final exam. Late assignments are not accepted (unless accompanied by the doctor’s note). Homework assignments must be typed and double-spaced (see LEARN); a paper copy must be submitted in class. In case of illness, an e-copy should be emailed to the instructor on a due date, and a paper copy should be submitted in class. Marked assignments will be returned in class.

Tentative Schedule*

Date	Lecture	Practice	Homework	Quiz/Exam
Week 1: 08.01	Course outline What is language? What is Linguistics?		Reading: Chapter 1	
10.01	Introduction to the IPA		Reading: Chapter 3 (pp. 77-83) For information on the IPA, visit https://www.internationalphoneticassociation.org/	
Week 2: 15.01	Phonetics: the sounds of language Consonants		Reading: Chapter 3 (pp. 84-92)	
17.01	Phonetics: Vowels		Reading: Chapter 3 (pp. 92-101) For vowels in Canadian English, see p. 153 in Boberg, C. (2008). English in Canada: Phonology. In	

			<p>E. W. Schneider (ed.), <i>Varieties of English 2: The Americas and the Caribbean</i> (available on eReserves).</p> <p>For vowels in American English, see p. 44 in Kretzschmar, W. A. (2008). <i>Standard American English Pronunciation</i>. In E. W. Schneider (ed.), <i>Varieties of English 2: The Americas and the Caribbean</i> (available on eReserves).</p> <p>For audio files illustrating Canadian English dialects, visit http://www.dialectsarchive.com/canada</p>	
Week 3: 22.01		Phonetics: English transcription	<p>Reading: Review Chapter 3</p> <p><u>H/W 1: Chapter 3 ex. 3-1, 3-3, 3-4, and 3-8 (due 24.01)</u></p>	
24.01	Introduction to phonology		Reading: Chapter 4 (pp. 109-118)	

Week 4: 29.01	Phonological rules		Reading: Chapter 4 (pp. 118-142)	
31.01	Phonological problems		Reading: "How to solve phonology exercises" and "Sample phonological problem: Fijian" posted on LEARN <u>H/W 2: Chapter 4 exs. 4-1 (for each allophone of /t/, provide an IPA symbol; full articulatory description; and the conditioning environment in which it is found in each column), 4-10 (a and b), 4-11, and 4-14. For all phonological problems, follow the format shown in class and in the document "Sample Phonological Problem: Fijian" (due 05.02)</u>	
Week 5: 05.02		Phonological problems	Reading: Chapter 4 and Chapter 4 Practice Exercise A (pp. 143-144, 558)	

07.02		Review for Quiz 1: Phonetics and Phonology	Reading: Review Chapters 3 and 4	
Week 6: 12.02	----- Analysis of Quiz 1	-----	----- Read the following chapters from E. W. Schneider (ed.), <i>Varieties of English 2: The Americas and the Caribbean</i> : Boberg, C. (2008). English in Canada: Phonology (pp. 144-160); Clarke, S. (2008). Newfoundland English: Phonology (pp. 161-180); Kretzschmar, W. A. (2008). Standard American English Pronunciation (pp. 37-51). Dana Porter library has a hard copy of the book; an electronic version of the assigned chapters is	Quiz 1: Phonetics and Phonology -----

			available on eReserves.	
14.02	Morphology: free and bound morphemes		Reading: Chapter 2 (pp. 32-33, 40-41, 46-54)	
Week 7: 19.02- 22.02	Study days: No classes			
Week 8: 26.02	Derivational morphology		Reading: Chapter 2 (pp. 41-43)	
28.02	Inflectional Versus Derivational Morphology		Reading: Chapter 2 (pp. 43, 55-60)	
Week 9: 05.03		The hierarchical structure of derived words	Reading: Chapter 2 (pp. 43-46)	
07.03	Lexical categories		Reading: Chapter 2 (pp. 34-40) <u>H/W 3: Chapter 2 exs. 2-1, 2-9, AND Homework 3 Supplement posted on LEARN. The answer to exercise 2-9 should not exceed</u>	

			<p><u>three sentences. In ex. 2-9, please refer both to the morphological rules and to the meaning of the derived word. To support your arguments, use the information provided by the <i>Oxford English Dictionary</i>.</u></p> <p><u>H/W 3 is due on 12.03.</u></p>	
<p>Week 10: 12.03</p>	<p>Syntax: The analysis of sentence structure</p>		<p>Reading: Chapter 5</p>	
<p>14.03</p>	<p>Syntax (P.S.): Constituent Structure</p>		<p>Reading: Chapter 5, “Chapter 5: Addendum and corrigendum” (posted on LEARN) AND Santorini, Beatrice, and Anthony Kroch. 2007-. The syntax of natural language: An online introduction using the Trees program, Chapter 2: http://www.ling.upenn.edu/~beatrice/syntax-textbook/index.html</p>	

Week 11: 19.03	Syntax (P.S.): Constituent Structure and tree diagrams		Reading: Chapter 5, Santorini and Kroch, LEARN documents <u>H/W 4: Chapter 5 ex. 5-12 and Homework 4 Supplement posted on LEARN (due 21.03)</u>	
21.03		Review for Quiz 2: Morphology and Syntax	Reading: Chapters 2 and 5	
Week 12: 26.03		Review for Quiz 2: Morphology and Syntax	Reading: Chapters 2 and 5	
28.03	----- Analysis of Quiz 2	-----	----- <u>H/W 5 is posted on LEARN (due 02.04)</u>	Quiz 2: Morphology and Syntax -----
Week 13: 02.04	Semantics: The study of linguistic		Reading: Chapter 6 (Optional: http://wordnet.princeton.edu/)	

	meaning			
04.04		Review for the Final Exam	<p>Reading: Chapters 2 - 5</p> <p>Recommended readings (after the final exam):</p> <p>Clarke, S. (2008). Newfoundland English: Morphology and Syntax. In E. W. Schneider (ed.), <i>Varieties of English 2: The Americas and the Caribbean</i> (pp. 492-509). (available on eReserves)</p> <p>Gold, E. & McAlpine, J. (Eds.). <i>Canadian English: A Linguistic Reader</i> (available online: http://www.queensu.ca/strathy/apps/OP6v2.pdf)</p> <p>Denison, D. "Parts of Speech: Solid Citizens or Slippery Customers?" (see LEARN)</p>	
				Final Exam

*** Please note that the schedule is subject to change.**

Electronic Device Policy

Students are allowed to use electronic devices in class for educational purposes only. For more information on the rationale behind this policy, see Whitford, E. (2018, July 27). The myth of multitasking. Inside Higher Ed. Retrieved from:

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.