

St. Jerome's University in the University of Waterloo

Department of English

**Introduction to Linguistics (ENGL 306A)
Winter 2021**

Class Times/Location: Tuesday and Thursday 1pm-2:20pm

Instructor: Dr. Elena Afros

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Office Hours: Please email the instructor

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.

Additional readings (see Schedule and LEARN) are available on eReserves.

Please bring your textbook to every class.

Course Requirements: To receive credit in this course students must complete five homework assignments (50%) and a final exam (40%); 10% 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 the final exam. Late assignments are not accepted (unless accompanied by the doctor’s note). Homework assignments must be submitted into LEARN Dropbox (see LEARN for more details).

Tentative Schedule*

Date	Lecture	Practice	Homework	Quiz/Exam
<p>Week 1: 12.01</p>	<p>Course outline</p> <p>What is language?</p> <p>What is Linguistics?</p>		<p>Reading: Chapter 1</p> <p>For a concise introduction to Canadian English, see "Canadian English" in McArthur et al. (2018) available on eReserves</p>	
14.01	Introduction to the IPA		<p>Reading: Chapter 3 (pp. 77-83)</p> <p>For information on the IPA, visit https://www.internationalphoneticassociation.org/</p>	
<p>Week 2: 19.01</p>	<p>Phonetics: the sounds of language</p> <p>Consonants</p>		Reading: Chapter 3 (pp. 84-92)	
21.01	Phonetics: Vowels		<p>Reading: Chapter 3 (pp. 92-101)</p> <p>For vowels in Canadian English,</p>	

			<p>see p. 153 in Boberg, C. (2008). English in Canada: Phonology. In 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 Kretschmar, W. A. (2008). Standard American English Pronunciation. 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> <p>For research on the English language in Canada, visit the website of the Strathy Language Unit at: http://www.queensu.ca/strathy/</p>	
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Week 3: 26.01		Phonetics: English transcription	Reading: Review Chapter 3 <u>H/W 1 is posted on LEARN (due 28.01)</u>	
28.01	Introduction to phonology		Reading: Chapter 4 (pp. 109-118)	
Week 4: 02.02	Phonological rules		Reading: Chapter 4 (pp. 118-142)	
04.02	Phonological problems		Reading: "How to solve phonology exercises" and "Sample phonological problem: Fijian" posted on LEARN <u>H/W 2 is posted on LEARN (due 11.02).</u> For all phonological problems, follow the format shown in class and in the document "Sample Phonological Problem: Fijian"	
Week 5: 09.02		Phonological problems	Reading: Chapter 4 and Chapter 4 Practice Exercise A (pp. 143-144, 558)	

11.02		Phonetics and Phonology Review	<p>Reading: Review Chapters 3 and 4</p> <p>Read the following chapters from E. W. Schneider (ed.), <i>Varieties of English 2: The Americas and the Caribbean</i>:</p> <p>Boberg, C. (2008). English in Canada: Phonology (pp. 144-160);</p> <p>Clarke, S. (2008). Newfoundland English: Phonology (pp. 161-180);</p> <p>Kretzschmar, W. A. (2008). Standard American English Pronunciation (pp. 37-51).</p> <p>Dana Porter library has a hard copy of the book; an electronic version of the assigned chapters is available on eReserves.</p>	
Week 7: 13.02- 21.02	Reading Week: No classes			
Week 6: 23.02	Morphology: free and bound morphemes		Reading: Chapter 2 (pp. 32-33, 40-41, 46-54)	
25.02	Derivational		Reading: Chapter 2 (pp. 41-43)	

	morphology		Familiarize yourself with the <i>Oxford English Dictionary</i> available online via the UW library	
Week 8: 02.03	Inflectional Versus Derivational Morphology		Reading: Chapter 2 (pp. 43, 55-60)	
04.03		The hierarchical structure of derived words	Reading: Chapter 2 (pp. 43-46)	
Week 9: 09.03	Lexical categories		Reading: Chapter 2 (pp. 34-40) <u>H/W 3 is posted on LEARN (due 11.03)</u>	
11.03	Syntax: The analysis of sentence structure		Reading: Chapter 5	
Week 10: 16.03	Additional scheduled pause			
18.03	Syntax (P.S.): Constituent		Reading: Chapter 5, "Chapter 5: Addendum and corrigendum"	

	Structure		(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	
Week 11: 23.03	Syntax (P.S.): Constituent Structure and tree diagrams		Reading: Chapter 5, Santorini and Kroch, LEARN documents <u>H/W 4: Ex. 5-12 (p. 185) and H/W 4 Supplement posted on LEARN (due 25.03). The answer to ex. 5-12 should not exceed three sentences.</u>	
25.03		Morphology and Syntax Review	Reading: Chapters 2 and 5	
Week 12: 30.03	Semantics: Varieties of Meaning		Reading: Chapter 6 and the LEARN document "Semantics: Varieties of Meaning" For the Ontario Dialects Project focusing on the dialect meaning,	

			see http://ontariodialects.chass.utoronto.ca/	
01.04	Semantics (P.S.): Meaning Properties		Reading: Chapter 6 and the LEARN document "Meaning Properties" (Optional: http://wordnet.princeton.edu/)	
Week 13: 06.04	An Introduction to Historical Linguistics		Reading: Chapters 12 and 13 <u>H/W 5 is posted on LEARN (due 08.04)</u>	
08.04		Review for the final exam: Phonetics and Phonology	Reading: Chapters 3 and 4 and the LEARN documents	
Week 14: 13.04		Review for the final exam: Morphology and Syntax	Reading: Chapters 2 and 5 and the LEARN documents	

	Take Home Final Exam		The Final Exam must be submitted into the LEARN dropbox as one pdf. file (due 17.04)	
			<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>For contemporary Canadian English, including the language of youth, see the publications by Charles Boberg, Alexandra D'Arcy, Michol Hoffman, Stefan Dollinger, and Sali Tagliamonte.</p>	

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

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: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions-and-Grievances) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/PLCY_AOM_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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

Note for students with disabilities: [AccessAbility Services](http://www.uwaterloo.ca/accessability-services/), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

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.

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.