

LINGUISTICS PROGRAM COURSE DESCRIPTIONS

Fall 2022

Master Schedule has the most up-to-date information on meeting times and instructors.

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE (3 sections)

SATISFIES GLOBAL/SOCIAL SCIENCE (GSS) CAROLINA CORE REQUIREMENT

This course introduces students to contemporary issues in the field of linguistics. Among the broad range of existing subfields of linguistics, this course will focus on the socio-cultural and cognitive-behavioral dimensions of language. We will explore how languages are defined (What is language? Do non-human animals use language? Is sign language a real language?), how ways of speaking differ (Who speaks Standard English? Why do some speakers sound more intelligent and more beautiful than others? What does our speech say about who we are?), how we learn language (Do we need to teach children how to speak? Why is it so hard to learn a second language?), how language is represented in the brain (Which parts of our brain are devoted to words and which parts to grammar? How do we process language?), and why languages matter in our world (How can we use language strategically? Why should they be saved?).

By the end of this course, students should be able to:

1. Identify, evaluate, and challenge common linguistic misconceptions regarding what language is, how languages are learned, and how different social groups speak.
2. Demonstrate an awareness of the diversity of the world's languages and of the human experiences shaped by these languages.
3. Critically evaluate how language relates to social value, prejudice, and worldview.
4. Engage in critical, scientific, and comparative analyses of language structures and conventions across diverse languages and dialects.
5. Define basic theoretical concepts in sociolinguistics and psycholinguistics.

LING 240: LANGUAGE CONFLICT & LANGUAGE RIGHTS (4 sections)

SATISFIES VSR VALUES, ETHICS, AND SOCIAL RESPONSIBILITY CAROLINA CORE REQUIREMENT

Whether arising through conquest and colonization, immigration, enslavement, or the creation of a political state that ignores "natural" ethnic territories, linguistic minorities have existed at least since the dawn of history. Virtually without exception, where there exists a linguistic minority, there exist issues related to the rights of the minority to use its language freely and without prejudice. In this course, Language Conflict and Language Rights, we will explore the issues surrounding linguistic human rights, the fundamental right to use one's language and the efforts that have been made to both secure those rights and deny them through official legislation and unofficial actions. Examples will be drawn from state history, national issues, and international issues.

The overall goal of the course is to examine the issues surrounding language rights and how these are integral to human rights in general and an individual's definition of personal and cultural identity. We will do this by examining a variety of case studies of the abridgment of language rights locally, nationally, and internationally. As a backdrop to this, we will first explore a number of facets of language, including some basic facts about language; the role of language in defining one's identity, language and culture, dialects, language attitudes, bilingualism, second language acquisition, and others.

This course will define the concept of language rights from a linguistic perspective, will cover language and nationalism with special reference to the situation in the United States, will survey geographically and linguistically disparate language rights cases, will connect all this to issues of language vitality and revival, and will consider the ramifications of language rights to language planning.

LING 241: LANGUAGE AND POPULAR CULTURE

This course will study linguistic anthropology through the lens of popular culture, while learning about different levels of linguistic form and discourse structure. We will explore the ethnography of communication through play and performance, discursive and semiotic practices (stylization, mocking, code switching, crossing, entextualization, etc.), and varieties of language invoked in popular cultural forms that provide resources for cultural reproduction and contestation.

LING 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (4 sections, including an SCHC section)

Linguistics is roughly divided into two subfields- language and the brain, and language and society. The first half of this course, after establishing the definition and the nature of human language, will focus on how languages are

done in the brains of their speakers. We will be introduced to phonetics, phonology, morphology, syntax and semantics of human languages using data from a variety of languages, including English. In the second half of the class, we will be focusing on aspects of language use: discourse analysis, stylistics, child and adult language acquisition, sociolinguistics, dialectology, and the political economy of languages in today's world. Upon completing this class, students will have been exposed to the most important aspects of all of these subfields of linguistics, and be able to conduct their own analyses on language as they encounter it in the world.

LING 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (SCHC section)

Introduction to the linguistic component of human cognition. Topics include human language and animal communication, speech, mental representation of language, cross-linguistic and universal language properties, organization of language in the brain, child language acquisition, adult sentence processing, social and regional language variation, and language change. As a Research-Based Learning (RBL) course, students will each find out about the research program of a faculty member whose research is of greatest interest and draw up a hypothetical or actual research project proposal involving that faculty member.

LING 301/ENGL 389: THE ENGLISH LANGUAGE (2 sections)

This course introduces students to the field of linguistics with an emphasis on the English language. It will provide a broad survey of various aspects of language structure and language use in order to develop analytical skills that are useful to both linguists and non-linguists interested in language issues. Students will learn how to analyze and describe languages, apply basic analytical techniques to language data, understand what we know when we "know" a language, and explore what language reveals about human beings, their histories, and their cultures.

LING 305/WGST 389/ENGL439: TOPICS: LANGUAGE, GENDER & SEXUALITY

This course explores the relationship between language, gender, and sexuality and how language use mediates the social constructions of gender and sexuality, in daily practice and in social institutions. Drawing on interdisciplinary scholarship, the course provides a broad perspective and tools for the study of gender, sexuality, and linguistic practice.

Topics covered will include: ideologies of gender and language, cultural definitions and 'borders' of "masculinity" and "femininity" and their relationship to language use, gendered patterns in conversation, politeness, and meaning making, linguistic innovation and self-determination within gender-diverse speech communities, and the interaction between language, gender, sexuality and other aspects of identity. We will cover the different theoretical and methodological approaches that have developed in the last four decades to understand the complex role language plays in producing, sustaining, and perpetuating gender and sexual divisions in society, as well as the potential to challenge and transform them.

LING 305/CHIN 398: TOPICS: THE 'SUPERPOWERS' OF SUCCESSFUL LANGUAGE LEARNERS

We often ignore the impact that certain traits have on the success of learning a foreign language. In this course, we will address how individual differences such as personality, language aptitude, motivation, cognitive styles and learning strategies play a role in explaining why there exists a large variability in terms of language learning success. By understanding the different traits of learners, we aim to incorporate these factors in language pedagogy and help learners to design study plan and form a habit of learning a language outside classroom. We heavily use English and Chinese learning as case study in this course.

LING 305/SPAN 398: TOPICS: CROSS-CULTURAL COMMUNICATION AND PRAGMATIC AWARENESS

This course will give an overview of a subfield of Linguistics known as Pragmatics. It focuses on specific human behavior as it is manifest in language, and governed by sociocultural convention, as well as contextual / situational phenomena. The course addresses how we 'do things with words' through analysis of politeness theory, speech act theory, conversational implicature, irony, sarcasm, and what it means to 'save face'. The course applies such human behavior to larger questions regarding how we interact cross-culturally, how we negotiate meaning and specific outcomes while behaving according to differing social conventions, and how we manipulate the world around us through the use of our language.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION

(taught in Spanish)

Analysis of and practice in pronunciation, listening comprehension and dialect recognition based on the study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology.

Objectives: *To analyze and practice pronunciation and listening comprehension.* Learning the sound system of Spanish well is typically quite difficult for most English-speaking students. This course is designed to help you master Spanish pronunciation, and to help in this aim you will be exposed to the area of linguistics called phonetics, the study of speech sounds, and to phonology, how we understand the sounds of our language and the combinations they form. We will see that the same or similar sounds may be interpreted differently in English and Spanish, and throughout this course we will contrast these two languages. In this course we will be concerned primarily with articulatory phonetics, the description of how sounds are produced in the mouth and throat. We will describe sounds by their place and manner of articulation and practice phonetic transcription (both broad and narrow) of the major dialects of Spanish using the set of symbols employed to represent speech sounds, the International Phonetic Alphabet (IPA). We will also see how these sounds interact in Spanish (and English) to form the sound system of the language. Armed with this knowledge and practicing these sounds, your pronunciation will improve dramatically, including that of such obvious markers of nonnative status as the pronunciation of vowels, rr and other difficult sounds for the English speaker; and you will more easily recognize and identify different accents and dialects. Additionally, we will analyze and come to understand the systems of spelling and accents in Spanish, which are actually valuable tools to the learner in knowing how to speak and write correctly.

LING 316/FREN 300: FRENCH PHONETICS

(taught in French)

This course provides upper-division students with an analysis of French sounds in isolation and in context and a practical application of descriptive phonetics to improve pronunciation. Taught in French.

This course has a dual emphasis on descriptive phonetics and its practical application to strengthen your pronunciation and auditory discrimination of French. By the end of the semester students should be able to:

1. Read and accurately produce phonetic transcriptions of French.
2. Transcribe written French into IPA.
3. Describe the relationship between spelling and pronunciation.
4. Describe how French sounds are produced.
5. Explain the basic intonation, rhythm, and stress patterns of French.
6. Discriminate between sounds that are difficult for anglophones and francophones to perceive across the two languages.
7. Perceive and produce liaison and enchaînement in obligatory contexts.
8. Develop ease with listening and pronunciation in French.
9. Explore phonetic variation in different parts of francophonie

LING 340/ANTH 355: LANGUAGE, CULTURE & SOCIETY

In this introductory course we will be exploring the relationship between language, culture, and communication as it has been theorized and analyzed within linguistic anthropology, one of the four main fields of American Anthropology. You will learn about what scholars have had to say on the subject, past and present, as well as gain hands-on-experience in what linguistic anthropologists actually do. I encourage you to bring your questions and queries to class and share them with your peers and me as we problematize the naturalized, and seemingly transparent systems of communication that shape our lives.

Upon completion of Anthropology 355/Linguistics 340 students should be able to:

- 1) Identify and apply basic concepts and terminology from linguistic anthropology;
- 2) Distinguish different units and levels of linguistic and discourse structure;
- 3) Recognize the ways language and culture are interdependent.
- 4) Understand some of the methods used in and the goals of linguistic anthropology and sociolinguistics.
- 5) Trace the historical trajectory of the discipline of linguistic anthropology as well as the different emphases and approaches to the study of language and culture;
- 6) Develop critical thinking skills that will facilitate the interpretation of professional publications;

7) Apply basic methods in linguistic anthropological research both short exercises and a group project that will allow them to synthesize research findings, develop an argument in accordance with linguistic anthropological approaches, and employ anthropological writing conventions.

Audience: Undergraduate students, no prerequisite, not limited to anthropology / linguistics.

LING 345: LANGUAGE IN THE USA

In this course, students will examine the structure, history, and use of language varieties in the U.S. and explore the ways in which region, social class, age, gender, sexuality, race, and ethnicity contribute to its diverse linguistic fabric. Issues such as dialect diversity, language ideology, linguistic discrimination, multilingualism, and language in education will be explored through class readings, lectures, discussions, audio and video resources, and student research.

LING 421/ENGL 450: ENGLISH GRAMMAR

An intensive survey of English grammar: sentence structure, the verbal system, discourse, and transformations. Also discussed are semantics, social restrictions on grammar and usage, histories of various constructions, etc. Please read Chapter 1 of the textbook before the first class meeting. ONE midterm, final exam, frequent homework assignments.

LING 474/PSYCH 474/ANTH 374: SOCIAL AND COGNITIVE ASPECTS OF BILINGUALISM

This course offers a broad introduction to the study of bilingualism and language contact. We explore the most important and fascinating aspects of individual and societal bilingualism, focusing on both theoretical and practical issues. The goal of the course is to better understand the linguistic, cognitive, cultural, and socio-political dimensions of bi- and multilingualism and its role in our lives. Some of the questions we will ask include: How do people become bilingual? Is it harder for a child to learn two languages at once? Is the bilingual brain different from the monolingual brain? Why do bilinguals code-switch? What happens when one language encroaches on the other? Can language shift and loss be predicted? What is the role of language ideologies and attitudes in nation building? Does bilingualism threaten English in the U.S.? Is English as a global lingua franca a threat to multilingualism? Topics to be covered include:

- bilingual language acquisition in children and adults
- language in the mind: mental representation and processing of two languages
- bilingualism as social practice
- bilingual identity
- talking bilingual: social meanings and functions of code-switching
- the grammar of code-switching
- the politics of language choice in multilingual communities
- transmigration, language planning, and language rights
- globalization, global English, and intercultural communication

Examining empirical data from a variety of languages, we look for universally applicable explanations for how and why bilinguals use two (or more) languages the way they do. Questions that sometimes arouse controversy are also addressed—such as the question of bilingual education and whether there is a relationship between bilingualism and a child's cognitive and social development.

LING 701: QUANTITATIVE APPROACHES TO LINGUISTIC ANALYSIS

Satisfies doctoral research methods course requirement

Modern linguistic research increasingly involves quantitative analysis: we count or measure various aspects of linguistic behavior and want to use this data to answer questions about the way language works. This course will guide students through experimental design and the description, visualization, and basic statistical analysis of both discrete and continuous linguistic data using R, an open-source statistical software environment. Popular quantitative methods from various linguistic subfields will be discussed and applied across subdisciplines.

LING 711: PHONOLOGICAL THEORY

Satisfies doctoral core course requirement

The objective of this course is to prepare students to read current phonological literature and to carry out research on phonological phenomena, in light of the current dominant paradigm, Optimality Theory. In particular, we consider OT approaches to phonological representations and alternations to the analysis of segments, syllables and prosody.

Further, we will apply current theory to the students' own interests/specializations (first and/or second language acquisition, historical change, sociolinguistics, etc.).

LING 720: INTRODUCTION TO SYNTAX

Master's and doctoral core course requirement

This course is an introduction to formal syntactic theory and is aimed at developing an understanding of the fundamental ideas, concepts and terminology currently used within the field of formal syntax. Though focusing mainly on the syntax of English the course will investigate universal principles of sentence structure ranging from the basic structure of clauses to derived syntactic constructions. In addition to introducing current analyses of sentence structure, the course will emphasize syntactic argumentation as well as linguistic generalizations.

LING 744: LANGUAGE CONTACT

In this course, we will cover phenomena that result from users of more than one language coming into contact, including contact-induced language changes (e.g., borrowing, convergence), outcomes of multilingualism (e.g., code-switching, bimodal code-mixing), the development of high-contact languages (e.g., Creoles, Pidgins), and language death. Along the way, we will also discuss theories of language contact, empirical approaches to studying language contact phenomena, and how language attitudes and ideologies can shape language contact situations.

LING 747: LANGUAGE AS SOCIAL ACTION

Linguistic acts are implicated in the constitution of social relationships, hierarchies, ideologies, and identities. This seminar will draw from theoretical and empirical writing in linguistic anthropology and general social theory to consider the ways in which language can be analyzed considering economic, social, cultural, political, historical, and institutional contexts. While the course's analytical focus is language, it will be of interest to graduate students who are concerned with the relationship between structure and agency, continuity and change, culture and meaning, as well as the study of power and mechanisms of social stratification.

LING 790: SECOND LANGUAGE ACQUISITION

Fulfills a core requirement for the TESOL certificate, EFL track

This course will survey current theory and research in the field of second language (L2) acquisition. We will explore the concept of an 'interlanguage' and what we know about such interlanguage systems from several perspectives: we will look at the extent to which interlanguage grammars are similar to/different from native language grammars (typology/universal grammar), what learning mechanisms might be used by second language learners to develop their L2 proficiency, how interlanguages can be shaped by explicit instruction (instructed SLA), and how individual learner variables affect the L2 acquisition process. In order to explore these issues we will read surveys as well as current empirical articles and will, in this way, learn (a) about the issues that L2 researchers are addressing and (b) the current knowledge that we have about various aspect of L2 acquisition.

The course will be a combination of assigned readings, lectures, student presentations, class discussions and projects. Prior knowledge of basic linguistic concepts is assumed.

LING 795: PRINCIPLES AND STRATEGIES OF TESOL

Core requirement for the TESOL certificate, EFL and K-12 tracks

This course will survey the teaching of English to speakers of other languages, including the theoretical principles and practical strategies for approaches, methods, techniques, and materials, as they concern elementary, secondary, and post-secondary learners. WRITING ASSIGNMENTS: language learning autobiography, second language acquisition theory-to-practice paper, analysis of and reflections on teaching observations, teaching report, teaching/tutoring/practical experiences journal, materials review/reflective analysis; ORAL PRESENTATION: approach/method/technique demonstration and presentation, written handouts to accompany presentation. TUTORING/TEACHING/PRACTICAL EXPERIENCES: experiences to be arranged, 20 contact hours required. TEXTS: Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (Pearson/Longman, 2007), required; Richards and Rodgers, *Approaches and Methods in Language Teaching*, 2nd ed. (Cambridge University Press, 2001), required; handouts; websites. This course satisfies one of the course requirements for the South Carolina Department of Education ESOL add-on certification.