

LINGUISTICS PROGRAM COURSE DESCRIPTIONS

Fall 2019

Course times and instructors subject to change. Master Schedule has the most up-to-date information.

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE

TR 10:05-12:35; staff

TR11:40-12:55; staff

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 AND LANGUAGE RIGHTS

MW 2:20-3:35; MCCULLOUGH

TR 4:25-5:40; MCCULLOUGH

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 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (three sections)

MW 3:55-5:10; RUBINA

TR 2:50-4:05; RUBINA

TR 11:40 – 12:55; (SCHC students only); TASSEVA

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 301/ENGL 389: THE ENGLISH LANGUAGE (two sections)

MW 2:20 – 3:35; BREWER

MW 3:55 – 5:10; BREWER

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/ENGL 439/ANTH 391: TOPICS: LANGUAGE & RACISM

TR 1:15-2:30; CHUN

This course explores the intersection of language, race, and power; it examines this intersection by using conceptual and methodological tools of linguistics and anthropology. Drawing from cases primarily involve the English language or communities in the United States, this course will cover the following topics: (1) LINGUISTIC PROFILING: how we sometimes use language to identify a speaker's race and whether such profiling is racist; (2) CROSS-RACIAL APPROPRIATION: why we sometimes "borrow" the language of racial groups to which we do not belong; (3) RACIAL MOCKERY: how we perform linguistic caricatures of racial speakers; (4) ETHNIC SLURS: how words referring to racial groups can convey derogatory meanings; (5) EUPHEMISMS: whether we become "colorblind" by replacing explicit racial terms with terms such as "immigrant" or "urban"; (6) REAPPROPRIATION: how and whether ethnic slurs can become positive in-group terms; (7) MAINSTREAM U.S. STANDARD: whether the different statuses of black and white varieties in contexts of U.S. media and education reproduce racial hierarchies; (8) IDEOLOGIES OF RACISM: what cultural assumptions underlie our accusations of certain speech acts as racist or our denials of other acts as non-racist; and (9) ANTI-RACIST STRATEGIES: how we can use language to counter racist acts and beliefs.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION

TR 11:40-12:55; HOLT

(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 340/ANTH 355: LANGUAGE, CULTURE & SOCIETY

MW 9:40-12:40; (this is an 8-week course); FELICIANO-SANTOS

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 and argument in accordance with linguistic anthropological approaches, and employ anthropological writing conventions.

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

LING 421/ENGL 450: ENGLISH GRAMMAR

TR 10:05 – 11:20; LIU

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 503: INTRODUCTION TO GERMAN LINGUISTICS

TR 1:15-2:30; GOBLIRSCH

The course simultaneously presents an introduction to the concepts of general linguistics and a discussion of the structure of modern German. Phonetics, phonology, morphology, orthography, syntax, semantics, etymology, and pragmatics will be treated. There will also be some attention to German language

variation. Although the language of the course is English, knowledge of German is assumed.

LING 504/SPAN 515: INTRODUCTION TO SPANISH LINGUISTICS

TR 4:25-5:40; MALOVRH

(taught in Spanish)

El objetivo principal de este curso es una comprensión lo más amplia posible del lenguaje humano: qué es, para qué lo usamos y cómo funciona. Estas preguntas quizá parezcan triviales ya que todos sabemos cómo usar el lenguaje y cómo hacerlo funcionar. Sin embargo, a lo largo de este curso descubrirán que hay una gran diferencia entre saber hacer funcionar el lenguaje y saber cómo funciona.

Algunas de las preguntas que trataremos son: ¿Qué significa “saber una lengua”? ¿Qué significa “saber español”? ¿En qué difiere el español de las otras lenguas? ¿En qué se parece? ¿Debemos seguir hablando de una lengua, “el español”, o de varios “españoles”? Este curso presentará a los estudiantes las diferentes áreas en que está dividida la lingüística española y los problemas de los que se ocupa cada área.

Al analizar las estructuras gramaticales del español (en el sentido más amplio de este término) y hacer comparaciones con las del inglés, lograremos una mayor comprensión de cómo funciona la lengua española (y en menor grado, el inglés), y como consecuencia podremos anticipar mejor las preguntas de nuestros alumnos y contestarlas con precisión, exactitud y confianza.

LING 505: TOPICS: SPEECH AND LANGUAGE PROCESSING IN SECOND LANGUAGE

MW 2:20-3:35; (SCHC students only); LIU, J

Meets with LING 890: SEMINAR IN SLA: SPEECH AND LANGUAGE PROCESSING IN SECOND LANGUAGE

We will look into how speech and language in second language is processed—as a whole, or as particular modules. Questions such as how are new speech categories are formed? how lexicon is built? How does input play a role in learning new sounds and words. We will also examine how phonemes and morphemes are accessed in more complicated cognitive tasks such as word recognition, lexical decision, etc. Sentence processing will also be a topic in the course. The findings in the empirical study will be discussed in various theoretical frameworks of speech and language processing. Students will be expected to focus on both the theoretical ramifications of the readings and the practical applications of their conclusions to the second language classroom and produce a term paper that reflects the findings of the seminar.

LING 505: TOPICS: PRINCIPLES OF INSTRUCTED SLA & FOREIGN LANGUAGE TEACHING

TR 2:50-4:05; MORENO

An analysis of instructed second language acquisition (SLA). This course explores the historical development and up-to-date findings in foreign/second language learning research and applies that knowledge to classroom teaching methods. Students will be expected to conduct an empirical investigation of variables of language learning and consider their implications on pedagogy.

LING 542: RESEARCH IN LANGUAGE CONFLICT & LANGUAGE RIGHTS

TR 1:15-2:30; (SCHC and graduate students only); DUBINSKY

Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and individual and ethnic identify, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning. Ethnolinguistic factors are becoming increasingly apparent in global conflicts in the 21st century, and must be taken into account alongside religious, ideological, economic, environmental, and resource bases of conflicts. Ethnolinguistic nationalism is resurgent in the face of globalism, and centuries’ old ethnolinguistic rivalries of Africa, the Middle East, and South Asia (temporarily papered over by European colonialism and UN imposed post-colonial borders) have once again come bursting forth. This course is intended to provide such a perspective on human conflict. Students participating in the course will participate in the building of such conflicts worldwide.

LING 701: QUANTITATIVE APPROACHES TO LINGUISTICS

T 4:25-7:00; DALOLA

Satisfies doctoral research methods course requirement

Modern linguistic research increasingly involves quantitative analysis to count or measure various aspects of linguistic behavior in order to answer questions about the way language works. This course will guide students through 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

TR 8:30-9:45; HOLT

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

TR 2:50 – 4:05; TASSEVA

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 739: THE EVOLUTION OF LINGUISTIC THEORY, PRACTICE & METHODS

TR 2:50 – 4:05; DUBINSKY

Satisfies doctoral core course requirement

This course focuses on the development of linguistic theory through the 20th century. The first half of the course surveys the history of the discipline through the middle of the 20th c., the second half of the course concentrates on the evolution of generative syntax over the past 50 years.

LING 795: PRINCIPLES & STRATEGIES FOR TEACHING ESOL

T 4:25 – 7:00; LIU, Q

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.

LING 805: TOPICS: LANGUAGE & RACE**R 4:25-7:00; CHUN**

This course explores the relationship between language and race by merging anthropological understandings of race and ethnicity with sociolinguistic methods of description and analysis. In doing so, it introduces students to both traditional and current models of language and ethno-racial identity.

LING 805: TOPICS: PSYCHOLINGUISTICS - THEMES AND CURRENT DIRECTIONS**R 12:00-12:30; ALMOR**

Over the past 20 years the field of psycholinguistics has undergone major changes in terms of theoretical ideas, methodological innovation, and general views about typical and atypical language processing. This course will provide a broad yet rigorous review of some of the major current themes in psycholinguistics, starting with word processing but focusing primarily on processing at the sentence and discourse level. The course will cover issues related to lexical processing, sentence processing, discourse processing, language production, reference processing, interactive dialogue and psycho-pragmatics.

LING 890: TOPICS: SPEECH AND LANGUAGE PROCESSING IN SECOND LANGUAGE**MW 2:20-3:35; LIU, J**

Meets with LING 505: SEMINAR IN SLA: SPEECH AND LANGUAGE PROCESSING IN SECOND LANGUAGE (SCHC students only)

We will look into how speech and language in second language is processed—as a whole, or as particular modules. Questions such as how are new speech categories are formed? how lexicon is built? How does input play a role in learning new sounds and words. We will also examine how phonemes and morphemes are accessed in more complicated cognitive tasks such as word recognition, lexical decision, etc. Sentence processing will also be a topic in the course. The findings in the empirical study will be discussed in various theoretical frameworks of speech and language processing. Students will be expected to focus on both the theoretical ramifications of the readings and the practical applications of their conclusions to the second language classroom and produce a term paper that reflects the findings of the seminar.