LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE
TR 1:15 – 2:30; CHUN
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
TR 6:00 – 7:15; FARINA

SATISFIES VSR VALUES, ETHICS, AND SOCIAL RESPONSIBILITY CAROLINA CORE REQUIREMENT
Whether arising though 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)
TR 11:40-12:55; BEZUIDENHOUT
MW 5:30 – 6:45; FAHEY
TR 10:05 – 11:30; (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 1:00 – 2:15; DISTERHEFT
MW 3:55 – 5:10; DISTERHEFT
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/SPAN 398: TOPICS: REALITY AND MYTH IN THE LANGUAGE CLASSROOM
TR 10:05 – 11:20; MALOVRH
Find out what it means to learn a second language; how we do it; what do we need to succeed; what instructional forms work best.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION
TR 11:40-12:55; HOLT
(<mark>taught in Spanish</mark>)
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 <u>phonetics</u>, the study of speech sounds, and to <u>phonology</u>, 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 <u>articulatory phonetics</u>, 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 <u>transcription</u> (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 <u>sound system</u> 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, <u>rr</u> 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 345/ENGL 370: LANGUAGE IN THE USA
MW 2:20 – 3:45; DONATH
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 395/ENGL 439/ANTH 391: TEACHING ENGLISH ABROAD
MW 3:55-5:10; ROWE
You will work with English as a second language learners and veteran teachers here at USC. You will have hands-on experiences while you develop your knowledge and skills for teaching and global travel. Please join us as we explore the excellent opportunities of English Language Teaching! There are no prerequisites for this course.

LING 421/ENGL 450: ENGLISH GRAMMAR
TR 10:05 – 11:20; LIU, Q
What is "grammar"? Do we use grammar the same way when texting a close friend and writing an email to a professor? Is the grammar used in newspaper articles different from what we use in daily conversations? Is there a correct English grammar that we should adhere to for all

communicative purposes and in all contexts? ENGL 450/ LING 421 answers all these questions with reference to a 40 million words corpus (a large collection of computerized written and spoken texts). Students will gain competence in analyzing English grammar by following a step-by-step process: morphemes, words, phrases, clauses, sentences, and discourse. This course will also help you gain a new perspective of English grammar and apply it to promote your academic, professional, and personal growth and success.

LING 472/FORL 472: TECHNOLOGY FOREIGN LANGUAGE EDUCATION
T 2:50 – 5:30; DUCATE
Meets with FORL 772/LING 772
This course will acquaint students with the principles and practices concerning the use of technology in foreign language education. Its main focus will be to explore the connection between Second Language Acquisition theories and the implementation of current technologies with a focus on web 2.0 tools. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language. Open to students of any specialization, this course aims to cover the essentials that language educators need in the field of second language education.

LING 505/ENGL 439: CORPUS LINGUISTICS
TR 2:50 – 4:05; LIU, Q

What is a corpus (corpora-plural)? It is a collection sample written or spoken texts produced in natural communicative settings. What is corpus linguistics? Is it a theory, an approach, or something else? It is one of the fastest-growing methodologies adopted in contemporary linguistics. With the use of a large body of computerized easily-searchable data, distributional data (frequencies) can be automatically generated for a wide range of research areas (e.g., first and second language acquisition, language and culture, historical developments of language, phonology, morphology, syntax, semantics, pragmatics, psycholinguistics, stylistics, sociolinguistics, and forensic linguistics). This course is designed in a way that through hands-on experiences, students will be able to develop highly marketable skills in building specialized corpora as well as using existing corpora and computer software (AntConc, and Notepad++) to conduct research in various areas of interests.

LING 542: RESEARCH IN LANGUAGE CONFLICT AND LANGUAGE RIGHTS
TR 11:40 – 12:55; (SCHC students only); DUBINSKY
TR 11:40 – 12:55; (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 710: INTRODUCTION TO PHONOLOGY
MW 2:20 – 3:35; LIU, J
Fulfills masters and doctoral core course requirement
This course is designed to introduce graduate students to the field of phonology. The course begins with articulatory phonetics to familiarize students with the symbols used to represent the sound patterns of a language. It then introduces fundamental concepts of phonology: features, rules, derivations. The last part of the course completes the introduction by exposing students to suprasegmental structure: syllables, stress and tone. Students develop phonological analysis and argumentation skills through problem-solving, examining sound patterns from a variety of languages.

Specific Goals: By the end of this course, students should be able to:
1. Do basic phonological analyses:
- examine a set of phonological data and extract regular sound alternations
- construct a formal hypothesis (on a sound alternation) and test it
- present a valid argument to support hypothesis
2. Discuss the evidence for the different levels of phonology (featural, segmental, syllabic, metrical, tonal)
3. Discuss the motivations for major paradigm shifts in phonology (linear to non-linear, and later rule-based to constraint-based approaches)

LING 721: SYNTACTIC THEORY
TR 2:50 – 4:05; DUBINSKY
Fulfills masters and doctoral core course requirement
Description:
This course will survey various aspects of syntactic structure across a wide range of languages, in order to distill an understanding of theoretical approaches to these.

Outcomes:
By the end of this course, students will be expected to be able to:
·   Understand the applications of syntactic analysis
·   Gain further understanding of the fundamental principles of syntactic theory
·   Be able to distinguish between theoretical claims and the formalisms used to express them
·   Develop a critical understanding of linguistic (syntactic) argumentation
·   Develop a paper that provides an analysis of a class of syntactic phenomena in a language (or languages)

LING 748/ANTH 748: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY
F 9:00 – 11:30; REYNOLDS
Course Readings:
 1) Agha, Asif (2007) *Language and Social Relations*. Cambridge: Cambridge University Press.
2) Bauman, Richard, & Briggs, Charles (2003) *Voices of Modernity*: *Language Ideologies and the*

Politics of Inequality. Cambridge: Cambridge University Press.
3) Duranti, Alessandro (1997) *Linguistic Anthropology*. Cambridge: Cambridge University Press.
And several other case study linguistic anthropology case studies in addition to selected readings posted on Blackboard.

Course description:
This course provides a comprehensive introduction to the emergence of linguistic anthropology as one of the four core subfields within Anthropology, its relationship(s) to sociolinguistics, (critical) discourse analysis, and conversation analysis. Emphasis will be placed on the scholarly contributions that this tradition has made to social theory as well as theories of language and discourse.

Methods of Evaluation:
1)	Attendance & Participation	10%
2)	Seminar Facilitation	10%
3)	Annotated bibliography	20%
4)	Critical Essay	20%
5)	Final Paper	40%
		100%

Course Presentation:
Seminar format drive by student led presentations of prescribed readings on a particular topic.

Audience: Graduate students in linguistics, anthropology, education, and other related fields interested in the social scientific examination of language in context**.**

LING 772/FORL 772: TECHNOLOGY FOREIGN LANGUAGE EDUCATION
T 2:50 – 5:30; DUCATE
Meets with FORL 472/LING 472
This course will acquaint students with the principles and practices concerning the use of technology in foreign language education. Its main focus will be to explore the connection between Second Language Acquisition theories and the implementation of current technologies with a focus on web 2.0 tools. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language. Open to students of any specialization, this course aims to cover the essentials that language educators need in the field of second language education.

LING 780: DISCOURSE ANALYSIS
T 4:25 – 7:00; CHUN
This course examines theories and methods in the analysis of discourse. Drawing primarily on insights in linguistics, anthropology, and sociology, we will consider 'discourse' as variously conceived: as language beyond the sentence, as language use in context, as any meaningful social and symbolic practice, and as ways of talking about and recreating the social world. We will learn about different approaches, such as Conversation Analysis, Critical Discourse Analysis, and pragmatic analysis, as we examine spoken, multimodal, narrative, and corpus data. Some methodological concerns to be addressed include how discourse can be represented, which

units of analysis are relevant, and what the analysts' goals should be. In addition, we will discuss how discourse relates to identities and ideologies in diverse social settings. Students will also have the opportunity to engage in hands-on research by collecting and analyzing discourse data.

LING 790: SECOND LANGUAGE ACQUISITION
R 4:25 – 7:00; TASSEVA
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 805/PSYC 589: PSYCHOLOGY OF READING
TR 1:15 – 2:20; MORRIS
This graduate seminar will focus on meaning and specifically how conceptual and semantic knowledge is represented and processed in the mind and brain. We will review research from philosophy, linguistics, psychology, and neuroscience to understand current views of how conceptual and semantic information is organized and used in language processing.