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

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE (two regular, one short term 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/POLI 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS (three sections)
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 general population sections, one 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 301/ENGL 389: THE ENGLISH LANGUAGE (two 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 303/CHIN 398: CHINESE LANGUAGE AND SOCIETY
This is a course that surveys the structure of the Chinese language. Through the lens of the language, we try to understand the multidimensions of Chinese culture and society. In language classes, usually, there is not enough time for instructors to explain and cohesively link various grammar points. This course will systematically cover the sound structure, including dialects and the Romanization alphabets of the standard Chinese, the Pinyin system; word formation and its development in a dynamic society; sentence structure; particle usage, etc. In this course, we will ask to what extent the language usage is the result of political agenda, unconsciously inherited oriental philosophical thinking in the society, the ongoing social change due to the large scale of urbanization and globalization, or other factors. The course will also discuss how China walked out of an era when 90% of the population were illiterate as of the beginning of 20th century to today's world second-largest economy, as the result of which, the number of people who learn Chinese as a foreign language is growing exponentially worldwide especially in Africa and Southeast Asia.

LING 305.001/ANTH 391: TOPIC: LANGUAGE & THE INTERNET
The interface between the internet and the linguistic user is perpetually shifting, and the interweaving of online and offline identities through user-generated content, or New Media exemplifies this. This course will analyze how humans continue to adapt within the realm of "Web 2.0" as we become an increasingly "always-online" culture. Digital environments facilitating social media and content such as Facebook, Twitter, YouTube, Wikipedia, Instagram and Reddit provide ample evidence for study of interactional phenomena. Students will be able to apply frameworks from fields such as sociolinguistics, computer-mediated communication, and digital anthropology to analyze the role of language online to negotiate identity, power, and ideology through creation, reproduction, and contestation of texts and media. Although the course will include research involving other languages, we will be focusing on the ways in which users of varieties of English have effects on, and are affected by, language change in the internet landscape.

LING 305.002: TOPIC: CONLANG; CONSTRUCTED HUMAN LANGUAGES
This course is designed to introduce students to the field of linguistics through the medium of language construction (CONLANGING). It will provide students with a general understanding of the phenomenon of human language and the methods used by linguists to analyze and explain it. The various structural levels of language will be explored, from phonetics and phonology (sounds), to morphology (the building blocks of words), to syntax (the structure of a sentence), to semantics (meaning). Special attention will be paid to typology (how languages compare to one another) and linguistic universals. Language construction will provide students with a deep understanding of the way these systems interact. In addition, historical linguistics, dialectology, and sociolinguistics will be areas of particular interest, given their importance in providing a constructed language (CONLANG) the realistic texture that these areas are able to offer. Students will also study examples of high-quality work from pioneers in the world of language construction (e.g. Tolkien's Elvish languages, Avatar's Na'vi, Dothraki and Valyrian from Game of Thrones, Esperanto, etc.) to serve as a models for their own construction process.

LING 305.003: TOPIC: WHAT MAKES A SUCCESSFUL SECOND LANGUAGE LEARNER
This is an introductory survey of second language acquisition that explores the nature of language learning. This course considers different contexts of language acquisition, including classroom vs. immersion learning, and foreign vs. second language learning. It examines basic facts about different learner characteristics in these contexts, including linguistic background and world knowledge, motivation, attitude, aptitude, age, learning styles, and student self-regulation. It also provides facts about different learning conditions, including corrective feedback, and different types of teacher-student interaction. The course focuses on different factors that contribute to language learning. It allows students to understand what makes second/foreign language learning seem difficult and encourages them to be more effective language learners. Upon completing this class, students will have been exposed to basic tenants of second

language acquisition and second language teaching. They will also be able to analyze their own language learning process and address real-world language learning problems.

LING 305.004: TOPIC: 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 395/ENGL 439/ANTH 391: TEACHING ENGLISH ABROAD

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

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 440/ENGL 455: LANGUAGE IN SOCIETY

This course examines language in social life and the social basis of linguistic patterns. We will investigate language use within and across social groups and contexts, focusing on how language reflects and creates speakers' memberships, relationships, and identities. Some of the issues we will address include why women and men speak differently, how using a 'Southern accent' can help or hurt, and what happens when languages come in contact. Students will learn to think critically about their everyday sociolinguistic experiences using concepts and methods from the course. Special attention will be given to dialects and styles in U.S. settings.

LING 472/LING 772/FORL 472/FORL 772: INTRODUCTION TO TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION

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 502/FREN 517: FRENCH LINGUISTICS
==(taught in French)==
In this course, you will gain an overview of the phonetics (pronunciation), phonology (sound distribution), morphology (word structure), syntax (sentence structure), semantics (meaning) and history of World Frenches. Projects include etymologies du jour, phonetic transcriptions of popular French-language music, producing and reading spectrograms and analyzing a native French speaker's accent. Come learn the science behind the Romance! Taught in French. Open to students who have successfully completed FREN 310 or equivalent.

LING 504/SPAN 515: INTRODUCTION TO SPANISH LINGUISTICS
==(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 527: MATHEMATICAL LINGUISTICS (==SCHC students only==)
Introduction to mathematical mechanisms that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages & grammars. The course bridges the gap between informal and formal analysis of language, leaving students in a better position to understand the formal bases of linguistic theory. Rather than serve as an introduction to any particular linguistic sub-discipline, the course teaches basic formalisms and shows how these can be applied to an understanding of the working parts of human language. It is, in a way, a little like a course in learning how to use tools, rather than a course in how to make anything with those tools.

LING 542: RESEARCH IN LANGUAGE CONFLICT (==SCHC students only==)
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
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 728/PHIL 719: SEMANTIC THEORY

This course will cover topics and approaches in formal semantics (and to some extent in formal pragmatics, given that the semantics-pragmatics interface is somewhat porous). We will look at frameworks such as truth-conditional and model-theoretic semantics, as well as other formal approaches (such as Discourse Representation Theory). We will examine issues about natural language meaning through the lenses of these formal approaches – issues such as quantification; tense, aspect, and modality; propositional attitudes; indexicality; some issues in lexical semantics; etc. We will also be examining some important underlying concepts and principles, such as the principle of compositionality; intentional versus extensional semantics; context-dependence; semantic underdetermination. Finally, we will critically evaluate the sorts of methods used in formal semantics and look at the strengths and weaknesses of a formal (versus an experimental, say) approach to natural language semantics. Much of the required reading will be in the form of journal articles or book chapters and will be made available in electronic format via Blackboard.

LING 772/LING 472/FORL 472/FORL 772: INTRODUCTION TO TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION

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 782/ANTH 782: LANGUAGE IDEOLOGY: THE POLITICAL ECONOMY OF LANGUAGE BELIEFS AND PRACTICES

Linguistic anthropological approaches that examine how ideological systems mediate social structures and Iinguistic/discursive forms and functions. Topics range from language and political economy, identity and identifications, institutions, and nation-building/nationalism.

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 798: TESOL PRACTICUM
Fulfills a core requirement for the TESOL certificate

LING 798 requires 75 hours of hands-on TESOL work, which students can allot and negotiate to suit their needs, with the instructor's approval. Each student drafts a contract, which basically outlines what s/he will do in the 75 hours, to be completed by what time, for both student and instructor to sign. The contract is negotiable. The practicum should meet each student's felt needs and be individually designed. Because of the flexibility of 798, there are many possibilities for hours. Students may sometimes receive a stipend for practicum work, depending on the nature of the work. Not all practicum work is paid. Students need to keep a notebook or journal of their work, including lesson plans, materials, and reflections. The instructor reserves the right to decline supervision of practicum experiences which constitute a conflict of interest or which are problematic for the instructor to supervise.

LING 805.001/GERM 710: TOPIC: MIDDLE HIGH GERMAN
The course gives an introduction to Middle High German language, literature, and culture. Daily reading and translation of texts will be coordinated with an overview of grammar. Linguistic comparison with modern Standard German will enhance development of reading skills. Literary texts include romances and love lyric of the High Middle Ages. They will be discussed in the context of courtly culture. Complete romances will be read in modern translation. A paper will allow students to delve more deeply into a literary or linguistic topic.

LING 805.002/GERM 711G: TOPIC: GOTHIC
The course gives an introduction to Gothic language. Daily reading and translation of texts will be coordinated with an overview of language structure. Linguistic comparison with other Germanic languages will enhance development of reading skills. The role of Gothic in the reconstruction of Common Germanic will be discussed. A paper will allow students to delve more deeply into a topic of their choice. Reading knowledge of Modern German is helpful.

LING 805.003/PSYC 822.001: TOPIC: FIGURATIVE LANGUAGE IN MIND AND BRAIN
Figurative language is a fundamental aspect of human language and is responsible for large parts of the expressive power of language. This seminar will review major approaches to the study of non-literal language in the mind and brain. It will cover recent as well as older work on the question of how different types of non-literal language are used and processed as well as the brain bases of these processes. The material includes work in linguistics, psychology, and cognitive neuroscience.