**Linguistics Program Course Descriptions**
**SPRING 2022**
*Master Schedule has the most up-to-date information. Course times and instructors subject to change.*

**LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE (two sections)**
**SATISFIES GSS - SOCIAL SCIENCES CAROLINA CORE REQUIREMENT**
*What is language? How does language make us who we are?*
This introductory course addresses issues of linguistic relevance to your daily life: What is language? Are human language and animal communication really that different? Is English a global language? Who speaks the best English? What does our speech say about who we are, where we come from, and where we are going? How do children learn language? Why is it so hard to learn a second language? How do we process language? What does language look like in our brains?

**LING 240/POLI 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS**
**SATISFIES VSR VALUES, ETHICS, AND SOCIAL RESPONSIBILITY CAROLINA CORE REQUIREMENT**
*Examine world history and political events through the lens of language!*
Learn how international and local political and ethnic conflicts can be better understood through the lens of language, how language plays into the politics of power and social difference, and how linguistic minorities have struggled through conquest, colonization, immigration, enslavement, and class distinctions.

**LING 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (three general population sections, one SCHC section)**
*What is language and how does it define us?*
Language is both a system and creative entity. It lives in our brains but is shaped by society as a social convention. Come learn how the cognitive and social sides work together and help shape us as human beings.

**LING 301/ENGL 389: THE ENGLISH LANGUAGE (two sections)**
*How does English work? Why is there no "proper English"?*
This course provides an introduction to the field of linguistics through an in-depth exploration of many facets of the English language. We will examine the English sound system (phonetics and phonology), word structure (morphology), grammar (syntax), and meaning and usage (semantics). We will also consider other aspects of English, including its acquisition by children, its history as a language, and its social functions as a local and global language.

**LING 305.001/ANTH 371: TOPIC: ETHNOGRAPHY OF COMMUNICATION**
*How do you know how close is too close when you're talking to someone? What does it mean when people talk at the same time? What does the positioning of our bodies say?*
In this course we will explore how the possible meanings of linguistic and paralinguistic communication depend on aspects of CONTEXT that shift across social events and groups of people. Shared readings, class discussion, and an original research project will immerse you in the ethnographic and analytical methods central to the study of language as a cultural phenomenon.

**LING 305.002: TOPIC: LANGUAGE & THE INTERNET**
*How do we communicate on social media? How does social media change our language?*
This course will analyze how humans continue to adapt within the realm of "Web 2.0" as we become an increasingly "always-online" culture. Spaces like Tiktok, Instagram, Twitter, and Reddit provide ample evidence for study of interactional phenomena that we will explore through a linguistic and anthropological lens. We will analyze the role of language online to negotiate identity, power, and ideology through creation, reproduction, and contestation of texts and media.

**LING 305.003/ENGL 439: TOPIC: WORD ORIGINS**
*Where do English words come from?*
In this course, we will explore the origins of English words and how those words have changed in meaning, pronunciation, and form. We will learn about various kinds of etymological processes, such as sound imitative words, folk etymologies, words and names, native English words also found in related Germanic languages, borrowings from other languages, and words of unknown or disputed origin.

**LING 305.004/ENGL 439: TOPIC: LANGUAGE, RACE AND LANGUAGE LEARNING CLASSROOMS**
*How do unconscious biases, linguistic stereotyping, raciolinguistic ideologies affect the language learning classroom?*
We will examine how standardized language norms relate to race in the language classroom. How do these norms affect speakers of other dialects or speakers of English as a second language? We'll discuss unconscious biases, linguistic stereotyping, raciolinguistic ideologies, and how to promote linguistic justice in classrooms.

**LING 305.005/SPAN 376: TOPIC: SPANISH LANGUAGE AND HISPANIC CULTURE IN THE US (taught in Spanish)**
*Why does communication fail between cultures?*

This course serves as a forum for the presentation and critical deliberation of scholarship examining the linguistic situation of persons of Spanish language heritage in the United States.

**LING 314/SPAN 317:  SPANISH PHONETICS & PRONUNCIATION (<span style="color:red">taught in Spanish</span>)**
*Not your parents' Spanish class, and not like any you've had before!*
Analyze and practice pronunciation based on the study of Spanish speech sounds and processes. Your pronunciation will improve dramatically, including such obvious markers of nonnative status as the pronunciation of vowels and trilled rr. To top it off, you will more easily recognize and identify different accents and dialects, and improve general listening comprehension.

**LING 395/ENGL 439/ANTH 391: TEACHING ENGLISH ABROAD**
*Come prepare for the English Language Teaching adventure in your future!*
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**
*Not your high-school grammar course!*
Have you ever heard about descriptive grammar? This course will introduce you to grammar patterns emerging from a million-word written and spoken corpus. By the end of the course, you should be familiar with grammatical terms and be able to explain grammar rules, diagram English sentences, carry out editing, and perform linguistic analysis at discourse level.

**LING 472/LING 772/FORL 472/FORL 772: INTRODUCTION TO TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION**
*Use technology to teach a foreign language*
We live in a virtual classroom so come learn about the principles and practices concerning the use of technology in foreign language education 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.

**LING 504/SPAN 515: INTRODUCTION TO SPANISH LINGUISTICS** (<span style="color:red">taught in Spanish</span>)
*¿Qué es, para qué lo usamos y cómo funciona. ¿Qué significa "saber una lengua"?*
El objetivo principal de este curso es una comprensión lo más amplia posible del lenguaje humano: ¿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.

**LING 542: RESEARCH IN LANGUAGE CONFLICT AND LANGUAGE RIGHTS (<mark>SCHC students only</mark>)**
*How is language related to human rights and conflicts?*
What governs linguistic conflicts and language rights issues—the nexes of language and individual and ethnic identify, culture, dialects, bilingualism.  We will examine regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.

**LING 567/PSYC 506:  PSYCHOLOGY OF LANGUAGE**
*Learn about how our mind and brain allow us to use language*
Language is as an aspect of human cognition, that, like any aspect of human behavior, is generated by the brain, reflecting both biological, communicative and social factors. This course will introduce you to the study of how humans generate, comprehend, learn, and as sometimes lose language, emphasizing the roles played by biology and experience.

**LING 570: INTRODUCTION TO LANGUAGE DEVELOPMENT (<mark>SCHC students only</mark>)**
*Can we teach children native language? What does it mean to grow up bilingual? How do language disorders affect typical language development?*
You will find out what it takes to acquire a native language, whether we agree parents and caregivers teach children their native language, what differences there are between typically developing children and children with language disorders. You will learn about empirically established patterns but also challenge some old and recent arguments about child language acquisition. No LING prerequisite courses required.

**LING 627/PHIL 522: INTRODUCTION TO SEMANTICS & PRAGMATICS**
*What's the meaning of this sentence?*
Even though you've never seen this sentence before, you're able to understand its meaning. How is that possible? What sort of thing is the meaning of a word? How is the meaning of a sentence constructed out of the meanings of the words that make it up? How and

to what extent do we rely on context to communicate? How do we convey information beyond what is encoded in the words that we speak? The goal of this course is to introduce students to the data, methods, and major results of theoretical work in semantics and pragmatics.

**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 721: STNTACTIC THEORY**
**Fulfills masters and doctoral core course requirement**
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.
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 733: HISTORY OF THE GERMAN LANGUAGE**
The course is designed as a detailed overview of the history and prehistory of the German language, including the Indo-European, Germanic, Old High German, Middle High German, Early New High German, and New High German periods. The focus will be primarily on the development of phonology and morphology, to a lesser extent on syntax and semantics. Particular attention will be paid to the development of the standard language and dialects and the relationship of German to the other Germanic languages, including English. There will also be some treatment of the external history of the language, i.e., culture, literature, and political history as it pertains to language. Taught in English.

**LING 748: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY**
This course takes the seminar format drive by student led presentations of prescribed readings on a particular topic. It 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.

**LING 772/FORL 772: TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION**
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 798: PRACTICUM IN TEACHING ESOL**
**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: SEMINAR IN PSYCHOLINGUISTICS**