

Hong Kong Shue Yan University
Department of English Language & Literature
 2nd term, 2021-2022

Course Title:	Introduction to Linguistics
Course Code:	ENG 160
Year of Study:	1
Number of Academic Credits:	3
Number of QF Credits:	12
Duration in weeks:	15
Contact Hours Per Week:	Lecture (2 Hours) Tutorial (1 Hour)
Pre-requisite(s):	Nil
Prepared by:	Dr. Josephine Yam

Course Aims

This course introduces the fundamental concepts of linguistics and the major areas of linguistics, including Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics. It introduces students to the techniques of linguistic analysis and equips them with knowledge and skills for future linguistic research and studies.

Course Outcomes, Teaching Activities and Assessment

Course Intended Learning Outcomes (CILOs)	
Upon completion of this course students should be able to:	
CILO1	demonstrate sound knowledge of the different areas of linguistics
CILO2	describe and explain linguistic phenomena
CILO3	analyse the structure of different languages
CILO4	collect and process language data for language research
CILO5	discuss critically linguistic issues in the areas of syntax, semantics, phonology, phonetics, morphology and pragmatics.

Teaching and Learning Activities (TLAs)	
TLA1	Lecture: Exemplification of core issues and concepts with relevant examples
TLA2	In-class discussion
TLA3	Group oral presentation
TLA4	Language analysis

Assessment Tasks (ATs)		Group	Individual
AT1	<u>Presentation and Discussion</u> <i>The task aligns with CILOs 1, 2, 3 and 5. In a group of 3-4, students have to present a journal article/book chapter to demonstrate their understanding of the core issues and concepts in linguistics. The</i>	25%	

	<i>presentation should last for 30-35 minutes and be followed by a 10-minute Q & A session.</i>		
AT2	<p><u>Term Paper</u></p> <p><i>The task aligns with CILOs 1, 2, 3 and 5.</i></p> <p><i>Each student writes a term paper that discusses and applies linguistic concepts to the discussion of some phenomena of the language(s) that students know.</i></p> <p><i>The paper should be written in APA style in around 1800-2000 words.</i></p> <p><i>Deadline: 6 May 2022</i></p>		35%
AT3	<p><u>Language Analysis</u></p> <p><i>Task 1 (Pair work 15%)</i></p> <p><i>The task aligns with CILOs 1 to 4.</i></p> <p><i>Students (in pair) have to demonstrate their skills in the collection, processing, and analysis of language data (a language they do not know) through working with an informant. After the completion of data collection, they will write up a short report (700 - 800 words) on the linguistic structure of the language examined.</i></p> <p><i>Deadline: May – TBC</i></p> <p><i>Task 2 (Individual Work 15%)</i></p> <p><i>Students will be provided with some language data of different languages. They will be asked to analyse the data and apply their knowledge in the different areas of linguistics discussed in this course to describe and explain the linguistics phenomena of the languages. (600 words)</i></p> <p><i>Deadline: March - TBC</i></p>	15%	15%
AT4	<p>Class participation</p> <p>Active participation in lessons; contribution to class discussions and activities</p>		10%
TOTAL			100%

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks		
Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
CILO1	TLA1,2,3,4	AT1,2,4
CILO2	TLA1,2,3,4	AT1,2,4
CILO3	TLA1,2,3,4	AT2,3
CILO4	TLA2,4	AT3
CILO5	TLA1,2,3,4	AT1,2,4

Distribution of Notional Learning Hours/ QF Credits

Activity	Notional Learning Hours (NLHs)
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Contact Hours (a)	
Lecture	26
Tutorial	13
Consultation	1
TOTAL:	40
Self-Study Hours (b)	
Reading	26
Language Analysis	6
Preparation for Presentation	14
Term Paper	20
Revision for Examination	14
TOTAL:	80
Total NLHs: (a)+(b)	120
QF Credits: (Total NLHs/10)	12

Course Outline

<p>Week 1: Introduction</p> <p>What is human language? What is the study of linguistics?</p> <p>Required readings: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 1) Fromkin, V. (ed.). (2000). <i>Linguistics: An Introduction to Linguistic Theory</i>. Malden, Mass.; Oxford, UK: Blackwell. (Pt.1) Yule, G. (2010). <i>The Study of Language</i>. Cambridge: Cambridge University Press. (Chapter 3)</p>
<p>Week 2: Language and the brain</p> <p>The language faculty Language disorder – cases of Aphasia</p> <p>Required readings: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 2) Yule, G. (2010). <i>The Study of Language</i>. Cambridge: Cambridge University Press. (Chapter 15)</p>
<p>Week 3: Morphological aspect of language</p> <p>Rules of word formation Types of morpheme Creation of new words</p> <p>Required reading: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 2)</p>
<p>Week 4: Phonetics aspect of language</p> <p>Major areas of phonetics Production of human speech sounds Classification of speech sounds</p>

<p>Description of phonemes Technology and phonetics</p> <p>Required reading: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 5)</p>
<p>Week 5: Phonological aspect of language Phonological rules Phonotactic constraints Lexical gaps Morpho-phonological interface</p> <p>Required reading: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 6)</p>
<p>Week 6: Reading Week</p>
<p>Week 7-8: Semantics Lexical semantics Semantic categories Compositionality Word, phrase and sentence meaning</p> <p>Required reading: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 4)</p>
<p>Week 9-10: Syntactic aspect of language Classification of syntactic constituents Syntactic Dependencies Phrase structure rules Syntactic rules</p> <p>Required reading: Fromkin, V., Rodman, R. & Hyams, N. (2014). <i>An Introduction to Language</i>. Boston, MA: Wadsworth. (Chapter 3)</p>
<p>Week 11- 12: Pragmatics Context and meaning Discourse Cooperative principles and maxims of politeness</p> <p>Required reading: Yule, G. and Widdowson, H. G. (1996). <i>Pragmatics</i>. Oxford: Oxford University Press. (Chapter 6 and 7)</p>
<p>Week 13: Linguistic research methodology Language analysis workshop</p> <p>Required reading:</p>

Bowern, C. (2008). *Linguistic Fieldwork: a Practical Guide*. New York: Palgrave Macmillan. (Chapter 1 and 2)

Week 14: Linguistic research methodology

Language analysis workshop

Language Analysis – Working with an Informant

Week 15: Reading Week

Academic Honesty

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behavior include, but not limited to:

- Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
 - Copying or allowing another to copy a test, quiz, paper, or project;
 - Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
 - Turning in written assignments that are not your own work (including homework);
- Plagiarism – the act of representing the work of another as one’s own without giving credit:
 - Failing to give credit for ideas and material taken from others;
 - Representing another’s artistic or scholarly work as one’s own;
- Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

To comply with the University’s policy, any written work has to be submitted to VeriGuide.

Resources

Primary Text:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth.

Supplementary Readings:

- Baker, A. E. & K. Hengeveld. (eds.). (2012). *Linguistics*. Malden: Wiley-Blackwell.
- Bauer, L. (2007). *The Linguistics Student's Handbook*. Edinburgh: Edinburgh University Press.
- Bowern, C. (2008). *Linguistic Fieldwork: a Practical Guide*. New York: Palgrave Macmillan.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishing.
- Cummings, L. (ed.). (2010). *The Routledge Pragmatics Encyclopedia*. New York: Routledge.
- Fasold, R. & J. Connor-Linton. (2006). *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.
- Fromkin, V. (ed.). (2000). *Linguistics: An Introduction to Linguistic Theory*. Malden, Mass.; Oxford, UK: Blackwell.
- Greenbaum, S. (1991). *An Introduction to English Grammar*. London: Longman.
- International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.
- Kenneally, C. (2007). *The First Word: The Search for the Origins of Language*. New York: Viking.
- Leech, G. (1991). *The Principles of Pragmatics*. London: Longman.
- Matthews, P. (2007). *The Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press.
- Napoli, D.J. (2003). *Language Matters: A Guide to Everyday Questions about Language*. New York: Oxford University Press.
- O'Grady, W., M. Dobrovolsky & F. Katamba. (1997). *Contemporary Linguistics – An Introduction*. Essex: Pearson Education Ltd.
- Paltrich, B. & A. Phakiti. (2010). *Continuum Companion to Research Methods in Applied Linguistics*. London/New York: Continuum International Publishing group.
- Payne, T. E. (2011). *Understanding English Grammar: A Linguistic Introduction*. Cambridge/New York : Cambridge University Press.
- Poole, S. C. (1999). *An Introduction to Linguistics*. New York: St. Martin's Press.
- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. (plus accompanying CD)
- Saeed, J. (2003). *Semantics*. Oxford: Blackwell Publishing Ltd.
- Mihaliček, V. & C. Wilson. (eds). (2011). *Language Files: Materials for an Introduction to Language and Linguistics*. Ohio: Ohio State University Press.
- Yule, G. (2010). *The Study of Language*. Cambridge: Cambridge University Press.

Yule, G. & H. G. Widdowson. (1996). *Pragmatics*. Oxford: Oxford University Press.

Written Paper Rubric

	Exemplary	Satisfactory	Developing/ Emerging	Unsatisfactory	
Focus	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.	
	Weight for this criterion: 20% of total score	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.
Organization	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.	
	Weight for this criterion: 20% of total score	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.	
Support/ Elaboration	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.	
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.	
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.	

Weight for this criterion: 30% of total score	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.
Style Weight for this criterion: 10% of total score	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.
Conventions Weight for this criterion: 10% of total score	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
Information Literacy Weight for this criterion: 10% of total score	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

Oral Presentation Rubric

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Communication Skills Weight for this	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.

<p>critterion: 30% of total score</p>	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.
	Wears appropriate professional or authentic attire.	Wears appropriate professional or authentic attire.	Wears inappropriate attire.	Wears inappropriate attire.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.
<p>Content and Coherence</p> <p>Weight for this criterion: 60% of total score</p>	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.
	Demonstrates exceptional use of supporting details/evidence.	Demonstrates sufficient use of supporting details/evidence.	Demonstrates insufficient supporting details/evidence.	Demonstrates no supporting details/evidence.
<p>Responses to questions</p> <p>Weight for this criterion: 10% of total score</p>	Confidently, politely, and accurately responds to lecturer's or classmates' questions and comments.	Politely and accurately responds to lecturer's or classmates' questions and comments.	Ineffectively responds to lecturer's or classmates' questions and comments.	Unacceptably responds/does not respond to lecturer's or classmates' questions and comments.

Language Analysis Report Rubric

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
<p>Critical Thinking</p> <p>Weight for this criterion:</p>	Report shows evidence of strong skills of analysis, synthesis, and	Report shows evidence of application of skills of analysis,	Report shows inconsistent application of skills of analysis,	Report shows inconsistent application of skills of analysis, synthesis,

30% of total score	evaluation. Logic is virtually flawless.	synthesis, and evaluation. Logic is nearly flawless.	synthesis, and evaluation. Logic may be flawed.	and evaluation. Logic may be flawed.
Application of Critical Technique & Perspective Weight for this criterion: 20% of total score	Report reflects mastery of the critical concepts applied. Analysis and conclusions drawn are virtually incontrovertible.	Report reflects a solid understanding of the critical concepts applied. Analysis and conclusions drawn are strong with minor "errors."	Report reflects some understanding of the critical concepts applied. Analysis and conclusions drawn are somewhat questionable with a few obvious "errors."	Report reflects little understanding of the critical concepts applied. Analysis and conclusions drawn are questionable with obvious "errors."
Analysis Weight for this criterion: 30% of total score	Report shows excellent analysis of the language structure of this task.	Report shows good analysis of the language structure of this task.	Report shows some analysis of the language structure of this task.	Report shows little analysis of the language structure of this task.
Accuracy in Transcription Weight for this criterion: 10% of total score	Report shows high accuracy in transcription.	Report shows satisfactory accuracy in transcription.	Report shows acceptable accuracy in transcription.	Report shows little accuracy in transcription.
Report Organization Weight for this criterion: 05% of total score	Report is strikingly organized with a keen sensitivity to building an argument.	Report is well organized with a logical approach to building an argument.	Report is competently organized with a logical if uninspired approach to building an argument.	Report is inconsistently organized with a haphazard approach to building an argument.
Writing Style Weight for this criterion: 05% of total score	Report is flawlessly written with a flair for academic style. Excellent word choice and sentence variety.	Report is well written with a solid academic style. Some strong word choice and sentence variety.	Report is acceptably written with some academic style. Word choice and sentence variety are ordinary.	Report is poorly written with a little academic style. Word choice and sentence variety are below expectations.