

Hong Kong Shue Yan University
Department of English Language & Literature
2nd term, 2020-2021

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	Presentation and Discussion <i>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 presentation should last for 30-35 minutes and be followed</i>	25%	

	<i>by a 10-minute Q & A session.</i>		
AT2	Term Paper <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. The paper should be written in APA style in around 1800-2000 words.</i> <i>Deadline: 7 May 2021</i>		35%
AT3	Language Analysis <i>Task 1 (Pair work 15%)</i> <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 (Week 14). 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> <i>Deadline: 27 Apr 2021</i> <i>Task 2 (Individual Work 15%)</i> <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 – 700 words)</i> <i>Deadline: 23 Mar 2021</i>	15%	15%
AT4	Class participation Active participation in lessons; contribution to class discussions and activities		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	AT1,2,3,4
CILO2	TLA1,2,3,4	AT1,2,3,4
CILO3	TLA1,2,3,4	AT1,2,3,4
CILO4	TLA2,3,4	AT2,3,4
CILO5	TLA1,2,3,4	AT1,2,3,4

Distribution of Notional Learning Hours/ QF Credits

Activity	Notional Learning Hours (NLHs)
Contact Hours (a)	

Lecture	26
Tutorial	13
Consultation	1
TOTAL:	40
Self-Study Hours (b)	
Reading	26
Language Analysis	18
Preparation for Presentation	14
Term Paper	22
TOTAL:	80
Total NLHs: (a)+(b)	120
QF Credits: (Total NLHs/10)	12

Course Outline

Week 1: Introduction

What is human language?
What is the study of linguistics?

Required readings:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 1)

Fromkin, V. (ed.). (2000). *Linguistics: An Introduction to Linguistic Theory*. Malden, Mass.; Oxford, UK: Blackwell. (Pt.1)

Yule, G. (2010). *The Study of Language*. Cambridge: Cambridge University Press. (Chapter 3)

Week 2: Language and the brain

The language faculty
Language disorder – cases of Aphasia

Required readings:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 2)

Yule, G. (2010). *The Study of Language*. Cambridge: Cambridge University Press. (Chapter 15)

Week 3: Morphological aspect of language

Rules of word formation
Types of morpheme
Creation of new words

Required reading:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 2)

Week 4: Phonetics aspect of language

Major areas of phonetics
Production of human speech sounds
Classification of speech sounds
Description of phonemes
Technology and phonetics

Required reading:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 5)

Week 5: Phonological aspect of language

Phonological rules

Phonotactic constraints

Lexical gaps

Morpho-phonological interface

Required reading:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 6)

Week 6: Reading Week

Week 7-8: Semantics

Lexical semantics

Semantic categories

Compositionality

Word, phrase and sentence meaning

Required reading:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 4)

Week 9-10: Syntactic aspect of language

Classification of syntactic constituents

Syntactic Dependencies

Phrase structure rules

Syntactic rules

Required reading:

Fromkin, V., Rodman, R. & Hyams, N. (2014). *An Introduction to Language*. Boston, MA: Wadsworth. (Chapter 3)

Week 11- 12: Pragmatics

Context and meaning

Discourse

Cooperative principles and maxims of politeness

Required reading:

Yule, G. and Widdowson, H. G. (1996). *Pragmatics*. Oxford: Oxford University Press. (Chapter 6 and 7)

Week 13: Linguistic research methodology

Language analysis workshop

Required reading:

Bowern, C. (2008). *Linguistic Fieldwork: a Practical Guide*. New York: Palgrave

Macmillan. (Chapter 1 and 2)
Week 14: Linguistic research methodology
Language analysis workshop <i>Language Analysis – Working with an Informant</i>
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.

Assessment Rubrics for Term Paper

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Focus (20%)	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.
	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 (20%)	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.
	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 (30%)	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.
	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 (10%)	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 (10%)	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 (10%)	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.

Assessment Rubrics for Oral Presentation

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Communication Skills (30%)	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.
	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.
Content and Coherence (60%)	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.
Response to questions (10%)	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.

Assessment Rubrics for Language Analysis Tasks

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Critical Thinking (30%)	Report shows evidence of strong skills of analysis, synthesis, and evaluation. Logic is virtually flawless.	Report shows evidence of application of skills of analysis, synthesis, and evaluation. Logic is nearly flawless.	Report shows inconsistent application of skills of analysis, synthesis, and evaluation. Logic may be flawed.	Report shows inconsistent application of skills of analysis, synthesis, and evaluation. Logic may be flawed.
Application of Critical Technique & Perspective (20%)	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 (30%)	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 (10%)	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 (5%)	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 (5%)	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.

Assessment Rubrics for Class Participation

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Preparation for class (25%)	Evidence of extensive preparation for every session	Evidence of adequate preparation for most sessions	Preparation for class is inconsistent	Little evidence of preparation for class
Level of engagement (25%)	Proactively contributes to every session by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Contributes to most sessions by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Rarely contributes ideas, or asks questions during class and group discussions, or online breakout rooms; offers only minimal responses when called upon	Never contributes ideas, or asks /responds to questions in class and group discussions; does not participate in online breakout rooms
Attitude towards learning (25%)	Displays a consistently high level of interest and positive attitude towards learning; attends all sessions or views recordings to catch up on missed lectures	Generally displays interest and positive attitude to learning; attends most sessions or views recordings to catch up on missed lectures	Displays inconsistent attitude towards learning; often misses sessions and only occasionally views missed lecture content	Displays passive attitude and noticeable lack of interest in course content; makes little or no effort to attend sessions or view missed lecture content
Classroom behaviour and netiquette (25%)	Punctual to every session; always shows respect to other classroom or online participants; student's presence enhances class cohesion and dynamics	Punctual to most sessions; shows respect to other classroom or online participants; student's presence usually enhances class cohesion and dynamics	Sessions at times disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but frequently 'away from desk'	Sessions often disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but always 'away from desk'