

RECEIVED

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## Course Information

Date Submitted: 12/2/2015

Current Prefix and Number: LIN - Linguistics , LIN 211 INTRODUCTION TO THE STUDY OF LANGUAGE

OFFICE OF THE  
LANGUAGE COUNCIL

Other Course:

Proposed Prefix and Number: LIN 211

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Linguistics

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jennifer Cramer

Email: jennifer.cramer@uky.edu

Phone: 8592576983

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTRODUCTION TO THE STUDY OF LANGUAGE

Proposed Title: INTRODUCTION TO THE STUDY OF LANGUAGE

c. Current Transcript Title: INTRODUCTION TO THE STUDY OF LANGUAGE

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 2

DISCUSSION: 1

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

**2i. Current Course Description for Bulletin:** Designed to give students a broad introduction to the field of linguistics, the scientific study of human language. Part 1 offers a basic foundation in the study of grammar, introducing the five core components of human grammar: syntax, morphology, phonetics, phonology and semantics. Part 2 builds upon this knowledge by surveying a number of subfields of linguistics, including historical linguistics, sociolinguistics, language acquisition, and language and the brain.

**Proposed Course Description for Bulletin:** Designed to give students a broad introduction to the field of linguistics, the scientific study of human language. The first half of the course offers a basic foundation in the study of grammar, introducing the five core components of human grammar: syntax, morphology, phonetics, phonology and semantics. The second half of the course builds upon this knowledge by surveying a number of subfields of linguistics, including historical linguistics, sociolinguistics, language acquisition, and language and the brain.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 211 CHANGE Dept Review|20151110

SIGNATURE|ACSI222|Anna C Harmon|LIN 211 CHANGE College Review|20151215

SIGNATURE|JMETT2|Joanie Eit-Mims|LIN 211 CHANGE Undergrad Council Review|20160330

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

ID	Attachment
Delete 5943	Sample Syllabus for LIN211 with breakout sections

First | 1 | Last

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		LIN - Linguistics LIN 211 INTRODUCTION TO THE STUDY OF LANGUAGE	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	LIN 211
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES	Submission Date: 12/2/2015	
b. Department/Division:		Linguistics		
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* Contact Person Name:		Jennifer Cramer	Email: jennifer.cramer@uky.edu	Phone: 8592576983
* Responsible Faculty ID (if different from Contact)		Email: Phone:		
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: 2
2. Designation and Description of Proposed Course.				
a. Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed change not affect DL delivery.				
b. Full Title:		INTRODUCTION TO THE STUDY OF LANGUAGE	Proposed Title: *	INTRODUCTION TO THE STUDY OF LANGUAGE
c. Current Transcript Title (if full title is more than 40 characters):			INTRODUCTION TO THE STUDY OF LANGUAGE	
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number): none

Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern.</b>					
Current:	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____ Please explain:		
Proposed: *	Lecture 2	Laboratory <sup>5</sup>	Recitation	Discussion 1	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____ Please explain:		
<b>f.</b>	<b>Current Grading System:</b>	ABC Letter Grade Scale			
	<b>Proposed Grading System:*</b>	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
<b>g.</b>	<b>Current number of credit hours:</b>	3	<b>Proposed number of credit hours:*</b>	3	
<b>h.*</b>	<b>Currently, is this course repeatable for additional credit?</b>				<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>*</b>	<b>Proposed to be repeatable for additional credit?</b>				<input type="radio"/> Yes <input checked="" type="radio"/> No
	<b>If YES:</b>	<b>Maximum number of credit hours:</b>			
	<b>If YES:</b>	<b>Will this course allow multiple registrations during the same semester?</b>			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i.</b>	<b>Current Course Description for Bulletin:</b>				
	Designed to give students a broad introduction to the field of linguistics, the scientific study of human language. Part 1 offers a basic foundation in the study of grammar, introducing the five core components of human grammar: syntax, morphology, phonetics, phonology and semantics. Part 2 builds upon this knowledge by surveying a number of subfields of linguistics, including historical linguistics, sociolinguistics, language acquisition, and language and the brain.				
<b>*</b>	<b>Proposed Course Description for Bulletin:</b>				
	Designed to give students a broad introduction to the field of linguistics, the scientific study of human language. The first half of the course offers a basic foundation in the study of grammar, introducing the five core components of human grammar: syntax, morphology, phonetics, phonology and semantics. The second half of the course builds upon this knowledge by surveying a number of subfields of linguistics, including historical linguistics, sociolinguistics, language acquisition, and language and the brain.				
<b>j.</b>	<b>Current Prerequisites, if any:</b>				
<b>*</b>	<b>Proposed Prerequisites, if any:</b>				
<b>k.</b>	<b>Current Supplementary Teaching Component, if any:</b>			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input checked="" type="radio"/> Both	

	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes @ <input type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes @ <input type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes @ <input type="radio"/> No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes @ <input type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes @ <input type="radio"/> No
	If YES <sup>2</sup> , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G-</b> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**LIN211: Introduction to the Study of Language**  
**Spring 2016 Course Syllabus**  
**MW 9:00-9:50am, MEH 103 (Lecture)**

**Recitations**

<b>F 9:00-9:50am (Section 001), CB 201</b>	<b>F 10:00-10:50am (Section 005), CB 201</b>
<b>F 9:00-9:50am (Section 002), CB 203</b>	<b>F 10:00-10:50am (Section 006), CB 203</b>
<b>F 9:00-9:50am (Section 003), CB 205</b>	<b>F 10:00-10:50am (Section 007), CB 205</b>
<b>F 9:00-9:50am (Section 004), CB 207</b>	<b>F 10:00-10:50am (Section 008), CB 207</b>

**Instructor:** Dr. Jennifer Cramer  
**Office:** 1371 Patterson Office Tower  
**Phone:** (859) 257-6983  
**Email:** [jennifer.cramer@uky.edu](mailto:jennifer.cramer@uky.edu)  
**Mailbox:** 1243 POT, English Department  
**Office hours:** TR 9-10:30am or by appointment

**Teaching Assistants:**

<p>Ghazaleh Kazeminejad (Sections 001, 005)  <b>Office:</b> 1318 Patterson Office Tower  <b>Email:</b> <a href="mailto:gka224@uky.edu">gka224@uky.edu</a>  <b>Mailbox:</b> 1243 POT, English Department  <b>Office hours:</b> MW 12-1pm or by appt.</p>	<p>Sophie Moradi (Sections 003, 007)  <b>Office:</b> 1222 Patterson Office Tower  <b>Email:</b> <a href="mailto:s.moradi@uky.edu">s.moradi@uky.edu</a>  <b>Mailbox:</b> 1243 POT, English Department  <b>Office hours:</b> WF 10-11am or by appt.</p>
<p>Marie Hunter (Sections 002, 006)  <b>Office:</b> 1318 Patterson Office Tower  <b>Email:</b> <a href="mailto:mariebhunter@uky.edu">mariebhunter@uky.edu</a>  <b>Mailbox:</b> 1243 POT, English Department  <b>Office hours:</b> MW 12-1pm or by appt.</p>	<p>Sahar Taghipour (Sections 004, 008)  <b>Office:</b> 1222 Patterson Office Tower  <b>Email:</b> <a href="mailto:sahar.taghipour@uky.edu">sahar.taghipour@uky.edu</a>  <b>Mailbox:</b> 1243 POT, English Department  <b>Office hours:</b> WF 10-11am or by appt.</p>

**Course Description:** This course is designed to give students a broad introduction to the field of Linguistics, the scientific study of human language. This course is divided into two parts. The first will provide students with a basic foundation in the study of grammar, introducing the five core components of human grammar: syntax, morphology, phonetics, phonology, and semantics. We will then build upon this knowledge in the second section, surveying a number of subfields of linguistics, including historical linguistics, sociolinguistics, language acquisition, and language and the brain.

**Student Learning Outcomes:**

At the conclusion of the course, students will be able to:

- demonstrate an understanding of the complexity of human language and the core areas of linguistic structure (syntax, morphology, phonetics, phonology, and semantics)
- compare linguistic features across the world's languages, with attention to typological variation and the various theories put forward to explain such variation
- explain the ways in which language changes over time and the reasons why such changes occur, especially with respect to the English language
- describe the influence of social factors, such as place, class, ethnicity and gender, on language change and diversity within English and other languages



- differentiate between the language development issues that arise for first language acquisition contexts and those of second language acquisition
- and define the differences between human and non-human systems of communication

**Course Goals:**

This course hopes to:

- Instill in you an understanding of and appreciation for the complex yet systematic nature of language.
- Acquaint you with the fundamental concepts and principles of linguistic theory and prepare you for higher-level linguistics courses.
- Train you in basic techniques of linguistic analysis.
- Promote tolerance of linguistic diversity, especially of your own way of speaking!

**Required Textbook:** *The Language Instinct, 3<sup>rd</sup> ed.*, by Steven Pinker. 2007. ISBN# 0061336467. This book is also available as an e-book. Marked as “LI” in the course schedule. Additional readings may be made available in Canvas.

**Required Device:** Because we will be using LectureTools (an Echo360 product) as part of the course delivery, you will be required to bring your laptop, tablet computer, or mobile phone to class. Please come to class prepared to use this technology (i.e., you know how it works, it has enough battery life), and make sure you use it only for the purposes of the lecture (i.e., you will not use the device for Facebook, Twitter, or other non-class-related activities). There is no added fee for this software. You must set up an account; this can be accomplished in Canvas. If you have questions or concerns about this aspect of the course, please see the instructor immediately. **Canvas:** As you may know, UK is switching from Blackboard to Canvas for our online learning management system. This year, instructors have the option to use either, but next year, we’ll all have to move to Canvas. So I’ve decided to move now. **We will not be using Blackboard.**

But we will use Canvas, and a lot of information will be made available there, including class slides, grades, quizzes, assignments, and additional resources/readings. There is a link to Canvas on the Link Blue page (<http://www.uky.edu/UKHome/subpages/linkblue.html>) or you can go directly to <https://uk.instructure.com> to sign in. Canvas also has an app that comes highly recommended. If you haven’t used Canvas before, don’t worry! You have access to some materials that will teach you how to use it right in our course page. You can also find helpful instructions at <http://www.uky.edu/canvas/>. Please log on to Canvas as soon as possible, and contact me if you have any difficulty doing so. **You should check Canvas regularly for information relating to this class.**

**Attendance Policy:** In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session; if you do have to miss a class session, you must let me know the circumstances of your absence. Try to borrow someone’s notes, since some of the information that will be covered in class is not covered in the text. If you have specific questions regarding any information covered in class, please come and see me (or the TAs) during office hours (or schedule an appointment for some other time); please do not expect me to repeat entire lectures, however.

Excused absences will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2 of *Student Rights and Responsibilities*, which is available online at <http://www.uky.edu/Ombud/policies.php>. (S.R. 5.2.4.2 defines the acceptable reasons for excused absences.) I require proper documentation, such as a note from the doctor for illness, a bulletin from the funeral in the case of bereavement, etc., covering the specific day(s) of your absence. Do **NOT** schedule regular appointments/check-ups (i.e. eye doctor, dentist, OB/GYN, etc.) during our class time. These will not be excused. The latest that you can contact me regarding these absences is **ONE** week from the date of the **FIRST** excused absence.

If you need to leave early for any reason, let us know before class starts. Please try to sit near the door, so as to limit the amount of disruption to the class.

**Course Evaluation and Grading Scale:**

Fun Days (11):	20% (2% each)	A	90-100%
Online quizzes (11):	20% (2% each)	B	80-89%
Midterm exam:	25%	C	70-79%
Final exam:	25%	D	60-69%
Participation:	10%	E	Below 60%

**Fun Days:** During your recitation sessions on Fridays, we will have group activities that are designed to further enhance your learning of the subject matter. At the end of class, your group will submit one (1) completed assignment to be graded. Make sure all group member names are included on this assignment. If you have an excused absence, as described above, you will be permitted to complete a make-up assignment with one of the TAs, as long as you meet the one week requirement for submitting your excused absence. Your lowest fun day grade will be dropped.

**Quizzes:** Beginning during the second week of class, you will be required to take a brief online quiz each week until the end of the semester. These quizzes are not designed to be difficult; rather, their purpose is to ensure that everyone is keeping up with the reading and understands the material covered in the course. Note that each quiz will be made available for only **one (1) week** after it has been posted. Your lowest quiz grade will be dropped.

**Exams:** There will be two exams, one midterm and one final, covering the material from the first and second halves of the semester, respectively. If you miss an exam, you will receive a 0 unless I excuse your absence, in which case you will be required to take a make-up exam in my office. You must have an **excused, documented** absence (see above for more details) in order to make up a missed exam. No exceptions!

**Class participation:** You are expected to attend each class and to have done the reading assigned for that day. **In the course schedule, readings appear next to the day on which they are due.** I recommend that you take notes on the readings and come prepared with questions or comments to contribute to class discussion. Your participation grade will be based on participation questions that are sprinkled throughout the lectures. You will be required to submit answers in class through Lecture Tools using your laptop, tablet, or mobile phone to do so. If you have questions or concerns about this aspect of the course, please see the instructor immediately.

**Electronic Devices:** Mobile phones, laptops, and other electronic devices are to be used only for appropriate purposes in class. If you must respond to an emergency call, keep your phone on vibrate and leave the room to take the call. The idea is to create as little distraction as possible – for your sake as well as mine and everyone else’s. No texting, emailing, googling, facebooking, or other internet-type activities are allowed in class unless required by the lecture. **If you are caught in violation of these rules, you will be asked to leave the classroom.**

**Academic Accommodations:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (contact: 725 Rose Street, Multidisciplinary Science Building, Suite 407; 859-257-2754; [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu)) for coordination of campus disability services available to students with disabilities.

**Academic Integrity:** All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others’ work as one’s own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: [http://www.uky.edu/USC/New/rules\\_regulations/index.htm](http://www.uky.edu/USC/New/rules_regulations/index.htm). The Academic Ombudsman’s website also has information on plagiarism found at <http://www.uky.edu/Ombud>.

Students ask whether it is permissible to work together on homework assignments. Here is the answer: it is fine – in fact it is desirable – for two or more students to discuss an assigned problem **before** they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted. By university policy, the minimum penalty for handing in an answer any part of which is copied (or an answer from which another student has been allowed to copy) is an E for the course.

## Daily Schedule

The following dates are approximate and dates are subject to change. The midterm of the semester is **Monday, March 7**. The last day to add a class is **Wednesday, January 20**.

Date	Homework/Exam	Topic	Readings
W 1/15		Introduction to class	
F 1/17		Languages as an instinct; Descriptivism vs. Prescriptivism	LI, Chapters 1-2
M 1/20	<b>**NO CLASS**</b>	<b>**MLK DAY**</b>	<b>**NO CLASS**</b>
W 1/22		<b>Class in your PJs: <i>Colorless Green Ideas</i></b>	LI, Chapter 12
F 1/24	Quiz 1 posted	Language & Thought: the Whorfian Hypothesis	LI, Chapter 3
M 1/27		Syntax: Parts of Speech	LI, Chapter 4
W 1/29		Syntax: Sentence Structure	
F 1/31	Quiz 2 posted	More fun with Syntax	
M 2/3		Morphology: Word Structure	LI, Chapter 5
W 2/5		Morphology: Morpheme Types	
F 2/7	Quiz 3 posted	More fun with Morphology	
M 2/10		Phonetics: Spelling ≠ Pronunciation	LI, Chapter 6
W 2/12		Phonetics: Distinctive Features & IPA	
F 2/14	Quiz 4 posted	More fun with Phonetics	
M 2/17		Phonology: the Phoneme	
W 2/19		Phonology: Sound Rules	
F 2/21	Quiz 5 posted	More fun with Phonology	
M 2/24		Semantics: Lexical Categories	LI, Chapter 7
W 2/26		Semantics: Theta Roles	
F 2/28	Review for exam	Review for exam	
M 3/3	<b>Midterm Exam</b>		
W 3/5		Typology	
F 3/7	Quiz 6 posted	More fun with Typology	
M 3/10		Language Change	LI, Chapter 8
W 3/12		Language Change: History of English	
F 3/14	Quiz 7 posted	More fun with Language Change	
M 3/17	<b>**NO CLASS**</b>	<b>**SPRING BREAK**</b>	<b>**NO CLASS**</b>
W 3/19	<b>**NO CLASS**</b>	<b>**SPRING BREAK**</b>	<b>**NO CLASS**</b>
F 3/21	<b>**NO CLASS**</b>	<b>**SPRING BREAK**</b>	<b>**NO CLASS**</b>
M 3/24		<b>Class in your PJs: <i>American Tongues</i></b>	
W 3/26		Language & Society: Regional & Ethnic Variation	
F 3/28	Quiz 8 posted	More fun with Regional & Ethnic Variation	
M 3/31		Language & Society: Gender Variation	
W 4/2		Language & Society: Pidgins and Creoles	
F 4/4	Quiz 9 posted	More fun with Language & Society	
M 4/7		First Language Acquisition	LI, Chapter 9
W 4/9		Second Language Acquisition	

F 4/11	Quiz 10 posted	More fun with Language Acquisition	
M 4/14		Language and the Brain	LI, Chapter 10
W 4/16		Language and the Brain	
F 4/18	Quiz 11 posted	More fun with Language and the Brain	
M 4/21		Animal Language	LI, Chapter 11
W 4/23		Animal Language	
F 4/25		More fun with the Animal Language	
M 4/28		Language as an Instinct: a Retrospective	LI, Chapter 13
W 4/30		Language as an Instinct: a Prospective	
F 5/2	Review for exam	Review for exam	

**FINAL EXAM**

**Monday, May 5, 3:30pm**