

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/26/2013

1b. Department/Division: Linguistics

1c. Contact Person

Name: andrew hippisley

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Phone: 257-6989

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 222

2c. Full Title: Introduction to Linguistics II: Language in Context

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Second of two courses offered in the introductory linguistics sequence, designed for majors and minors in Linguistics. Builds upon the theoretical knowledge gained in LIN 221. Intense introduction to a number of branches of linguistics including historical linguistics, pragmatics, sociolinguistics, language acquisition, psycholinguistics. May be of use to students in other disciplines.

2k. Prerequisites, if any: LIN 221 or ENG 221 or approval of Instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Linguistics (major and minor). Replaces LIN 212.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

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|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW LIN 222|20120323

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW LIN 222|20120416

Course: LIN 222

Title: Introduction to Linguistics II: Language in Context

Instructor: Dr. Jennifer Cramer

Semester: Fall 2013

Time/location: TR, 8-9:15am/CB 204

E-mail (preferred): jennifer.cramer@uky.edu

Office: 1371 POT

Mailbox: 1243 POT

Office Hours: MWF 1-2pm

Phone: 859-257-6983

COURSE SYLLABUS

Prerequisite: ENG/LIN 221 or approval of Instructor.

Course Description:

This course is the second semester of an intensive two-course introductory sequence to the scientific study of human language, geared primarily for majors and minors in Linguistics. Building upon the theoretical knowledge gained in LIN/ENG 221, LIN/ENG 222 will provide students with a thorough survey of the following branches of Linguistics:

- **Pragmatics:** the study of language use with reference to the context of the discourse;
- **Sociolinguistics:** the investigation of the complex relationship between language and society;
- **Historical Linguistics:** the study of how and why languages change through the course of time;
- **Language Acquisition:** the analysis of the stages in which children acquire language (seemingly) with ease and the difficulties a learner faces in second language acquisition;
- **Psycholinguistics:** the examination of how language is processed in the mind;
- **Typology and Universals:** the study of the levels at which all languages are similar and in what ways they may differ.

Student Learning Outcomes:

Upon completion of the course students should:

- Illustrate the importance of speaker knowledge and beliefs in the use of language;
- Analyze the type of speech acts used within specific utterances, applying specific Gricean maxims to language in context;
- Examine the influence of social factors, such as place, class, ethnicity and gender, on language change and diversity within English and other languages;
- Identify the linguistic origins of the English language and the important historical events that have changed it;
- Reconstruct the original words and phonemes for a proto-language, based on the analysis of a set of related languages;
- Compare the many stages and aspects of first language acquisition to those of second language acquisition;
- Describe the many methods used by psycholinguists to understand language processing, comprehension, and production;
- Discover the typological variation within and across the world's languages.

Required materials:

- *Contemporary Linguistics: An Introduction*. Sixth Edition. By William O'Grady, John Archibald, Mark Aronoff and Janie Rees-Miller, 2010. Boston/New York: Bedford/St. Martin's.
- *Study Guide for Contemporary Linguistics*, prepared by Teresa Vanderweide, U.S. edition prepared by Janie Rees-Miller, John Archibald, Mark Aronoff and William O'Grady. 2009. Intended as a supplement to the lectures and textbook, to provide additional practice and review, and as a study aid.

Grading:**REQUIREMENTS:**

10 Homeworks (lowest homework dropped) = 25%
Regular Quizzes (lowest quiz dropped) = 25%
2 Midterm Exams = 15% each
Final Exam = 20%

GRADING SCALE:

90-100% A 60-69% D
80-89% B 59% or below E
70-79% C

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Final Exam Information

Time, date and location TBA.

Course Policy on Academic Accommodations due to disability: 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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance:

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, by all means come and see me during my office hours (or schedule an appointment for some other time); please don't 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. [<http://www.uky.edu/Ombud/policies.php> S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]

Course Policy for Submission of Assignments:

Homework which you submit after class time on the specified due-date will not be accepted for grading UNLESS your absence on that date is an excused one. If a student is unable to submit a written homework assignment on time owing to an excused absence, s/he should consult with me as

soon as possible about making up the assignment. Whatever length of time a student is out of class because of an excused absence, the student has that length of time to make up missed homework once s/he returns to class; for instance, if a student misses three class meetings because of an excused absence, then starting from the day of her/his return to class, s/he has three class meetings to make up any homework that s/he failed to submit during her/his absence. *Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work.*

Course Policy on 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. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Course Policy on Classroom civility and decorum:

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.)

Course Policy for Group work & student collaboration:

Students sometimes 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 a zero for that assignment.

Course schedule: The midterm of the semester is **Monday, October 17.**

Week	Topic	Readings	Homework	Exams
Week 1	Review of Concepts of 221			
Week 2	Historical Linguistics: Phonological Change	O'Grady 245-259	HW 1 due Monday	
Week 3	Historical Linguistics: Morphological & Syntactic Change	O'Grady 259-266	HW 2 due Monday	
Week 4	Historical Linguistics: Lexical Change & the Comparative Method	O'Grady 266-289	HW 3 due Monday	Exam 1 - Friday
Week 5	Pragmatics: Speech Acts			
Week 6	Pragmatics: Gricean Maxims	O'Grady 232-238	HW 4 due Monday	
Week 7	Sociolinguistics: Dialectal Variation	O'Grady 485-500	HW 5 due Monday	
Week 8	Sociolinguistics: Language Contact Situations; Pidgins & Creoles	O'Grady 500-506	HW 6 due Monday	
Week 9	Sociolinguistics: Society & Language	O'Grady 507-522	HW 7 due Monday	
Week 10	First Language Acquisition: Stages of Acquisition	O'Grady 351-385	HW 8 due Monday	
Week 11	Second Language Acquisition: L2 Grammar	O'Grady 391-425	HW 9 due Monday	Exam 2 - Friday
Week 12	Psycholinguistics: Methods	O'Grady 429-441		
Week 13	Psycholinguistics: Processing and Modeling	O'Grady 441-455	HW 10 due Monday	
Week 14	Typology: Typological Classification	O'Grady 297-319		
Week 15	Typology: Genetic Classification	O'Grady 319-328	HW 11 due Monday	
Final Exam – TUESDAY, December 13, 1pm				