



"Everything that we have so far seen to be true of language points to the fact that it is the most significant and colossal work that the human spirit has evolved -- nothing short of a finished form of expression for all communicable experience. This form may be endlessly varied by the individual without thereby losing its distinctive contours; and it is constantly reshaping itself as is all art. Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious generations." Edward Sapir (1921) *Language*.

**Saint Louis University – Madrid Campus
English Department**

CMM-4010/ENGL-4110/ FREN-4110/ SPAN-4110

Fall 2016: Mondays & Wednesdays, 4:00-5:15 p.m.; 3 Credit Hours

Instructor: Anne McCabe, Ph.D. **Office Hours:** Mondays, Wednesdays and Fridays, 12:00-2:00 p.m. (or by appointment)

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Prerequisites: ENGL-1900/1920

Course Goals and Outcomes

Through course readings, lectures, discussions and assignments, you will be provided with multiple opportunities to understand language in depth: you will increase your awareness of why language is the way it is, due to our human biological make-up and due to our needs as social beings with a myriad of communicative needs. A further goal is to familiarize you with various ways linguists have of analyzing language at different levels, phonological, morpho-syntactic, semantic, pragmatic, and discursal. All of the above leads to a greater understanding of how we learn/acquire/become socialized through our speech and discourse communities into our languages (our idiolects, dialects and sociolects), and of how language is used and valued differently in different contexts, situations and time periods. This understanding will allow you to educate others in effective and ethical language use.

Specific course outcomes include:

- Explain and exemplify specific areas of linguistic study (assessed through exam matching, short answer and essay questions)
 - ✓ Phonetics, phonology, morphology, syntax, lexical studies, semantics, pragmatics, sociolinguistics (diachronic and synchronic language variation), neurolinguistics, language loss and growth, language acquisition/development, language and animals

- Explain and apply basic tenets of specific theoretical and analytical models of language (assessed through exam analysis questions, homework and written assignments)
 - ✓ Phonological analysis
 - ✓ Speech act theory, politeness theory and Conversation Analysis
 - ✓ Relationship between instances of language and the language system
 - ✓ The three metafunctions of language: ideational, interpersonal and textual
 - ✓ The four primary speech functions (giving goods and services, demanding goods and services, giving information, and demanding information)

- Analyze texts using specific linguistic and multimodal analytical tools (assessed through homework and written assignments)
 - ✓ Genre and register
 - ✓ Textual patterns
 - ✓ Functional elements (ranks, groups), their internal structure and their role in contextualized meaning-making
 - ✓ Clause simplexes and clause complexes (including embedding, parataxis and hypotaxis)
 - ✓ Discourse-semantics of evaluation
 - ✓ Text-image combinations

- Compare/contrast your own analytical findings with published research (assessed through written assignments)

- Evaluate linguistic theories and models for their usefulness in society (assessed through journals and exam essays questions)

- Create a lesson plan to teach others about linguistic equality (assessed through the lesson plan)

Course Description:

The objectives of the course will be approached through lecture, discussion, reading, exercises, exams and papers/projects. It includes extensive and intensive linguistic analyses of different types. These will be carried out mainly on the English language, although other languages will be used to illustrate different points, and students are encouraged to carry out their projects on other languages. (NOTE: Students who are enrolled in SPAN-4110, GR-4110, FREN-4110 *must write their assignments about the corresponding language.*)

Course Text:

McCabe, Anne (2017). *An Introduction to Linguistics and Language Studies, Second Edition*. London: Equinox.

Please check our Blackboard regularly!

Grading Policy: 20% participation and preparation (including homework and lesson plan)
 30% exams (15% each)
 50% written assignments (25% each)

Grading Scale:

Each piece of graded work will be assessed using the following scale. At the mid-term and at the end of the semester, your grade will be calculated also according to this scale:

- A 4.0 High intellectual initiative and achievement (work constantly and consistently goes beyond the given, shows informed risk-taking, adds new perspectives)
- A- 3.7 High intellectual initiative and achievement (work usually goes beyond the given, shows informed risk-taking, adds new perspectives)
- B+ 3.3 Above average and approaching high achievement (work goes beyond the given, shows some risks, adds something new)
- B 3.0 Above average (work goes beyond the given, shows solid initiative)
- B- 2.7 Above average (work sometimes goes beyond the given, shows some initiative)
- C+ 2.3 Slightly above average (work is as expected, but shows some initiative)
- C 2.0 Clearly acceptable performance (work is as required)
- C- 1.7 Slightly below average (work is sometimes less than expected)
- D 1.0 Minimum passing grade; achievement of questionable acceptability
- F 0.0 Failure
- AF 0.0 Failure due to excessive absences or unauthorized withdrawal

Attendance Policy:

Regular class attendance is mandatory. More than three unexcused absences will result in a lowered grade. Excused absences include illness (if verified by a doctor's note) and school trips. In the case of an excused absence, you are expected to keep up with any assigned work (as indicated on the syllabus).

Class Assignments:

Students should come to class prepared - which means having read the assigned texts carefully and done the assigned exercises, exercise summaries and journal reflections. I may periodically ask you to submit exercises in addition to those noted on the assignment schedule. Some of the assigned exercises we will do together in class. The homework is designed to help you learn the concepts and are due at the beginning of each class period either via Blackboard, hand-written, printed or as an email attachment to mccabea@slu.edu. All homework and journal reflection assignments are included on Blackboard under each Chapter folder.

Written Assignments:

The two papers involve data collection and analysis, along with at least 3 outside sources on your chosen topic (you will be given a fuller rubric in class). Some linguistic books can be found in our library, and community libraries, such as, the libraries of the Facultad de Filología Inglesa at both the Complutense and Autónoma Universities, and the Biblioteca Nacional, provide a wealth of resources for writing in linguistics. Also, you should become familiar with using the SLU library databases, which provides access to a great store of articles.

For the lesson plan, you should create a 5-page explanation of how you would teach others (for example, a child, a grandparent, a friend) about linguistic equality and about how misunderstandings of language can lead to social injustice.

Late Paper Policy:

The assignment schedule states when papers are due. Late papers will drop one full letter grade, and a student who fails to turn a paper in within a week of its due date will receive an F on that assignment. Always contact me before an assignment is due if you anticipate a problem. All written assignments must be completed in order for you to pass the course.

Academic Honesty Policy:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

Please direct questions about any facet of academic integrity to me, the chair of the department of your academic program or the Academic Dean of the Madrid Campus. In writing up the research that you will be doing for this course, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. Also, on exams it is important to produce your own responses to all questions, based on the material from class lectures, discussions and readings. Please do not hesitate to ask me about the correct ways of handling and citing outside sources. Sanctions for violations of academic integrity are an F for the course, with the possibility of further disciplinary action taken by the University. In the instance of a suspicion of plagiarism or other form of academic dishonesty it should be remembered that the instructor has the right to require the student to prove (by quiz, interview, or other means) that they are the author of submitted work. Inability to do so will result in a report to the committee for academic dishonesty.

Exams:

Exams will be based on textbook and on class notes. Dates for the mid-term and final exams are included on the course syllabus. Any student who does not notify me in advance that he/she is unable to attend the exam will receive an F. There are no make-up mid-term and final exams.

Academic Accommodations and Learning Resources:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services by checking the webpage at <https://www.slu.edu/madrid/campus-life/student-services/disability-services> or phoning +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Outcomes Assessment: In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

Further Reading: SLU Resources

General:

- Akmajian, A., R. Demers, A. Farmer & R. Harnish (1998) *Linguistics: An Introduction to Language and Communication*. Cambridge, MA: The MIT Press. (available: SLU library – 410 AKM)
- Crystal, D. (1997) *The Cambridge Encyclopedia of Language*. Cambridge, UK: Cambridge University Press. (available, SLU library – 403 CAM)
- Findlay, M.S. (1998) *Language and Communication: A Cross-Cultural Encyclopedia*. Santa Barbara, CA: ABC CLIO (available: SLU library – 410.3 FIN)
- Fromkin, V. & R. Rodman (1998) *A Introduction to Language. 6th edition*. Fort Worth: Harcourt Brace College. (available: SLU library – 410 FRO).
- Matthews, P.H. (1997) *The Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press. (available: SLU library – 410.3 OXF)
- Saussure, F. de (1966) *Cours de linguistique générale/Course in general linguistics*, edited by C. Bally and A. Sechehaye in collaboration with A. Riedlinger ; translated, with an introduction and notes, by W. Baskin. New York: McGraw-Hill Book Co. (available: SLU library: SAU 400)
- Seedhouse, P., S. Walsh & C. Jenks (2010) *Conceptualizing 'Learning' in Applied Linguistics*. New York : Palgrave Macmillan. (available: SLU library: 418.0071 SEE)
- Trask, R.L. (1999) *Key Concepts in Language and Linguistics*. London & New York: Routledge. (available: SLU library – 410.3 TRA)

Specific:

- Bloor, T. & Bloor, M. (1995) *The Functional Analysis of English : a Hallidayan Approach*. London ; New York : Edward Arnold. (available SLU library: 425 BLO)
- Fasold, R. (1990) *Sociolinguistics of Language*. Oxford: Basil Blackwell. (available: SLU library - 401.9 FAS)
- Grosjean, F. (1982) *Life with Two Languages: An Introduction to Bilingualism*. Cambridge: Mass: Harvard University Press. (available: SLU library – 404.2 GRO).
- Hardcastle, W.J. (1999) *The Handbook of Phonetic Sciences*. Blackwell Handbooks in Linguistics; 5. SLU electronic book.
- Harris, M. & M. Coltheart (1986) *Language Processing in Children and Adults. An Introduction*. Londong: Routledge. (available: SLU library – 401.9 HAR)
- Humboldt, W. V. (1991) *Escritos sobre lenguaje*. Trad: A. Sánchez Pascual. Barcelona: Peninsula. (available: SLU library – 404 HUM)
- Kreidler, C.W. (2002) *Describing Spoken English: an introduction*. London: Routledge, 2002. (SLU electronic book)
- Lyons, J. (1975) *Nuevos horizontes de la lingüística*. Trad: C. Lleo. Madrid: Alianza. (available: SLU library – 410 LYO)
- Martin, A. & L. Obler (1987) *The Bilingual Brain: Neuropsychological and Neurolinguistic Aspects of Bilingualism*. San Diego; New York: Academic Press. (available: SLU library – 152 ALB)
- Michaels, L. & C. Ricks (eds.) (1980) *The State of the Language*. Berkeley & Los Angeles, CA: University of California Press. (available: SLU library – 420.14 MIC)
- Sacks, H. Schegloff, E.A., & Jefferson, G. (1974) A simplest systematics for the organization of turn-taking for conversation. *Language*, 50/4, Part 1, 696-735 (Available: JSTOR)
- Stubbs, M. (1987) *Análisis del discurso*. Trad: C. González. Madrid: Alianza.
- Tannen, D. (1984) *Talking Voices*. Cambridge, UK: Cambridge University Press. (available: SLU library: 401.9 TAN)
- Taylor, I. (1990) *Psycholinguistics. Learning and Using Language*. Englewood Cliffs, NJ: Prentice Hall. (available: SLU library – 401.9 TAY)

Further Browsing:

The Linguistic Society of America, at: <http://www.lsadc.org/>: browse around, and find out more about linguistics, linguistics in the news, etc.

World Wide Words, at <http://www.worldwidewords.org/> - all sorts of interesting bits of information on words (etymologies, quotes, recommended reading, etc. – from a British perspective).

Applied Linguistics dictionary for language teachers: <http://www.netlibrary.com.ezp.slu.edu/Reader/> (SLU Proxy Server: Netlibrary)

Key Ideas in Linguistics: http://www1.cs.columbia.edu/~sbenus/Teaching/TheorLx/Key_Ideas_Lx.pdf

SYLLABUS

NOTE: All exercise summaries and reflections should be done on Blackboard, unless different instructions are given in class.

Date	Topic	Assignment for next class
Sept. 4	Introduction to the course: What is language? What is linguistics?	Read text: Chapter 1 Do: Exercises 1.1, 1.3 and 1.4 in book, and exercise summary on Blackboard Reflect: expectations + reservations about this course on Blackboard
Sept. 6	Doing things with words: Speech act theory; Grice's Cooperative Principle	Read text: Chapter 2: pp. 17-26 Do: Exercises 2.2, 2.3, 2.4, 2.6 in book, and exercise summary on Blackboard Reflect: Exercise 2.7 on Blackboard
Sept. 11	Politeness theory Lexicogrammar of casual speech	Read text: Chapter 2: pp. 27-36 (up to Intonation) Do: Exercises 2.8 and 2.9 in book, 2.10 to hand in, and 2.11 on Blackboard
Sept. 13	Intonation & prosody Conversation analysis	Read text: Chapter 2: pp. 36-50 Do: Exercises 2.13, 2.14, 2.15, 2.16, and 2.17 in book, and exercise summary on Blackboard Reflect: on your new(?) understanding of conversation on Blackboard
Sunday, September 17: Last day to drop a class without a grade of W and/or add a class		
Last day to choose audit (AU) or Pass/No Pass (P/NP) options		
Sept. 18	Introduction to phonetics: Consonants	Read text: Chapter 2: pp. 50-60 Do: Exercises: 2.18 (on Blackboard), 2.19, 2.20, 2.21 (in book) and 2.22 (on handout)
Discussion of first assignment: Analysis of spoken language. First draft (data analysis) due Wednesday, October 4! (See Exercises 2.35-2.39 for ideas)		
Sept. 20	Phonetics: Vowels, Articulatory Processes	Read text: Chapter 2: pp. 60-67 Do: Exercises: 2.25 and 2.26 to hand in
Sept. 25	Phonology	Read text: Chapter 2: pp. 67-76 Do: Exercises: 2.29, 2.30, 2.31, 2.32 in book and answer exercise summary on Blackboard; do 2.33 on Blackboard.
Sept. 27	What is a word? Morphology	Read text: Chapter 3: pp. 92-104 Do: Exercises 3.3 (to hand in); 3.4 (on Blackboard), 3.6, 3.10 (in book), 3.11 (on paper)

Oct. 2	Morphomonemics Morphology and syntax Semantics	Read text: Chapter 3: pp. 104-120 Do: Exercises: 3.13, 3.14, 3.15 (in book); 3.19 (on Blackboard) Reflect: on meaning: what do words mean?
Oct. 4	Review; data analysis due!!	Review
Oct. 9	Mid-term exam	Prepare final draft of written assignment
Oct. 11	Final draft of first assignment due! Introduction to formal syntax	Read text: Chapter 4: pp. 130-143 Do: Exercises 4.2 and 4.5 (on paper), and 4.4 (on Blackboard)
Oct. 16	More on syntax	Read text: Chapter 4: pp. 143-149 Do: Exercises 4.21, 4.22 and 4.23
Oct. 18	From formal to functional syntax Clauses	Read text: Chapter 4: pp. 150-158 Do: Exercises 4.8, 4.9, 4.10, 4.11 and respond to exercise summary on Blackboard.
Oct. 23	Functional syntax: Groups	Read text: Chapter 4: pp. 159-172 Do: Exercises: 4.14, 4.15, 4-16, 4.17, 4.18 and respond to exercise summary on Blackboard.
Oct. 25	Functional syntax: Clause as exchange Clause as representation	Read text: Chapter 4: pp. 172-189 Do: Exercises: 4.20-4.22 on handout
Monday, October 30: Last day to DROP a class and receive a grade of "W".		
Oct. 30	Functional syntax: Clause as message	Read text: Chapter 4: pp. 189-192 Do: Exercise 4.23 on handout Reflect: on understanding of how language reflects/constructs experience on Blackboard
Nov. 6	Analyzing text and discourse: introduction Thematic patterning Genre: textual patterns	Read text: Chapter 5: pp. 216-231 Do: Exercises 5.1 and 5.2 and answer exercise summary on Blackboard; exercise 5.4 on Blackboard.
Nov. 8	More on genre and textual patterns Formal vs. informal language	Read: Chapter 5: pp. 231-253 Do: Exercises 5.5, 5.6, 5.7 and answer exercise summary on Blackboard

Nov. 13	Evaluative meanings Multimodal analysis	Read: Chapter 5: pp. 253-270 Do: Exercises 5.12, 5.13, 5.14 and answer exercise summary; do exercise 5.15 to hand in
Discussion of 2nd assignment: analysis of the written language, first draft (data analysis) due Monday, November 20		
Nov. 15	Language change	Read text: Chapter 6: pp. 287-306 Do: Exercises: 6.2, 6.5 and 6.6 (on Blackboard)
Nov. 20	Data analysis (first draft of second assignment) due! Language change	Read text: Chapter 6: pp. 306-318 Do: Exercises: 6.13, 6.14 and 6.16 in book and exercise summary on Blackboard. Bring response to exercise 6.18 to class.
Nov. 22	Fields of linguistics and language studies	Read text: Chapter 9: selections TBA Reflection: TBA
Nov. 27	Language variation	Read text: Chapter 7: pp. 327-341 Do: Exercises 7.1, 7.2, 7.3 and 7.4 on Blackboard. Design a lesson to teach your friends, parents or grandparents how language differs depending on context
Nov. 29	Final draft of second assignment due! Language variation	Read text: Chapter 7: pp. 341-362 Do: Exercises 7.6, 7.6 7.7, and 7.15 on Blackboard
Dec. 4	Language, biology and learning: Language and the brain; learning a first language	Read text: Chapter 8: pp. 368-386 Answer reading summary on Blackboard
Dec. 6	<i>Día de la Constitución</i> Holiday	
Dec. 11	Language, biology and learning: Learning an additional language; animals and language	Read text: Chapter 8: pp. 387-397 Answer reading summary on Blackboard Finalize lesson plan
Dec. 13	Lesson plan due Review	
Final Exam: Monday, December 18, 3:30-6:30 p.m.		