



"But this is fantastic, professor! It's like no language I've ever seen before!"

"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-301/ENGL-411/ FREN-421/ SPAN-403**

Fall, 2014: Mondays & Wednesdays, 9:30-10:45

3 Credit Hours

[Anne McCabe](#), Ph.D. **Office Hours:** Monday: 11:30-14:00; Tuesday & Thursday: 12:30-14:00 (or by appointment)

**Office:** San Ignacio Hall, Office 313 **Office phone:** 91.554.5858 ext. 237

**e-mail:** [mccabea@slu.edu](mailto:mccabea@slu.edu)

**Prerequisites:** ENGL-190/2; CMM-100 recommended.

#### **Course Goals and Outcomes**

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: spirituality, community, knowledge, inquiry, and leadership.. In this course, you will come to know more about language: 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 discoursal. All of the above will lead to you 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:

- ✓ Define phonetics, phonology, morphology, syntax, semantics and pragmatics
- ✓ Explain some of the basic tenets of speech act theory, politeness theory and Conversation Analysis
- ✓ Describe functions of the lexicogrammar of written and spoken texts
- ✓ Analyze texts for linguistic differences in genres and registers
- ✓ Analyze texts and identify textual patterns based on linguistic signals
- ✓ Identify functional elements (ranks, groups) and analyze them for their internal structure and for their role in contextualized meaning-making
- ✓ Understand the relationship between instance and system
- ✓ Describe the three metafunctions of language (ideational, interpersonal and textual).
- ✓ Identify the four primary speech functions (giving goods and services, demanding goods and services, giving information, and demanding information).
- ✓ Identify clause simplexes and clause complexes (including embedding, parataxis and hypotaxis)

- ✓ Explain the notion of 'word', as well as the difference between content words and function words, using examples
- ✓ Provide examples of and reasons for language growth, loss and change at all levels (phonetic, phonological, morphological, syntactic, semantic, lexicogrammatical, discursal)
- ✓ Explain the difference between diachronic and synchronic variation, and discuss the relationship between the two
- ✓ Explain the scope of sociolinguistics, using examples
- ✓ Define speech community and compare to discourse community
- ✓ Explain and provide examples of idiolect, dialect and sociolect
- ✓ Discuss the complexity of factors involved in language variation (including notions of context, identity, and meaning).
- ✓ Briefly define neurolinguistics and explain some of its activity
- ✓ Describe each of the phases of child language development from different theoretical perspectives
- ✓ Describe bilingual language development
- ✓ List some of the similarities and differences between humans and animals with respect to aspects of language
- ✓ Describe some of the specific applications of linguistics to different fields of activity

**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-421, GR-421, FREN-421 *must write their assignments about the corresponding language.*)

**Course Text:**

McCabe, Anne (2011) *An Introduction to Linguistics and Language Studies*. London: Equinox.

Please check our Blackboard regularly!

**Grading Policy:**

20% participation and preparation (including exercises and journal entries)  
 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 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 assignments are designed to help you learn the concepts; I will not usually collect assignments, but you are required to post the results of doing the assignments on Blackboard. You will also need to keep a journal of reflections via Blackboard.

### **Writing 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 Proxy Server, providing access to a great store of databases.

### **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:**

You are expected to carefully read and follow the Saint Louis University Madrid Campus “Academic Honesty Policy”, available at: [http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf).

In writing up research, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. Please do not hesitate to ask me about the correct ways of handling and citing outside sources. Sanctions for violations of academic integrity include an F on the assignment for a first occurrence, and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the University.

### **Exams:**

Exams will be based on textbook and on class notes. Review sheets will be given before each of the exams. 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 Accommodation:**

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://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Outcomes Assessment:** Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including exams, assignments, and submitted papers may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

### **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) *An Introduction to Language*. 6<sup>th</sup> 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](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.**

<b>Date</b>	<b>Topic</b>	<b>Assignment for next class</b>	<b>Further Reading</b>
<b>Sept 3</b>	Introduction to the course: What is language? What is linguistics?	Read text: Chapter 1 Do: Exercises 1.3 and 1.4 Reflect: expectations + reservations about this course	Akmajian, et al. Chapter 1 (library)
<b>Sept 8</b>	Doing things with words: Speech act theory	Read text: Chapter 2: pp. 16-21 Do: Exercises 2.2, 2.3, and 2.4	
<b>Sept 10</b>	Grice's Cooperative Principle; Politeness theory Lexicogrammar of casual speech	Read text: Chapter 2: pp. 21-31 (up to Intonation) Do: Exercise 2.5, 2.6, 2.8, and 2.9 Reflect: Exercise 2.7	Akmajian, et al. Chapter 9
<b>Sept 15</b>	Intonation & prosody Conversation analysis	Read text: Chapter 2: pp. 31-42 Do: Exercises 2.13, 2.14, 2.15, 2.16, and 2.17 Reflect: on your new(?) understanding of conversation	Sacks, H. Schegloff, E.A., & Jefferson, G. (1974) A simplest systematics for the organization of turn-taking for conversation (Available: JSTOR)
<b>Monday, September 15: Last Day to Drop a Class Without a Grade of W and/or Add a Class</b>			
<b>Sept 17</b>	Introduction to phonetics: Consonants Review: Discourse markers	Read text: Chapter 2: pp. 43-52 (top) Do: Exercises: 2.18, 2.19, 2.20, 2.21, 2.22 and 2.23 Do: Exercise 2.11, 2.12	Akmajian, et al. Chapter 3 To practice the phonetic alphabet: <a href="http://www.ic.arizona.edu/~lsp/IPA/IPAGame/IPAGame.html">http://www.ic.arizona.edu/~lsp/IPA/IPAGame/IPAGame.html</a> <a href="http://www.btinternet.com/~ted.power/phon01.htm">http://www.btinternet.com/~ted.power/phon01.htm</a>
<b>Discussion of first assignment: Analysis of spoken language. First draft (data analysis) due Monday, October 6! (See Exercises 2.35-2.40 for ideas)</b>			
<b>Sept 22</b>	Phonetics: Vowels, Articulatory Processes	Read text: Chapter 2: pp. 52-58 Do: Exercises: 2.24, 2.25, 2.26 and 2.27	
<b>Sept 24</b>	Phonology	Read text: Chapter 2: pp. 59-65 Do: Exercises: 2.28, 2.29, 2.30, 2.31, 2.32 and 2.33 Reflection: Exercise 2.34	Akmajian, et al. Chapter 4
<b>Sept 29</b>	Review: Chapter 2 Genre: textual patterns	Read text: Chapter 3: pp. 82-98 Do: Exercises: 3.1, 3.2, 3.3, 3.4 and 3.5	
<b>Tuesday, September 30: Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options</b>			

<b>Oct 1</b>	Systemic functional linguistics: Groups	Read text: Chapter 3: pp. 101-111 Do: Exercises 3.6, 3.7, 3.8, 3.9 and 3.11	
<b>Oct 6</b>	<b>Review; data analysis for first assignment due!</b>		
<b>Oct 8:</b>	<b>Mid-term exam in class</b>		
<b>Oct 13</b>	<b>Final draft of first assignment due!</b> Clause as exchange Clause as representation	Read text: Chapter 3: pp. 111-127: Do: Exercises: 3.13, 3.14 and 3.15  Reflect: on understanding of how language reflects/constructs experience.	Mick O'Donnell: <a href="http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/LFC11/LFC-2011-week3-Transitivity.pdf">http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/LFC11/LFC-2011-week3-Transitivity.pdf</a>
<b>Oct 15</b>	Clause simplexes and complexes	Read text: Chapter 3: pp. 128-131 Do: Exercises: <i>handout</i> and exercise 3.12	
<b>Oct 20</b>	Clause as message	Read text: Chapter 3: pp. 131-138 Do: Exercises: 3.16, 3.17 and 3.18	<a href="http://users.utu.fi/dbergen/theme1.html">http://users.utu.fi/dbergen/theme1.html</a>
<b>Oct 22</b>	Formal vs. informal language	Read: Chapter 3: pp. 141-145 Do: Exercises 3.19, 3.20 and 3.21	
<b>Oct 27</b>	What is a word? Morphology	Read text: Chapter 4: pp. 169-181 Do: Exercises 4.1, 4.2, 4.3 and 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10	
<b>Discussion of 2<sup>nd</sup> assignment: analysis of the written language, first draft (data analysis) due Wednesday, November 19</b>			
<b>Oct 29</b>	Morphomonemics Morphology and syntax	Read text: Chapter 4: pp. 181-184 Do: Exercises: 4.11, 4.12, 4.13, 4.14 and 4.15	
<b>Thursday, October 30: Last day to DROP a class and receive a grade of "W".</b>			
<b>Nov 3</b>	Introduction to formal syntax	Read text: Chapter 4: pp. 187-194 Do: Exercises 4.17 (on paper), 4.19 and 4.20 (on Blackboard)	
<b>Nov 5</b>	More on syntax	Read text: Chapter 4: pp. 195-203 Do: Exercises 4.21, 4.22 and 4.23	
<b>Nov 10</b>	<i>Holiday: University closed</i>		

<b>Nov 12</b>	Semantics	Read text: Chapter 4: pp. 203-211 Do: Exercises: 4.26, 4.27, 4.29 and 4.30 Reflect: on meaning: what do words mean?	
<b>Nov 17</b>	Fields of linguistics and language studies	Read text: Chapter 7: selections TBA Reflection: TBA	
<b>Nov 19</b>	<b>Data analysis (first draft of second assignment) due!</b> Language change	Read text: Chapter 5: pp. 232-251 Do: Exercises: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.11	
<b>Nov 24</b>	Language change	Read text: Chapter 5: pp. 251-264 Do: Exercises: 5.12, 5.13, 5.14, 5.15, 5.16, and 5.18	
<b>Nov 26</b>	<b>Final draft of second assignment due!</b> Language variation	Read text: Chapter 6: pp. 271-285 Do: Exercises 6.1, 6.2, 6.3, 6.4 and Project Work on p. 278 or 279 Design a lesson to teach your friends, parents or grandparents how language differs depending on context	Akmajian, et al. Chapter 12 Fasold Tannen
<b>Dec 1</b>	Language variation	Read text: Chapter 6: pp. 285-306 Do: Exercises 6.5, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15	
<b>Dec 3</b>	Language and the Brain	Read text: Chapter 7: pp. 313-339 Do: Exercises 7.1, 7.2, 7.3, 7.4 and 7.5	Grosjean Harris & Coltheart Martin. & Obler Taylor
<b>Dec 8</b>	<i>Holiday: University closed</i>		
<b>Dec 10</b>	Review		
<b>Final Exam: Wednesday, December 17, 8:30-11:30</b>			