



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/2/09

1. ACADEMIC UNIT: School of International Letters and Cultures
2. COURSE PROPOSED: SLC 201 "Introduction to Language and Linguistics" 3.0
3. CONTACT PERSON: Name: Dan Devitt Phone: 7-0098
Mail Code: 0202 E-Mail: ddevitt@imap3.asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this a multisection course?: [ ] No [X] Yes; Is it governed by a common syllabus? Yes

Robert Joe Cutter
Chair/Director (Print or Type)

Robert Joe Cutter
Chair/Director (Signature)

Date: 3/5/09

**SLC 201 - Introduction to Linguistics**

Fall 2009

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**Course description:** Examines the nature and diversity of world languages, linguistic structures and functions of language, language variation, pragmatics, and language acquisition.

**Enrollment requirements:** None

**SLC 201**  
**“Introduction to Language and Linguistics”**  
**Spring 2009**  
**TTh 3:00PM – 4:15PM**  
**Durham Languages & Literature 275**

INSTRUCTOR: Dan Devitt

E-MAIL: ddevitt@imap3.asu.edu

OFFICE: LL 649C

OFFICE HOURS: MW 3:30 - 5:30,  
or by appointment

Course Description:

This course offers a broad overview of language and the social and psychological phenomena associated with its use. Our aim is to identify elements that are shared by all languages, as well as the range of devices and strategies that different languages use to perform the same function. We will examine the definitional characteristics of language and general aspects of its structure and organization. We will also delve into issues related to the use of language, including how language users construct conversations, why and how languages develop dialects, and how language is learned and organized in the brain.

This course is a requirement for all majors in the School of International Letters and Cultures.

Required Text:

*Language Files: Materials for an Introduction to Language and Linguistics (10<sup>th</sup> Edition)* by Department of Linguistics, the Ohio State University. Columbus, OH: The Ohio State University Press.

The textbook is available at the ASU Bookstore.

Course Objectives:

Students in this course will:

- understand the definitional properties of language
- develop a critical awareness of explanations for language-related phenomena
- learn a vocabulary for talking about language and linguistic phenomena
- develop basic knowledge of procedures in linguistic analysis
- develop general academic skills in critical thinking, technological literacy and communication

Course Requirements:

The final grade in the course will be based on the student's performance in the following areas:

Attendance	10%
Participation	10%
Written Assignments	20%
Thematic quizzes	40%
Final Exam	20%

## *Explanation of course requirements*

### **Attendance and Participation (10% each):**

- Students are expected to come to class and to participate actively in the course. Therefore, this grade will be based on a general evaluation of students' participation in terms of (a) attendance and punctuality, and (b) class, group, and pair discussions.

Punctual attendance is required unless a student has a legitimate excuse (e.g., documentation of a medical or other type of emergency). Students who are absent or late are responsible for finding out what they have missed. Repeated unexcused absences or lateness will result in a significant deduction in the final total of points for attendance.

	Zero or one absence	10 points	
Students critically assigned class as a students sets, carry	Two absences	9 points	must come to class prepared to engage in the material covered in the readings in small groups or with the whole. Throughout the semester, will collaborate to solve problem out mini-projects and answer discussion questions. For most major themes treated in the course, students will participate in a discussion on a topic related to the theme using the Discussion board function in Blackboard. Further guidelines will be distributed.
	Three absences	8 points	
	Four absences	7 points	
	Five absences	5 points	
	Six absences	3 points	
	Seven or more absences	0 points	

### **Written assignments (20%):**

- Throughout the semester students will be expected to complete written assignments, which may take the form of responding to guiding questions from readings, applying new knowledge (e.g., problem-solving activities), making identifications or giving definitions, critically reviewing materials, writing essays or reflections on concepts discussed in class, and comparing/contrasting key concepts.

There are two main types of written assignments: exercises from the textbook and written projects. The exercises from *Language Files* listed in the course calendar are intended to expose you to data and concepts we discuss in class. Answers to these exercises should be written out and handed in. These assignments will be graded on a pass/fail basis. The other assignment type is the written project. There will be three projects over the semester, and they will require you to collect and organize data and react to critical questions. Specific guidelines for each project will be made available on the dates indicated on the calendar. The projects will be evaluated on a five-point scale, based on effort (thoroughness of development of thoughts), completeness of assignment, evidence of critical thinking, organization, creativity, and use of academic English.

Students' punctual submission of assignments is required unless (a) a student makes prior arrangements with the instructor, or (b) a student has a legitimate excuse (e.g., documentation of a medical or other type of emergency). Unexcused missed deadlines will result in a deduction in the grade for the assignment.

### Quizzes (40%)

- There will be quizzes given quarterly to test students' command of major concepts in the course content. Quizzes will be administered through Blackboard, and they will include questions in a variety of formats: multiple choice, fill-ins, matching, definitions, data analysis and/or essays.

### Final Exam (20%)

- The final exam for this course will also be given online through Blackboard. The exam will be comprehensive, and the format will be similar to that of the quizzes.

### Tentative Schedule of Topics (subject to revision)

DATE	• TOPIC	READING	ASSIGNMENTS/ PROJECTS	TESTS & NOTES
WEEK 1	Introduction to the course; Some preliminaries about language: <ul style="list-style-type: none"><li>• what language is</li><li>• what language isn't</li></ul>	LF 1.1 - 1.4		
	Animal communication vs. human language: <ul style="list-style-type: none"><li>• How are they the same?</li><li>• How are they different?</li></ul>	LF 14.1- 14.3	LF 1.6 - Exercise #7, 9, 12, 20	
WEEK 2	Language diversity: <ul style="list-style-type: none"><li>• Why are there different languages?</li><li>• Why are we losing languages?</li><li>• What is lost when a language dies?</li><li>• What should the response to language loss be?</li></ul>	LF 12.2; 11.6	PROJECT #1 handed out	
WEEK 3	Language Structure: Phonetics – the science of speech sounds <ul style="list-style-type: none"><li>• Making human sounds</li><li>• “Exotic” noises – sample sounds from other languages</li><li>• Pitch, tone and intonation</li></ul>	LF 2.1 - 2.4	LF 2.8 – Exercise # 8 (a-d), 18, 19(b-i), 20 (b-f)	QUIZ #1 deployed on Blackboard
WEEK 4	Language Structure: Phonology – the psychology of sound systems <ul style="list-style-type: none"><li>• The notion of “phoneme”</li><li>• Determining the status of sounds in a language you don't know</li><li>• Common phonological processes</li><li>• The structure of syllables: onsets rhymes and codas</li></ul>	LF 3.1; 3.3	PROJECT #1 due	
WEEK 5	Language Structure: Morphology- what's in a word? <ul style="list-style-type: none"><li>• The variability of words cross-linguistically</li><li>• The notion of “morpheme”</li><li>• Code-breaking: Analyzing words in a language you don't know</li><li>• Common processes of word-building</li></ul>	LF 4.1; 4.2; 4.3; 4.5	LF 4.6 – Exercise # 4 (a-d), 6, 30	

WEEK 6	<p>Language Structure: Syntax- the structure of sentences</p> <ul style="list-style-type: none"> <li>• The independence of syntactic structure</li> <li>• Lexical classes as universal categories</li> <li>• Parameters of syntactic description: word order and case marking</li> <li>• Grammatical roles and cross-linguistic variability</li> </ul>	LF 5.1 – 5.6	LF 5.7 – Exercise # 1, 10, 16 (a-b), 21	QUIZ #2 deployed on Blackboard
WEEK 7	<p>Language Structure: Semantics- what do you mean by that?</p> <ul style="list-style-type: none"> <li>• The nature of linguistic meaning</li> <li>• How to describe meaning</li> <li>• Lexical semantics and sense relations</li> <li>• Propositional semantics and “fuzzy” meaning</li> <li>• The interpretation of metaphor</li> </ul>	LF 6.1; 6.2; 9.5	<p>LF 6.6 – Exercise #3, 7, 12, 13, 19</p> <p>PROJECT #2 handed out</p>	
WEEK 8	<p>Writing systems : giving speech permanence</p> <ul style="list-style-type: none"> <li>• Written language vs. spoken language</li> <li>• The nature of writing</li> <li>• The history of writing</li> <li>• Types of writing</li> </ul>	LF 13.4		
	<p>Pragmatics: Meaning in Its Communicative Context</p> <ul style="list-style-type: none"> <li>• Speaker meaning vs. literal meaning</li> <li>• The description of speech acts</li> </ul>	LF 7.1 – 7.3	PROJECT #2 due	
WEEK 9	<p>Intercultural (Mis)Communication</p> <ul style="list-style-type: none"> <li>• The rules of conducting a conversation</li> <li>• Discourse routines and genres</li> <li>• How to apologize in English, Russian and Hebrew</li> <li>• The linguistic expression of politeness</li> <li>• Cultural stereotypes through discourse patterns</li> </ul>	LF 7.4 – 7.5	LF 7.6 – Exercise #3, 7, 14, 34, 40	QUIZ #3 deployed on Blackboard
WEEK 10	<p>Language Variation : dialects and standards</p> <ul style="list-style-type: none"> <li>• How is a dialect different from a language?</li> <li>• How and why do dialects develop?</li> <li>• Who determines the standard variety?</li> </ul>	LF 10.1 –10.4	LF 10.5 – Exercise #4, 12, 13, 14, 15, 23	
WEEK 11	<p>Bilingualism, multilingualism and language contact</p> <ul style="list-style-type: none"> <li>• 6000 languages + 200 countries: the ubiquity of multilingualism</li> <li>• Is multilingualism a problem or an</li> </ul>	LF 11.1 – 11.4, 13.1	PROJECT #3 handed out	

	<p>asset?</p> <ul style="list-style-type: none"> <li>• The status of individual languages within multilingual communities: the phenomenon of diglossia</li> <li>• Contact situations: the evolution and status of pidgin and creole languages</li> <li>• What is Spanglish? Bad Spanish, bad English, or contact language?</li> </ul>			
WEEK 12	<p>Language, Culture and Thought</p> <ul style="list-style-type: none"> <li>• The relation between language and culture: Does the language you speak determine your view of the world?</li> <li>• Linguistic relativity/the Sapir-Whorf Hypothesis</li> <li>• Some potential examples of grammaticalized cultural values</li> <li>• Experimental investigations into linguistic relativity: time, space, shape and color</li> </ul>	LF 13.3		QUIZ #4 deployed on Blackboard
WEEK 13	<p>Language and the brain: neurolinguistics and psycholinguistics</p> <ul style="list-style-type: none"> <li>• What part(s) of the brain are involved in language?</li> <li>• The impact of experience: monolingualism vs. bilingualism</li> <li>• Figuring out language processing through psychological testing</li> <li>• What slips of the tongue reveal about language processing</li> </ul>	LF 9.1 – 9.3	LF 9.8 – Exercise #2, 4, 8, 9, 13	
WEEK 14	<p>First Language Acquisition</p> <ul style="list-style-type: none"> <li>• Nature vs. nurture: how do babies learn language?</li> <li>• The Innatist view of first language acquisition</li> <li>• Milestones in child language development</li> <li>• The significance of children's linguistic inventions</li> </ul>	LF 8.1 - 8.3	PROJECT #3 due	
WEEK 15	<p>Second Language Acquisition</p> <ul style="list-style-type: none"> <li>• Why is it harder for older learners to acquire proficiency?</li> <li>• Is second language acquisition different from first language acquisition?</li> <li>• Methods of language teaching</li> <li>• Minority language rights and language policy</li> <li>• Bilingual education, heritage languages and language maintenance</li> </ul>	LF 8.5	LF 8.6 – Exercise #1, 3, 6, 8, 16, 22	

**Arizona State University Criteria Checklist for**  
**HUMANITIES, FINE ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008



Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A <b>CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.</li> <li>• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b><u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u></b></li> <li>• Courses which emphasize the acquisition of quantitative or experimental methods.</li> <li>• Courses devoted <b>primarily</b> to teaching skills.</li> </ul>	

Course Prefix	Number	Title	Designation
SLC	201	Introduction to Language and Linguistics	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
A central and substantial portion of the course content concerns the comprehension and interpretation/analysis of written, aural or visual texts, and/or the historical development of textual traditions. The course deepens awareness of the analysis of literature and the development of literary traditions	Language is the vehicle for literary expression, and a better understanding of the structure and design of language helps students better appreciate various aspects of written or aural text.	In this course, students are given a thoroughgoing introduction to the analysis of the structure of language in terms of the variability of linguistic structures in different languages. At each level of analysis, students learn concepts that are useful for the comprehension of text. Throughout the course, students are required to think about the formal differences between languages and how to communicate the same message in different linguistic systems. This exercise promotes a critical awareness about linguistic differences and the challenges of the translation of text from one language to another. In addition, at each level of analysis, students learn concepts that are useful for the comprehension of text and interpretation of various literary forms. For instance, the concepts discussed in the section on the linguistic analysis of sound (WEEKS 3 and 4) introduce notions, such as syllable, useful notions for analyzing prosody and meter, which are essential in the study of poetry. The course also covers topics like syntactic constituency and selectional restrictions (WEEK 6), metaphor (WEEK 7), the nature and development of different writing systems (WEEK 8), register and stylistic variation in language

		<p>varieties (WEEK 10), and linguistic relativity and whether language reflects or determines a world view (WEEK 13), all of which help to develop important skills for the critical analysis of text.</p>
<p>The course concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>It can be argued that language is the thing that distinguishes humans from other species, and that a close examination of the structure and use of language offers insights into human thought. Throughout the course, the students are asked to think about the interrelation between language and thought, and how cultural values may be manifested in linguistic forms. They also confront some of the basic questions in the philosophy of language-- what is the nature of meaning? does language reflect reality? what is the relation between language and thought? how do humans come to have language? It is also through this kind of intensive inquiry into basic questions about the nature of a system that they use everyday -- language-- that students develop general skills in critical thinking and analysis.</p>	<p>Students consider how language is essentially different from other forms of communication (WEEK 1) and what makes human language capable of infinite variety in form and meaning (WEEK 2). The course then provides a thorough introduction into the various levels linguistic structure and the cognitive underpinnings for the production and interpretation of language at each of these levels (WEEKS 3-9), including questions about the nature of meaning and alternatives in the description of meaning, linguistic meaning vs. speaker meaning, the independence of syntactic structure, and the crosslinguistic variability of the notion "word." Students also consider roles language plays in thought and perception (WEEK 12). Students further consider the nature of language and cognition in units on language and the brain (WEEK 13) and language acquisition (WEEKS 14 - 15).</p>

		<p>varieties (WEEK 10), and linguistic relativity and whether language reflects or determines a world view (WEEK 13), all of which help to develop important skills for the critical analysis of text.</p>
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# Language Files



## Materials for an Introduction to Language and Linguistics

*Tenth Edition*

*Editors*

Anouschka Bergmann

Kathleen Currie Hall

Sharon Miriam Ross

Department of Linguistics  
The Ohio State University



The Ohio State University Press  
Columbus



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