

LINGUISTICS 330 * INTRODUCTION TO LINGUISTICS * FALL 1998

Section 2, MWF, 2:00-2:50 a.m., 1080 JKHB

"See that your children are properly educated in the rudiments of their mother tongue . . . When they have become well acquainted with their language, let them study other languages, and make themselves fully acquainted with the manners, customs, laws, governments and literature of other nations, peoples, and tongues . . .
. . . Study languages, get knowledge and understanding; and while doing this, get wisdom from God, and forget it not, and learn how to apply it, that you may be good with it all the days of your lives" (*Teachings of the Presidents of the Church: Brigham Young*, pp. 195-96).

TEACHER: Cynthia_Hallen@byu.edu, 378-2020, 2140 JKHB
OFFICE HOURS: MW, 3:00-4:30 p.m. and by appointment

TEACHING ASSISTANT: Rebecca Adams (rja3@email.byu.edu) 378-6612, 2164 JKHB
OFFICE HOURS: MWF, 12:00-12:50 p.m. and by appointment

PURPOSES: This course is designed to help students practice the basic skills of linguistic analysis; to explore the senses, structures, and sounds of language through semantics, morphology, syntax, phonetics, and phonology; to build confidence through hands-on linguistic exercises; to gain a better understanding of human language, various languages, and the field of linguistics; to further develop love and respect for language.

CLASS FORMAT: Class time will include large group discussions, exercises in linguistic analysis, and small group practice sessions. We will emphasize the basic skills of linguistic analysis and their contexts in natural whole language.

Attendance and punctuality are required so that you can contribute your special insights and intelligence to class activities. Please let me know in person, by note, or by phone if you have a real emergency or an official excuse. Unexcused absences, chronic tardies, or early departures will lower your grade by one percentage point each. Excessive absences may result in automatic failure in the class. Do not miss the last day of class. Do not miss class on the day that projects are due. Holiday flight plans must be scheduled in accordance with university exam dates.

TEXTS:

Contemporary Linguistics. Ed. William O'Grady, et al. New York: St. Martin's Press, 1997.

A Linguistics Workbook. Ann K. Farmer and Richard A. Demers. Cambridge, MA: The MIT Press, 1996 (3rd Edition).

EVALUATION:

Homework	25%
Exam I	10%
Exam II	10%
Exam III	10%
Paper I	15%
Paper II	15%

Final Exam	15%
Total:	100%

Homework. Throughout the semester we will have 25 reading assignments from the *Contemporary Linguistics* (CL) textbook with matching exercises in the *Linguistics Workbook* (LW). Keep track of the completion of each assignment on the attached orange record sheet. Feel free to ask questions or make comments in class or during our office hours.

Exams I, II, III. The tests will examine your knowledge of senses, structures, and sounds in language, based on Semantics, Morphology, Syntax, Phonetics, and Phonology chapters in the textbook and workbook.

Papers I and II. Each student in the class will work with Writing Fellows to write two ten-page papers. The first paper will be a descriptive report on the semantic and morphological features of a language that is not native to you (L2). The second paper will be a full linguistic analysis of a General Conference talk in English, using the oral presentation of the speaker on cassette and the written transcript of the speaker's words in the *ENSIGN*.

Final Examination. The comprehensive final exam will consist of matching definitions to key linguistic terms taken from the end of chapters in the textbook. All exams, including the final, will be held in our classroom, 1108 JKHB.

HONOR CODE AND TEACHING PHILOSOPHY: I believe that each student has a unique intelligence, potential, and mission that can be developed through education, diligence, and kindness. I recognize that we can have different teaching and learning styles. So I pray that every student will benefit significantly from at least one aspect of the class; I pray that at least one student will benefit completely from all the dimensions of the class. My teaching style stresses 1) writing to learn, 2) creativity, 3) open communication, 4) mutual respect, and 5) responsibility.

I believe that the love of language is the beginning of light in the mind. I try to live by the light of Christ's love. I strive to teach by the guidance of the Holy Spirit. I support the mission of Brigham Young University. That means I enjoy combining spiritual and secular knowledge as we explore universes of discourse with our heart and mind.

I honor the Honor Code, and I expect you to do so in integrity, dress, language, attitude, and spirit. I hope that you will enjoy the semester. If you have any special classroom needs, please let me know. This syllabus is subject to minor revisions throughout the semester.

POEM 1271

September's Baccalaureate
A combination is
Of Crickets -- Crows -- and Retrospects
And a dissembling Breeze

That hints without assuming --
An Innuendo sear
That makes the Heart put up it's Fun
And turn Philosopher.

by Emily Dickinson

330 EVALUATION SHEET
Winter 1998

Name: _____

Section: _____

Address: _____

Phone: _____

Homework

1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22
23	24	25								

..... Total ____ of 25

Exam I..... Total ____ of 10

Exam II..... Total ____ of 10

Exam III..... Total ____ of 10

Paper I..... Total ____ of 15

Paper II..... Total ____ of 15

Final Exam Total ____ of 15

Grand Total ____ of 100

Scale:

Grade: _____

A = 93-100
A- = 90-92
B+ = 89
B = 83-88
B- = 80-82
C+ = 79
C = 73-78
C- = 70-72
D+ = 69
D = 63-68
D- = 60-62
E+ = 59
E = 0-58

CURRICULUM VITAE
(`a little running history of your life')

Name(s):

Local Address and Zip Code:

Local Phone:

Permanent Address and Zip Code:

Birthplace and/or Nationality:

Other Places Where You Have Lived or Visited:

Languages you have studied or been exposed to:

Musical Training:

Authors, Books, Texts, Artists, Theories You Enjoy:

Major and Minor:

Year in School: Fr Soph Jun Sen Gr

Hobbies and Interests:

Four characteristics which describe you:

If you were a dictionary entry, what definitions would be listed for you?

If you were a part of speech, what would you be?

If you were a sentence, what structure would you have?

If you were a sound or class of sounds, what would you be?

Comments or Questions:

BLUE GROUP:	Analyze the words, meanings, senses, connotations, etymologies, and semantic relations of the Brigham Young quote on the syllabus. What do you see?
YELLOW GROUP:	Analyze the words, meanings, senses, connotations, etymologies, and semantic relations of the Emily Dickinson poem on the syllabus. What do you see?
ROSE GROUP:	Analyze the roots, affixes, inflections, derivations, parts of speech, lexical categories, and morphological features of the Brigham Young quote on the syllabus. What do you see?
SOLAR YELLOW:	Analyze the roots, affixes, inflections, derivations, parts of speech, lexical categories, and morphological features of the Emily Dickinson poem on the syllabus. What do you see?
LIME GREEN:	Analyze the structures, word order patterns, hierarchical relationships, grammatical aspects, and syntactic features of the Brigham Young quote on the syllabus. What do you see?
HOT PINK:	Analyze the structures, word order patterns, hierarchical relationships, grammatical aspects, and syntactic features of the Emily Dickinson poem on the syllabus. What do you see?
ORANGE GROUP:	Analyze the sound patterns, phonetic features, phonological aspects, rimes, accents, and intonations of the Brigham Young quote on the syllabus. What do you see?
GREEN GROUP:	Analyze the sound patterns, phonetic features, phonological aspects, rimes, accents, and intonations of the Emily Dickinson poem on the syllabus. What do you see?

Students will circulate around the room for about five minutes, asking other students to respond to their question. Take notes on the card.

Students will meet with their own color group to compile a list of answers for the class.

One student from each group will report to the class.

Day & Date Topics/Homework Due Dates for Linguistics 330, Fall 1998

M 8/31 Introductions. Senses, Structures, and Sounds.

W 9/2 1) Ch. 1, Creativity, pp. 1-14.

F 9/5 2) Ch. 7, Semantics, 245-252; LW 5.2.

M 9/7 No class. Holiday.

W 9/9 3) Ch. 7, 252-260; LW 5.8

F 9/11 4) Ch. 7, 260-270; LW 4.22.

M 9/14 5) Ch. 7, 270-278, 653-654; LW 5.3.

W 9/16 6) Ch. 7, 278-287; LW 5.4.

F 9/18 7) Ch. 4, Morphology, 117-128; LW 1.1.

M 9/21 8) Ch. 4, 128-133, 153-155; LW 1.4.

W 9/23 9) Ch. 4, 133-141; LW 1.3.

F 9/25 10) Ch. 4, 141-153, 155-162; LW 1.5.

M 9/28 Semantics and Morphology Review.

W 9/30 First draft of paper I due on-time in class.

F 10/2 Semantics and Morphology Exam.

M 10/5 11) Ch. 5, Syntax, 163-172; LW 4.1-4.2.

W 10/7 12) Ch. 5, 172-183; LW 4.4-4.5.

F 10/9 13) Ch. 5, 183-194; LW 4.6.

M 10/12 14) Ch. 5, 194-202; LW 4.12.

W 10/14 15) Ch. 5, 202-213; LW 4.13.

F 10/16 16) Ch. 5, 213-227.

M 10/19 Syntax Review.

W 10/21 Final draft of paper I due on-time in class.

F 10/23 Syntax Exam.

M 10/26 17) Ch. 2, Phonetics, 15-24; LW 2.3.

W 10/28 18) Ch. 2, 24-37; LW 2.4.

F 10/30 19) Ch. 2, 37-49; LW 2.8.

M 11/2 20) Ch. 2, 49-61; LW 2.1.

W 11/4 21) Ch. 3, Phonology, 63-75; LW 3.7-3.8.

F 11/6 22) Ch. 3, 75-86; LW 3.1-3.2.

M 11/9 23) Ch. 3, 86-104; LW 3.3-3.4.

W 11/11 24) Ch. 3, 104-116; LW 3.5-3.6.

F 11/13 Phonetics and Phonology Review.

M 11/16 First draft of paper II due on-time in class.

W 11/18 Phonetics and Phonology Exam.

F 11/20 25) Ch. 6, Interfaces, 229-244.

M 11/23 LW 4.18.

W 11/25 No Class. Thanksgiving.

F 11/27 No Class. Thanksgiving.

M 11/30 LW 4.19.
W 12/2 LW 4.20.
F 12/4 Conferences with Dr. Hallen in 2140 JKHB, 2:00-4:30 p.m.

M 12/7 Conferences with Dr. Hallen in 2140 JKHB, 2:00-4:30 p.m.
W 12/9 Final draft of paper II due on-time in class.
Th 12/10 Last day of class.

M 12/14 Final exam, 3:00 p.m. to 6:00 p.m., 1108 JKHB.

LINGUISTICS 330 ASSIGNMENT RECORD * FALL 1998 *

Please keep track of the date that you complete your homework assignments in the blanks below. We will periodically collect this sheet to record your points on a grade sheet. You may also wish to make a back-up copy in case this record gets lost.

Name: _____ Section: _____			Date Done: _____
W	9/2	1) Ch. 1, Creativity, pp. 1-14.	_____
F	9/5	2) Ch. 7, Semantics, 245-252; LW 5.2.	_____
W	9/9	3) Ch. 7, 252-260; LW 5.8.	_____
F	9/11	4) Ch. 7, 260-270; LW 4.22.	_____
M	9/14	5) Ch. 7, 270-278, 653-654; LW 5.3.	_____
W	9/16	6) Ch. 7, 278-287; LW 5.4.	_____
F	9/18	7) Ch. 4, Morphology, 117-128; LW 1.1.	_____
M	9/21	8) Ch. 4, 128-133, 153-155; LW 1.4.	_____
W	9/23	9) Ch. 4, 133-141; LW 1.3.	_____
F	9/25	10) Ch. 4, 141-153, 155-162; LW 1.5.	_____
M	10/5	11) Ch. 5, Syntax, 163-172; LW 4.1-4.2.	_____
W	10/7	12) Ch. 5, 172-183; LW 4.4-4.5.	_____
F	10/9	13) Ch. 5, 183-194; LW 4.6.	_____
M	10/12	14) Ch. 5, 194-202; LW 4.12.	_____
W	10/14	15) Ch. 5, 202-213; LW 4.13.	_____
F	10/16	16) Ch. 5, 213-227.	_____
M	10/26	17) Ch. 2, Phonetics, 15-24; LW 2.3.	_____
W	10/28	18) Ch. 2, 24-37; LW 2.4.	_____
F	10/30	19) Ch. 2, 37-49; LW 2.8.	_____
M	11/2	20) Ch. 2, 49-61; LW 2.1.	_____
W	11/4	21) Ch. 3, Phonology, 63-75; LW 3.7-3.8.	_____
F	11/6	22) Ch. 3, 75-86; LW 3.1-3.2.	_____
M	11/9	23) Ch. 3, 86-104; LW 3.3-3.4.	_____

F 11/11 24) Ch. 3, 104-116; LW 3.5-3.6. _____

F 11/20 25) Ch. 6, Interfaces, 229-244. _____

Total _____ **of 25**

On my honor, I have read and annotated the assignments recorded above.

Signature and Date _____

EVALUATION FOR PAPER I
Linguistics 330:2 * Fall 1998

Name: _____

Content: **of 3**

detail, examples
accuracy, support
focus, purpose

Organization: **of 3**

logical order
cohesion, connections
completeness, conclusions

Creativity: **of 3**

original thinking
voice
incorporation of resources

Expression: **of 3**

coherence, clarity
standard academic usage
word choice

Format: **of 3**

neatness
spell-check, proof-reading
page numbering, style guide conventions

On-Time:

Writing Fellows Participation:

Total **of 15**

CRITERIA FOR PAPER I
Linguistics 330 * Fall 1998

- 1. The first paper will be a descriptive report on the semantic and/or morphological features of a language that is not native to you (L2). You will search for information in books and journal articles. I recommend that you use the MLA online bibliography, the internet, and other search strategies. Every student should do at least one computer search for recent articles on the topic. See 5th floor reference or Dr. Hallen for help.**
- 2. The purpose of the project is to explore a L2 language in terms of its words, senses, connotations, etymologies, meanings, and semantic relations and/or the roots, affixes, inflections, derivations, parts of speech, lexical categories, and morphological structures. You may either give a general report of the language features with examples, or you may select and analyze a text in the L2 to exemplify the semantic/morphological features.**
- 3. The project assumes twenty hours of work, including library research, organization, writing, formatting, and so forth. You must give citations and avoid plagiarizing when you present information found in reference materials.**
- 4. You will write at least three drafts of the paper with the help of the Writing Fellows program: 1) first draft submitted to Fellows on September 30; 2) second draft incorporating suggestions from Fellows for individual conference October 7-14; 3) final draft for Dr. Hallen on October 21. The expected length of the final draft of the paper is 7-10 doubled-spaced pages in a standard academic format such as MLA, APA, LSA. You must have at least seven full pages. You may exceed the suggested number of required pages, but I would like you to refine and focus the material.**
- 5. The report should have a cover sheet with a title, your name, the date, and so forth. The cover sheet does not count as one of the pages in the report. The title should appear again at the top of the first page of text. Each page thereafter should have a page number and your last name for identification. You must include a selected bibliography or works cited.**

Evaluation

If you are late or absent on the due dates, then your grade will be penalized. Please communicate with me if you have problems that day. Come to class and negotiate a solution with me so that your grade will not be lowered. I will evaluate the report by five criteria; each area will be worth three points for a total of fifteen points.

Content: = detail, support, accuracy, focus.

Organization: = cohesion, connections, completeness.

Creativity: = original thinking, shared experience, voice.

Expression: = coherence, clarity, standard academic usage.

Format: = neatness, spell-check, proof-reading.

EVALUATION FOR PAPER II
Linguistics 330:2 * Fall 1998

Name: _____

Content: **of 3**

detail, examples
accuracy, support
focus, purpose

Organization: **of 3**

logical order
cohesion, connections
completeness, conclusions

Creativity: **of 3**

original thinking
voice
incorporation of resources

Expression: **of 3**

coherence, clarity
standard academic usage
word choice

Format: **of 3**

neatness
spell-check, proof-reading
page numbering, style guide conventions

On-Time:

Writing Fellows Participation:

Total **of 15**

CRITERIA FOR PAPER II * Linguistics 330 * Fall 1998

1. The second paper will be a full linguistic analysis of a General Conference or BYU Devotional talk in English, using 1) the oral presentation of the speaker on cassette, video, or internet, and 2) the written transcript of the speaker's words in the *ENSIGN* or other accurate source.
2. Imagine that you have been hired by a translation department to analyze the linguistic and stylistic features in a public discourse by a Church leader. The purpose of the analysis is to prepare an accurate inventory of the speaker's spoken and written words in terms of senses, structures, sounds, and other relevant language features. The inventory will be used to train or assist non-native translators and interpreters who will transfer the talk from English to their native languages. Your job is to discover, describe, organize, exemplify, and evaluate the language features of the talk in clear, precise English prose.
3. The project assumes twenty hours of work, including research, organization, writing, formatting, and so forth. You must give citations for the talk, the text, and any supplementary materials you use. Avoid plagiarizing when you present reference information or quotations authored by others.
4. You will write at least three drafts of the paper with the help of the Writing Fellows program: 1) a first draft submitted to Fellows on November 16; 2) a second draft incorporating suggestions from Fellows for individual conference November 30-December 4; 3) a final draft on December 9. The expected length of the final paper is 10 doubled-spaced pages in a standard font and recognizable format (APA, LSA, or MLA). You may exceed the suggested number of required pages, but I would like you to refine and focus the material.
5. The report should have a cover sheet with a title, your name, the date, and so forth. The cover sheet does not count as one of the pages in the report. The title should appear again at the top of the first page of text. Each page thereafter should have a page number and your last name for identification. You must include a selected bibliography or works cited.

Evaluation

If you are late or absent on the due dates, then your grade will be penalized. Please communicate with me if you have problems that day. Come to class and negotiate a solution with me so that your grade will not be lowered. I will evaluate the report by five criteria; each area will be worth three points for a total of fifteen points.

Content: = detail, support, accuracy, focus.

Organization: = cohesion, connections, completeness.

Creativity: = original thinking, shared experience, voice.

Expression: = coherence, clarity, standard academic usage.

Format: = neatness, spell-check, proof-reading.

Paper II: Possible Areas of Analysis

Introduction:

- Explanation
- Title of the talk
- Speaker name and pertinent information
- Overall impression of the talk

Structure of the talk:

- Time and number of pages
- Rate of speech--words per minute in different sections of the talk
- Sentence length in different sections of the talk.

Semantics and Pragmatics:

- Overall level of formality of discourse and
- Number of difficult or unusual words
- Special terms; i.e., clichés, jargon, set phrases, etc.
- Metaphors and other poetic devices
- Quotations—what source, direct/indirect quotations
- Antithesis and other rhetorical devices
- Synonyms, antonyms, and other complimentary words
- Humor or irony, exclamations, rhetorical questions
- Other?

Structure:

- Distribution of sentence types; i.e., simple, compound, complex, etc.
- Parallel and parenthetical structures
- Length of independent clauses
- Transitions
- Other?

Sound patterns:

- Vocal marking of parallelism, parenthetical references, etc.
- Alliteration, internal rhyme, etc.
- Intonation patterns
- Vocal conveyance of mood, humor, irony, etc.
- Other?

Other:

-
-

Other:

-
-

Evaluations and Conclusions

THE WRITING FELLOWS PROGRAM

What is the Writing Fellows Program?

The Brigham Young University Writing Fellows Program was established in 1993 with one purpose in mind: to help students improve their writing. Each year, Writing Fellows work in about twenty courses ranging from history to chemistry, helping students from freshman to seniors recognize both the strengths and weaknesses of their writing.

This program is based upon two premises. First, effective writing is important to communicating and synthesizing ideas in every discipline. Second, all writing can be improved. Even the best writers need to be constantly in touch with the needs and perceptions of their readers. For these reasons, all students in this course should find the program profitable and are required to participate in it.

Who Are the Writing Fellows and What Do They Do?

Writing Fellows are chosen from all disciplines for their proven performance as writers and for their strong interest in helping others write better. They are nominated by faculty or apply out of their own interest. During their first semester in the program, Fellows take a seminar in the theory and practice of writing and tutoring writing.

Writing Fellows do not grade papers. As peers, the Fellows act as sympathetic readers and advisors, whose job is to provide informed, constructive criticism. The Fellow responds as a "live audience," giving students the opportunity to see how their prose is perceived by someone who is especially sensitive to nuances in writing. Since the Fellows are trained in writing, their comments are directed toward the style, organization, and argumentation of papers, but not the content.

How Will You Work with the Writing Fellows Program?

The program is organized very simply. Each student in this course will be assigned to a Writing Fellow. Papers submitted to teaching assistants or the professor will be given to your Fellow who will attend a conference with your Writing Fellow. These conferences are essential to the program. They give you an excellent opportunity to ask questions, raise concerns, and discuss your writing in detail as you revise. Fellows will pass out conference sign-up sheets at appropriate times during the semester and will explain where the conferences will take place. If you cannot make an appointment with your Writing Fellow, be sure to call him or her to reschedule it.

The paper with your Fellow's comments will then be returned to you, and you will revise it before submitting both versions (the one with the Fellow's comments and the revision) to the teaching assistant or professor. Of course, as you rework your paper, you may accept or reject your Fellow's specific suggestions for revision. Papers submitted without your Writing Fellow's comments will be considered incomplete.

Writing Fellows for this course:

Name	Phone
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Paper Schedule for this course:

First essay submitted to fellow _____

First essay returned with fellow's comments _____

Date for Conference with fellow (to be filled in later) _____

First essay resubmitted (both versions) to the professor _____

Date for Conference with professor _____

Second essay submitted to the fellow _____

Second essay returned with fellow's comments _____

Date for Conference with fellow (to be filled in later) _____

Second essay resubmitted (both versions) to the professor _____

All papers submitted to faculty, teaching assistants, and Fellows should be typed and double-spaced. You are strongly urged to work on a computer, make a backup on disk, and photocopy your papers.

What do I Do If I Have Questions about the Program?

Call your head fellow _____ or the Writing Fellows director, Beth Hendegren at 8-7844.