

# COURSE SYLLABUS

<b>Course Title:</b>	<b>Special Topics: Introduction to Linguistics</b>		<b>Date submitted:</b>	<b>January 2008</b> (08-02)	
<b>Department:</b>	<b>Humanities</b>				
<b>Curriculum:</b>	<b>English</b>				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	<b>ENG*</b> <b>298</b>	<b>Prerequisites:</b>  C- or better in Academic Reading and Writing: Introduction to Composition, or placement into Composition.		
	<b>Course Type:</b>	<b>L</b>			
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio				
	<b>Elective Type:</b>	<b>HU</b>			
	E: English FA: Fine Arts HI: History HU: Humanities LA: Liberal Arts FL: Foreign Language M: Math S: Science SS: Social Science G: General				
	<b>Credit Hours:</b>	<b>3</b>	<b>Corequisites:</b>  None		
	<b>Developmental:</b> (yes/no)	<b>no</b>			
	Lecture:	<b>3</b>			
	Clinical:	<b>0</b>			
	Lab:	<b>0</b>			
<b>Contact Hours:</b>					
Studio:	<b>0</b>				
Other:	<b>0</b>				
TOTAL:	<b>3</b>	<b>Other Requirements:</b>			
<b>Class Maximum:</b>	<b>25</b>	None			
<b>Semesters Offered:</b>	<b>F</b>				
<b>Ability Based Education (ABE) Statement</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.				
<b>Catalog Course Description:</b>	Introduction to the study of language and the fundamentals of linguistic theory. This course surveys the primary areas of linguistic study. Students will understand the different areas of linguistic analysis by examining their own language use and speaker judgments. Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II, OR placement into Composition.				
<b>Topical Outline:</b> List course content in outline format.	1. Introduction to language study 2. Pragmatics—language use in situational contexts 3. Semantics—linguistic meaning				

	<ol style="list-style-type: none"> <li>4. Syntax—phrase, clause, and sentence structure</li> <li>5. Morphology—word formation, prefixes, and suffixes</li> <li>6. Phonology—sound systems and rules governing pronunciation</li> <li>7. Language Variation—systematic differences among groups of speakers</li> <li>8. Language Acquisition             <ol style="list-style-type: none"> <li>A. First-Language Acquisition—language acquired by children</li> <li>B. Second-Language Acquisition—language learned by nonnative speakers</li> </ol> </li> <li>9. Using language             <ol style="list-style-type: none"> <li>A. Writing and speaking</li> <li>B. Reading and listening</li> </ol> </li> <li>10. Language and the human brain             <ol style="list-style-type: none"> <li>A. Language processing—how humans decode language</li> <li>B. Neurology of language—how the brain processes language</li> </ol> </li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. Identify the major sub-fields in linguistic theory</li> <li>2. Identify the difference focus of each sub-field</li> <li>3. Apply the general concepts of generative linguistics as they apply to human language use</li> <li>4. Apply the general principles of linguistic analysis to English across the sub-fields</li> <li>5. Apply native speaker judgments in linguistic analysis to better understand the underlying grammar of English and how individual grammars can vary across speakers</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria: homework, tests, one written analysis, one oral presentation</b></p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required: Classroom with technology Desired</b></p>
<p><b>Textbook(s)</b></p>	<p>Linguistics for Non-Linguists by Frank Parker and Kathryn Riley</p>