I. COURSE DESCRIPTION

E310 is an introductory course designed to provide candidates with introductory theoretical and descriptive knowledge of the nature of human language. This knowledge is not only important, sui generis, but is essential for English language studies, disciplines in the humanities and social sciences, and special areas in education. It presents some basic concepts in linguistics and relates linguistics to applied areas like language acquisition and language in social contexts.

II. COURSE RATIONALE

This rationale resides in the needs of candidates for some basic knowledge about language that could be built on later on, expanded, and developed appropriately to suit individual requirements and majors. Language relates to disciplines and majors in the CEHSS and expresses and interfaces with culture and society in various ways. The basic linguistic knowledge provided in this course about human language attempts to clarify these relationships.

III. COURSE OVERVIEW

This course draws on and is rooted in the extensive data on human language provided by modern theoretical and descriptive linguistics and linguistic research. It is also based on the materials amassed on language and its interface with other disciplines, such as language and psychology and language and sociology. It also looks at language change and language variation, human language and non-human communication/language. This course provides information based on well-established and recent findings in linguistics.
IV. INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES

a) Institutional Outcomes

On successful completion of this course, the candidate should be:

- an **effective performer** who can use his/her newly acquired knowledge base to tackle teaching choices, aptly apply it in his/her discipline or profession, and be in a position to contribute illuminating insights as appropriate.
- a **reflective decision maker** who uses this knowledge in making informed decisions about the ways in which the structure of language and its interface with other disciplines impinge on his/her on-going choices and effective use of cognition.
- a **humanistic practitioner** who can deploy this new knowledge selectively and appropriately in specific areas of his/her discipline and in response to clearly identified issues and problems.

b) Learning Objectives

i) Knowledge

By the end of this course, candidates will be able to:

- understand the nature of human language and how it differs from animal communication.
- gain some knowledge about selected aspects of the sounds of language, their patterns and meaningful functions in speech and how they are basic to spelling and writing.
- understand that words have structures and know about word formation processes and word classes.
- fully understand the syntactic and grammatical patterning of language into: units like sentences, clauses and phrases; grammatical relations such as subject, complement, object, object complement; grammatical categories like tense, aspect, and voice.
- understand the notion of grammaticality as in grammatical and ungrammatical structures and patterns.
- know the nature of word meaning and the basic semantic relations of words, phrases, and sentences.
- demonstrate some understanding of child/first language acquisition (an aspect of psycholinguistics).
- understand the interrelationship of language and society with specific references to selected topics such as language change and language variation,
standard and non-standard language, Pidgins, and Creoles.

**ii) Skills**

On successful completion of this course, the candidate should be able to:

- identify the anatomical characteristics of man that make speech and language a human species-specific capability in tests, exercises, and essays.
- in short answers and exercises, specify the characteristics of human language on the levels of vocabulary, sounds, and grammar that make it unique and different from other non-human communication systems.
- discuss the main features of animal communication and the possibilities of computer processing of human language in short answers.
- in practical exercises, tests, and presentations, understand and discuss the articulation of the sounds of human language (vowels and consonants) and the prosodic phenomena (e.g., stress, intonation) accompanying sounds in linear sequence.
- in practical exercises, oral presentations and tests show an understanding of the meaningful selection and patterning of possible speech sounds into regular system used by languages.
- in presentations and practical exercises, show that he/she can make distinctions between inflectional and derivational morphology, showing an understanding of the shape and structure of words and processes of word formation.
- in practical exercises and demonstrations, show a simplified understanding of basic concepts like the phoneme and morpheme.
- use a variety of sentences to demonstrate an understanding of the notion of “grammaticality.”
- create, recognize, and critique a range of structures, and so demonstrate an understanding of the syntactic patterning and systems in human language such as: sentence, clause, phrase; tense, aspect, voice; embedding and conjoining, subject, object, adverbial, complementation.
- demonstrate their understanding of aspects of lexical semantics and how meaning is created through a recognition and creation of examples of the following semantic relations: synonymy, antonymy, polysemy, homophony, entailment, and contradiction.
- in tests, short answers and discussion, show that he/she has a broad overview of the main areas of child language development (phonological, vocabulary, morphological, syntactic) and the biological foundations of this developmental sequence.
- in short answers, discussions and other activities, show that he/she has a broad view of how language relates and responds to societal factors by tracing the origins/causes of language variation, non-native varieties, and Pidgins and
Creoles.

c) **Dispositions**

At the end of the course, and considering that it is both introductory and has interdisciplinary applications, candidates should be able to
- follow-up and extend their knowledge-base on those areas that are most relevant and applicable to disciplines and majors of interest.
- recognize the growing application of technology to language and seek to exploit it practically and relevantly, such as in machine encoding and decoding of human speech
- be committed to exploring knowledge and insight gained in the advancement of an educated curiosity.

V **OUTLINE OF COURSE CONTENT**

The nature of human language
The structure and function of the sounds of human language
Morphology and the structure of words
Lexical Semantics: some basic semantic relations
Grammar and Syntax
Psycholinguistics as child/first language acquisition
Language and society: some aspects of sociolinguistics

VI **SPECIAL COURSE REQUIREMENTS**

Candidates will be required to complete assignments of an applied and practical nature. This could include collecting and presenting language data, language use samples, and other material of actual direct relevance to specific topics and issues.

VII **METHODS OF EVALUATION AND GRADING SCALE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Practical Exercises</td>
<td>15%</td>
</tr>
<tr>
<td>Essays/Short Answers</td>
<td>15%</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>15%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>5%</td>
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<tr>
<td>Tests</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>10%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
GRADING SCALE

90-100 A  79-70 C  59-0 F
89-80 B  69-60 D

Rubrics (for Assessment of Candidates’ Performance):

The following assessment instruments should have the performance features listed and described below for credit grades or better.

The skills listed above are those through which candidates demonstrate their acquisition of the learning objectives.

**Essays and Short Answers**
- Proper understanding/interpretation of the topic/theme.
- Use of appropriate and relevant data/information from the text/lectures/videos to support analysis/discussion.descriptions and conclusions.
- Illustrate points using relevant data as examples.
- Apply an acceptable standard of reasoning.
- Use college-level language and style.
- Distribution of points for each grade depends on the nature of each question and topic. Each aspect of each topic scores an appropriate number of points for content and presentation.

**Projects/Data Collection**
- Follow the guidelines in the project directions sheet.
- Address all aspects of the project topic.
- Organized presentation of project findings.
- Use and credit sources in the assigned documentation style.
- Specific number of points for each aspect of the project, e.g. 60 for content and 40 for analysis and presentation = 100.

**Multiple Choice Tests and Examinations**
- Selection of the best suggested answer from the suggested options.
- Respond to language-based items and interpretations.
- Use of a process of elimination to identify unacceptable options.

**Textual Analysis**
- Read/Study a text and understand the data.
- Analyze the text, identify and discuss features of it.
- Record observations/findings on the text in clear grammatical language.

**Responding to Video/Audio Presentations**
- Answer specific focused/directed questions.
- Give undirected responses in a manner relevant to the topic illustrated by the video/audio material.
o Explain the relevance of the visual/audio text to the topic

**Exercises and Critiquing Texts**
Follow the directions accurately for each activity
Observe any specific requirement of the exercise/critique
Pay attention to effective/organized presentation

### VIII Bibliography


