

Linguistics Program Course Descriptions Spring 2019

Course times and instructors subject to change. Master Schedule has the most up-to-date information.

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE (two sections)

TR 1:15 – 2:30; LIU, Q

TR 6:00 – 7:15; staff

SATISFIES GLOBAL/SOCIAL SCIENCE (GSS) CAROLINA CORE REQUIREMENT

This course introduces students to contemporary issues in the field of linguistics. Among the broad range of existing subfields of linguistics, this course will focus on the socio-cultural and cognitive-behavioral dimensions of language. We will explore how languages are defined (What is language? Do non-human animals use language? Is sign language a real language?), how ways of speaking differ (Who speaks Standard English? Why do some speakers sound more intelligent and more beautiful than others? What does our speech say about who we are?), how we learn language (Do we need to teach children how to speak? Why is it so hard to learn a second language?), how language is represented in the brain (Which parts of our brain are devoted to words and which parts to grammar? How do we process language?), and why languages matter in our world (How can we use language strategically? Why should they be saved?).

By the end of this course, students should be able to:

1. Identify, evaluate, and challenge common linguistic misconceptions regarding what language is, how languages are learned, and how different social groups speak.
2. Demonstrate an awareness of the diversity of the world's languages and of the human experiences shaped by these languages.
3. Critically evaluate how language relates to social value, prejudice, and worldview.
4. Engage in critical, scientific, and comparative analyses of language structures and conventions across diverse languages and dialects.
5. Define basic theoretical concepts in sociolinguistics and psycholinguistics.

LING 205/ANTH 291: TOPICS: CROSS-CULTURAL COMMUNICATION

TR 10:05-11:20; FELICIANO-SANTOS

This course introduces students to how the fields of interactional sociolinguistics and linguistic anthropology approach the study of cross-cultural and intercultural forms of (mis)communication. Cross-cultural and intercultural forms of communication are shaped in part by transnational geopolitical and political economic shifts that have resulted in highly mobile people – from postcolonial citizens making demands of the metropole, to those recruited to perform all kinds labor with and across nation–state boundaries as well as displaced peoples due to war, famine, and escape from other forms of social stigma and persecution. Students will examine the linguistic, discursive and institutional cultural factors that shape how intercultural and cross-cultural forms of communication take place within and across a range of domains (schools, medical clinics, legal settings, networked businesses, an animal refuge) and activities (parent-teacher conferences, peer-play, medical examinations, asylum interviews to legal-courtroom proceedings, job interviews, and commercial transactions). This course will also be global in scope, as it examines case studies from Australia, North America, Latin America, Europe, Africa and Asia.

LING 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS

TR 6:00 – 7:15; staff

SATISFIES VSR VALUES, ETHICS, AND SOCIAL RESPONSIBILITY CAROLINA CORE REQUIREMENT

Whether arising through conquest and colonization, immigration, enslavement, or the creation of a political state that ignores "natural" ethnic territories, linguistic minorities have existed at least since the dawn of history. Virtually without exception, where there exists a linguistic minority, there exist issues related to the rights of the minority to use its language freely and without prejudice. In this course, Language Conflict and Language Rights, we will explore the issues surrounding linguistic human rights, the fundamental right to use one's language and the efforts that have been made to both secure those rights and deny them through official legislation and unofficial actions. Examples will be drawn from state history, national issues, and international issues.

The overall goal of the course is to examine the issues surrounding language rights and how these are integral to human rights in general and an individual's definition of personal and cultural identity. We will do this by examining a variety of case studies of the abridgment of language rights locally, nationally, and internationally. As a backdrop to this, we will first explore a number of facets of language, including some basic facts about language; the role of language in defining one's identity, language and culture, dialects, language attitudes, bilingualism, second language acquisition, and others.

This course will define the concept of language rights from a linguistic perspective, will cover language and nationalism with special reference to the situation in the United States, will survey geographically and linguistically disparate language rights cases, will connect all this to issues of language vitality and revival, and will consider the ramifications of language rights to language planning.

LING 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (three sections)

TR 2:50 – 4:05; staff

MW 5:30 – 6:45; staff

TR 10:05 – 11:20; (SCHC students only); staff

Linguistics is roughly divided into two subfields- language and the brain, and language and society. The first half of this course, after establishing the definition and the nature of human language, will focus on how languages are done in the brains of their speakers. We will be introduced to phonetics, phonology, morphology, syntax and semantics of human languages using data from a variety of languages, including English. In the second half of the class, we will be focusing on aspects of language use: discourse analysis, stylistics, child and adult language acquisition, sociolinguistics, dialectology, and the political economy of languages in today's world. Upon completing this class, students will have been exposed to the most important aspects of all of these subfields of linguistics, and be able to conduct their own analyses on language as they encounter it in the world.

LING 301/ENGL 389: THE ENGLISH LANGUAGE (two sections)

MW 2:20 – 3:35; staff

MW 3:55 – 5:10; staff

This course introduces students to the field of linguistics with an emphasis on the English language. It will provide a broad survey of various aspects of language structure and language use in order to develop analytical skills that are useful to both linguists and non-linguists interested in language issues. Students will learn how to analyze and describe languages, apply basic analytical techniques to language data, understand what we know when we "know" a language, and explore what language reveals about human beings, their histories, and their cultures.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION

TR 11:40-12:55; HOLT

(taught in Spanish)

Analysis of and practice in pronunciation, listening comprehension and dialect recognition based on the study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology.

Objectives: *To analyze and practice pronunciation and listening comprehension.*

Learning the sound system of Spanish well is typically quite difficult for most English-speaking students. This course is designed to help you master Spanish pronunciation, and to help in this aim you will be exposed to the area of linguistics called phonetics, the study of speech sounds, and to phonology, how we understand the sounds of our language and the combinations they form. We will see that the same or similar sounds may be interpreted differently in English and Spanish, and throughout this course we will contrast these two languages. In this course we will be concerned primarily with articulatory phonetics, the description of how sounds are produced in the mouth and throat. We will describe sounds by their place and manner of articulation and practice phonetic transcription (both broad and narrow) of the major dialects of Spanish using the set of symbols employed to represent speech sounds, the International Phonetic Alphabet (IPA). We will also see how these sounds interact in Spanish (and English) to form the sound system of the language. Armed with this knowledge and practicing these sounds, your pronunciation will improve dramatically, including that of such obvious markers of nonnative status as the pronunciation of vowels, rr and other difficult sounds for the English speaker; and you will more easily recognize and identify different accents and dialects. Additionally, we will analyze and come to understand the systems of spelling and accents in Spanish, which are actually valuable tools to the learner in knowing how to speak and write correctly.

LING 395/ENGL 439/ANTH 391: TEACHING ENGLISH ABROAD

MW 3:55-5:10; ROWE

You will work with English as a second language learners and veteran teachers here at USC. You will have hands-on experiences while you develop your knowledge and skills for teaching and global travel. Please join us as we explore the excellent opportunities of English Language Teaching! There are no prerequisites for this course.

LING 421/ENGL 450: ENGLISH GRAMMAR

TR 11:40 – 12:55; LIU, Q

An intensive survey of English grammar: sentence structure, the verbal system, discourse, and transformations. Also discussed are semantics, social restrictions on grammar and usage, histories of various constructions, etc. Please read Chapter 1 of the textbook before the first class meeting. ONE midterm, final exam, frequent homework assignments.

LING 440/ENGL 455: LANGUAGE IN SOCIETY

TR 10:05 – 11:20; CHUN

This course examines language in social life and the social basis of linguistic patterns. We will investigate language use within and across social groups and contexts, focusing on how language reflects and creates speakers' memberships, relationships, and identities. Some of the issues we will address include why women and men speak differently, how using a 'Southern accent' can help or hurt, and what happens when languages come in contact. Students will learn to think critically about their everyday sociolinguistic experiences using concepts and methods from the course. Special attention will be given to dialects and styles in U.S. settings.

LING 474/PSYC 589/ANTH 591: BILINGUALISM
MW 2:20—3:35 (SCHC students only); TASSEVA

This course offers a broad introduction to the study of bilingualism and language contact. We explore the most important and fascinating aspects of individual and societal bilingualism, focusing on both theoretical and practical issues. The goal of the course is to better understand the linguistic, cognitive, cultural, and socio-political dimensions of bi- and multilingualism and its role in our lives. Some of the questions we will ask include: How do people become bilingual? Is it harder for a child to learn two languages at once? Is the bilingual brain different from the monolingual brain? Why do bilinguals code-switch? What happens when one language encroaches on the other? Can language shift and loss be predicted? What is the role of language ideologies and attitudes in nation building? Does bilingualism threaten English in the U.S.? Is English as a global lingua franca a threat to multilingualism? Topics to be covered include:

- bilingual language acquisition in children and adults
- language in the mind: mental representation and processing of two languages
- bilingualism as social practice
- bilingual identity
- talking bilingual: social meanings and functions of code-switching
- the grammar of code-switching
- the politics of language choice in multilingual communities
- transmigration, language planning, and language rights
- globalization, global English, and intercultural communication

Examining empirical data from a variety of languages, we look for universally applicable explanations for how and why bilinguals use two (or more) languages the way they do. Questions that sometimes arouse controversy are also addressed—such as the question of bilingual education and whether there is a relationship between bilingualism and a child's cognitive and social development.

LING 505: MATHEMATICAL LINGUISTICS
TR 1:15-2:30; (SCHC and graduate students only); DUBINSKY

This course will introduce its participants to the mathematical and formal mechanisms that play a prominent role in the formulation and formalization of theories of syntax and semantics. The topics covered in this course include: set theory, logic, English as a formal language, and languages & grammars.

The course is not straightforwardly a linguistics course, per se (in that it doesn't really cover a particular sub-discipline in the field). Rather, it is a course that teaches basic formalisms, and shows how these can be applied to an understanding of the working parts of human language. It is, in a way, a little like a course in learning how to use tools, rather than a course in how to make anything with those tools.

LING 650: INTRODUCTION TO MORPHOLOGY
TR 2:50 – 4:05; DUBINSKY

Fulfills masters and doctoral core course requirement

The course will cover basic concepts of morphology, rules, lexicon, inflection and derivation, productivity, morphological trees, inflectional paradigms, words and phrases, morphophonology, morphology and valence, frequency effects in morphology.

LING 710: INTRODUCTION TO PHONOLOGY
R 4:25 – 7:00; DALOLA

Fulfills masters and doctoral core course requirement

This course is designed to introduce graduate students to the field of phonology. The course begins with articulatory phonetics to familiarize students with the symbols used to represent the sound patterns of a language. It then introduces fundamental concepts of phonology: features, rules, derivations. The last part of the course completes the introduction by exposing students to suprasegmental structure: syllables, stress and tone. Students develop phonological analysis and argumentation skills through problem-solving, examining sound patterns from a variety of languages.

Specific Goals: By the end of this course, students should be able to:

1. Do basic phonological analyses:

- examine a set of phonological data and extract regular sound alternations
- construct a formal hypothesis (on a sound alternation) and test it
- present a valid argument to support hypothesis

2. Discuss the evidence for the different levels of phonology (featural, segmental, syllabic, metrical, tonal)

3. Discuss the motivations for major paradigm shifts in phonology (linear to non-linear, and later rule-based to constraint-based approaches)

LING 731/ENGL 781: HISTORY OF ENGLISH

TR 1:15 – 2:30; GOBLIRSCH

The course will present an overview of the Indo-European and Germanic prehistory of English and the development of English in the Old, Middle and Modern English periods, examining changes in their socio-historical context. Attention will be paid primarily to phonology and morphology, but also to syntax and semantics. English will be examined in the context of the Germanic languages (Scandinavian, German, Dutch, Frisian). Dialects and the emergence of the standard language will be treated. The course is designed for students of linguistics and literature.

LING 734/SPAN 715: HISTORY OF THE SPANISH LANGUAGE

TR 4:25—5:40; HOLT

Course Summary:

This course will trace the evolution of the Spanish language from its beginnings as a regional dialect of Latin spoken in the Iberian Peninsula, through the fall of the Roman Empire, the invasions of the Goths and later of the Moslems, the subsequent “Reconquest” and the expansion of Castilian into the Americas, and the continued development of Spanish to modern day. We will consider internal/structural changes in the language (its sounds and sound system, word and sentence structure, vocabulary) and discuss the external factors that have shaped its development over time (e.g., invasions, migrations, and contact with other languages and cultures).

The course also discusses geographic variation, including Peninsular dialects, Latin American Spanish, Judeo-Spanish (Ladino), Spanish in the US and Spanglish, and Spanish-based creoles (e.g., Papiamentu, Chabacano, Media Lengua).

Objectives:

By the end of the semester, to have a clear conception of how Modern Spanish developed from Latin, and of the major historico-political influences that shaped it, as well as familiarity with the results of its contact with languages and cultures outside of Iberia, including the Americas, Africa and Asia.

LING 745: VARIETIES OF AMERICAN ENGLISH**TR 10:05 – 11:20; DONATH**

This course will examine variation in American English. Social, regional, ethnic, and stylistic variation will be covered, along with models for collecting, describing, and applying knowledge about language variation. Special emphasis will be placed on vernacular varieties of American English, particularly in South Carolina and the American South. In addition, the course will survey current issues in the field of language variation and ongoing changes in American English.

LING 747/ANTH 747: LANGUAGE AS SOCIAL ACTION**F 12:00 – 2:45; FELICIANO-SANTOS**

Linguistic acts are implicated in the constitution of social relationships, hierarchies, ideologies, and identities. This seminar will draw from theoretical and empirical writing in linguistic anthropology and general social theory to consider the ways in which language can be analyzed considering economic, social, cultural, political, historical, and institutional contexts. While the course's analytical focus is language, it will be of interest to graduate students who are concerned with the relationship between structure and agency, continuity and change, culture and meaning, as well as the study of power and mechanisms of social stratification.

LING 790: SECOND LANGUAGE ACQUISITION**M 4:25 – 7:00; TASSEVA****Fulfills a core requirement for the TESOL certificate, EFL track**

This course will survey current theory and research in the field of second language (L2) acquisition. We will explore the concept of an 'interlanguage' and what we know about such interlanguage systems from several perspectives: we will look at the extent to which interlanguage grammars are similar to/different from native language grammars (typology/universal grammar), what learning mechanisms might be used by second language learners to develop their L2 proficiency, how interlanguages can be shaped by explicit instruction (instructed SLA), and how individual learner variables affect the L2 acquisition process. In order to explore these issues we will read surveys as well as current empirical articles and will, in this way, learn (a) about the issues that L2 researchers are addressing and (b) the current knowledge that we have about various aspect of L2 acquisition.

The course will be a combination of assigned readings, lectures, student presentations, class discussions and projects. Prior knowledge of basic linguistic concepts is assumed.

LING 798: TESOL PRACTICUM**TO BE ARRANGED; WARREN****Fulfills a core requirement for the TESOL certificate**

LING 798 requires 75 hours of hands-on TESOL work, which students can allot and negotiate to suit their needs, with the instructor's approval. Each student drafts a contract, which basically outlines what s/he will do in the 75 hours, to be completed by what time, for both student and instructor to sign. The contract is negotiable. The practicum should meet each student's felt needs and be individually designed. Because of the flexibility of 798, there are many possibilities for hours. Students may sometimes receive a stipend for practicum work, depending on the nature of the work. Not all practicum work is paid. Students need to keep a notebook or journal of their work, including lesson plans, materials, and reflections. The instructor reserves the right to decline supervision of practicum experiences which constitute a conflict of interest or which are problematic for the instructor to supervise.

LING 805/PSYC 589: TOPIC: RESEARCH METHODS

T 4:25 – 7:00; CHUN

Fulfills doctoral research methods requirement

This course addresses a range of methodological and practical issues potentially encountered when conducting research in linguistics. We will assess the merits and limitations of various kinds of data (e.g., recorded conversations, social media texts, surveys, experimental results, judgments, corpora, ethnographic observations, interviews, historical documents) as well as address practical aspects of data collection (e.g., recording video or audio, assembling corpora, creating surveys, recruiting participants). Attention will also be given to ethical issues, including how to deal with dilemmas of confidentiality and collaboration, how to responsibly give back to communities being studied, how to cite scholarship judiciously, and how to manage one's position as an insider or outsider. The course will end with a discussion of various academic genres with which any doctoral student will eventually need to become familiar (abstracts, journal articles, dissertations, job talks, conference papers, CVs).

LING 805/PSYC 822: TOPIC: CAUSATION IN LANGUAGE AND MIND

R 12:30 – 3:00; ALMOR

The ability to perceive, think about, and communicate about causes is fundamental to human cognition. In this psycholinguistic seminar we will review research on the perception and representation of causality in the mind and brain and focus on the role of causality in language and language processing. We will address the role of causality in basic grammar (with grammatical subjects being “proto agents”) as well in how we process and interpret sentences with causal or implicitly causal relations. The seminar will adopt a multi-disciplinary approach to methodology, ensuring that students not only learn about an important area at the interface of cognition and language, but also become familiar with different methods from different fields.

LING 890: SEMINAR IN SLA: ATTENTION AND PROCESSING

R 4:25—7:00; MORENO

Within the attentional framework, there has been a consensus in the field about how the learning process can be parsed into stages that begin with exposure to the L2 (input) and end with production in the L2 (output) [Input > Intake > Internal system > Output]. An alternative way to analyze the learning path is to examine the processes and products that occur from stage to stage (Leow, 2015). In order to investigate learners' processing of L2, we will start with the main tenets of attention and awareness and then move on to the more finely-grained depth of processing (DOP) framework. We will critically read past literature based on L2 learner's cognitive processes and examine psycholinguistic approaches to instructed second language acquisition (ISLA). The final product of this class will be empirical original or replication studies ready for professional presentations and publication.