LING 401: General Linguistics
Summer II 2021, July 12-August 13
Professor Natalie Schilling; natalie.schilling@georgetown.edu
M, T, R, F: 10:45 am – 12:45 pm
ONLINE VIA ZOOM

Course Description:
This course is designed to provide students with a **general graduate-level introduction** to the scientific study of language. It is also open to **advanced undergraduates**. Our main goals include familiarizing you with core concepts and terminology in linguistics and with key methods and approaches to language study and how to apply them (to English and to other languages, including languages that you might know, and languages that you don't know).

We also discuss theories and research on how both first and other languages are learned by children and adults, as well as how computers are 'taught' to use and respond to human language. In addition, we explore how language shapes and is shaped by social, political, historical contexts, as well as personal and group identity and interpersonal relations. Throughout the course, we consider various applications of the scientific study of language, including in corporate, government, educational and legal arenas.

If you are entering (or considering) a graduate program in linguistics or related field, this course will provide you with the foundation you need to succeed. If you are studying a non-native language, this course will provide you with additional tools to facilitate the learning process. Linguistics, the scientific study of language, interfaces with a wide variety of other fields (e.g., **anthropology, sociology, psychology, cognitive neuroscience, computer science, philosophy, politics, legal studies, and public policy**), so you should be able to make important and exciting connections whatever your background and interests.

Learning Objectives:
- To gain a foundational understanding of the nature of human language, including how language is structured, how language is learned, how language is produced and processed, what meanings people make with language (both linguistic meanings and personal, interpersonal and social meanings), and how languages and dialects shape and are shaped by social, political, and historical contexts, space and place, and personal, interpersonal and cultural identity.
- To gain understanding of and appreciation for the linguistic intricacy and sociocultural value of all languages and language varieties, no matter what their social valuation.
- To learn to think like a linguist – to be able to conduct basic analysis of language data from the perspective of linguistic science and understand how analysis connects to linguistic theory.
- To understand applications of linguistic knowledge to social, environmental and other issues, including applying linguistic understandings to the amelioration of linguistic prejudice and injustice.

Textbook and Other Reading/Viewing/Listening Material:
Fasold, Ralph W., and Jeffrey Connor-Linton (eds.). 2014. An Introduction to Language and Linguistics, 2nd edition. Cambridge: Cambridge University Press.
*Available for online purchase at the GU Bookstore; also available online with access to Georgetown University Libraries

Other materials (articles, videos, podcasts) will be available on Canvas. There will be 2-4 non-textbook-based materials per week.

Gradings/Assessment:

5 Homeworks/Problem Sets (10% each, 50% total):
Phonetics, Phonology, Morphology, Syntax, Semantics/Pragmatics
You may work individually or in pairs on homeworks. Teamwork is strongly encouraged!

Final Project (including Abstract, Presentation, and Paper) (35%):
Design a research project, product (e.g. a language technology, an app) or program (e.g. an educational curriculum or training program) based on any aspect of linguistics that we have studied in this course; prepare a proposal; present on your proposal in class; submit a final proposal based on class feedback/discussion. Ensure that your proposal includes linguistic specifics and uses technically accurate terminology and concepts learned in class. The proposal should be c. 10 pp. (double-spaced), no more than 15 pp. You may work individually or in pairs on your final project.

General participation (15%):
Including engagement with synchronous and asynchronous lectures, films, podcasts, etc.; readings; and discussions (synchronous and asynchronous). By 10:45 am on each class day, please post 2-3 questions or discussion points about the reading/material for that day.

SUMMARY COURSE SCHEDULE:

WEEK 1:
Monday, July 12: What is language; what is linguistics?
Tuesday, July 13: Language and dialect diversity across the world
Wednesday, July 14: Phonetics: The sounds of language
Thursday, July 15: Work session: Phonetics exercises

WEEK 2:
Monday, July 19: Phonology: Sound systems; PHONETICS HOMEWORK DUE
Tuesday, July 20: Work session: Phonology exercises
Wednesday, July 21: Dialect variation 1
Thursday, July 22: Dialect variation 2; PHONOLOGY HW DUE

WEEK 3:
Monday, July 26: Morphology: Words and word-building
Tuesday, July 27: Work session: Morphology exercises
Wednesday, July 28: First language acquisition: Babies and language
Thursday, July 29: Second language acquisition; TERM PROJECT ABTRACT DUE

WEEK 4:
Monday, August 2: Syntax: The hidden structure of sentences; MORPHOLOGY HW DUE
Tuesday, August 3: Work session: Syntax exercises
Wednesday, August 4: Semantics/Pragmatics: Language meaning; reading between the lines
Thursday, August 5: Discourse analysis: Analyzing conversations and stories; SYNTAX HW DUE

WEEK 5:
Monday, August 9: The politics of language; SEMANTICS/PRAGMATICS HW DUE
Tuesday, August 10: Meet in teams to work on term projects
Wednesday, August 11: Applications of linguistics beyond academia
Thursday, August 12: PRESENT on term projects
*TERM PAPERS DUE TUESDAY, AUGUST 17, 5 PM