

# LING 211 – Introduction to Linguistic Analysis

Section 01: TTh 09:00–10:20, Vollum 110

Section 02: TTh 10:30–11:50, Vollum 110

## Course Syllabus

Fall 2009

### Svitlana Antonyuk-Yudina

office: Vollum 307  
phone: ext. 7852 (503-517-7852)  
email: svanton@reed.edu  
office hours: Wed 1:30–3:30  
(or by appointment)

### Matt Pearson

Vollum 313  
ext. 7618 (503-517-7618)  
pearsonm@reed.edu  
Mon 4:30–5:30, Tue 1:30–3:30  
(or by appointment)

## PREREQUISITES

There are no prerequisites for this course, other than an interest in language. Some familiarity with traditional grammar terms such as *noun*, *verb*, *preposition*, *syllable*, *consonant*, *vowel*, *phrase*, *clause*, *sentence*, etc., would be useful, but is by no means required.

## CONTENT AND FOCUS OF THE COURSE

This course is an introduction to the scientific study of human language. Starting from the basic questions “What is language?” and “What do we know when we know a language?”, we investigate the human language faculty through the hands-on analysis of naturalistic data from a variety of languages spoken around the world. We adopt a broadly *cognitive* viewpoint throughout, investigating language as a system of knowledge within the mind of the language user (a *mental grammar*), which can be studied empirically and modeled formally.

In order to make this task simpler, we will generally treat languages as though they were static systems. For example, we will assume that language structures can be described *synchronically*, ignoring the fact that languages constantly change over time. Equally importantly, we will generally abstract away from *variation* within speech communities based on factors such as gender, ethnicity, social class, dialect region, and level of formality. Variation and change are important aspects of the study of language, but are covered in a separate course, *Linguistics 212 Introduction to Language, Culture, and Society*. Here we concentrate on the basic tools of linguistic analysis.

This course is divided into six short units. We begin with a brief overview of the field and discuss some of the goals and methods of linguistic analysis. The main part of the course surveys the major core sub-disciplines within the field of linguistics, listed below, each of which focuses on a different *module* (or domain of organization) within mental grammar. We also discuss Chomsky’s *Universal Grammar* hypothesis, and consider which aspects of mental grammar (if any) are innate and universal, and which aspects are learned and specific to particular languages.

- (1) *Morphology*: The internal structure of words, how they are formed, their categories, and how they are related to other words in the speaker’s ‘mental lexicon’.
- (2) *Phonetics*: The sounds—or more broadly, gestures—of human languages, their acoustic and physiological properties, and how they are transcribed, classified, and described.
- (3) *Phonology*: How speech sounds are organized into systems of contrast, and how sounds interact with each other when they are combined to form larger units (syllables, words, etc.).

- (4) *Syntax*: How words are combined to form phrases and sentences.
- (5) *Semantics and pragmatics*: The relationship between linguistic form and linguistic meaning/use. How words are interpreted, how the meanings of phrases and sentences are computed on the basis of the meanings of their parts, and how speakers employ linguistic expressions to perform communicative tasks (making assertions, asking questions, issuing commands, etc.).

Naturally we won't have time to explore any of these topics in depth. Our goal is to give you a broad overview of the field, and to acquaint you with some of the research questions and debates with which linguists are currently engaged. Throughout the course, we focus on developing sound argumentation and problem-solving skills, learning to identify and analyze real language data in order to construct productive, testable hypotheses about what the rules of grammar are. We hope to make you aware of the complexity and sophistication of your own (largely unconscious) linguistic knowledge, and in so doing, cause you to question some of your own preconceptions about what language is and how it works.

### COURSE REQUIREMENTS, GRADING, AND POLICIES

**Participation.** Students are expected to attend every class meeting and participate on a regular basis. Participation will count for approximately 20% of the course grade.

**Problem sets.** There will be six problem sets, handed out in class at regular intervals. Problem set answers may be submitted in hardcopy or electronic versions (*PDF only, please*). Hardcopy versions should be submitted in class on the date due (answers must be *typed*, except where otherwise indicated). Electronic versions should be submitted as email attachments *before* the beginning of class on the date due. Due dates (subject to change) are given below:

<i>problem set</i>	<i>handed out</i>	<i>due in class</i>	<i>graded by</i>
(1) Morphology	Thurs, 10 September	<b>Tues, 22 September</b>	Pearson
(2) Phonetics	Thurs, 24 September	<b>Tues, 6 October</b>	Antonyuk-Yudina
(3) Phonology	Thurs, 8 October	<b>Tues, 27 October</b>	Antonyuk-Yudina
(4) Syntax I	Thurs, 29 October	<b>Tues, 10 November</b>	Pearson
(5) Syntax II	Thurs, 12 November	<b>Tues, 24 November</b>	Pearson
(6) Semantics	Tues, 24 November	<b>Tues, 8 December</b>	Antonyuk-Yudina

Each problem set is worth approximately 10% of the total course grade. Assignments must be turned in on time if you wish to receive full credit and comments. Late assignments will be penalized 10% of total possible points for each day they are late. Late assignments will not be accepted for credit if turned in after the problem set has been returned to students, or discussed in class, whichever comes first (moreover, late assignments may not be returned in a timely fashion).

Because it is impossible to do good science in a vacuum, you are encouraged—indeed, expected—to work on problem sets together, as long as you write up your answers separately and *in your own words*. So introduce yourself to your fellow students and form a study group today! You should also feel free to come see Matt or Svitlana if you're having difficulty with the homework. (It is perfectly legitimate to seek help on an assignment *before* it is due—in fact, we encourage it!) We are always willing to discuss any aspect of the course, so please take full advantage of our services.

**Final exam.** The course concludes with an untimed comprehensive take-home exam, worth approximately 20% of the grade. The exam will be closed book and closed notes, and will consist of data analysis questions like the ones on the problem sets (but a bit shorter). Additional details will be provided later in the course. Most likely the exam will be handed out the last day of classes and due one week later.

## ONLINE RESOURCES

Reed Linguistics Department homepage: <http://academic.reed.edu/linguistics/>  
 Resources for linguistics students: <http://academic.reed.edu/linguistics/resources.html>

The resources page includes links to sites with downloadable fonts, tools, and formatting packages, language-related blogs, animation and sound files, directories, FAQs, and other useful information.

## COURSE OUTLINE AND READINGS

This schedule lists the topics for class discussion, assigned readings, and the deadlines for written work and other assignments. S (= Svitlana) and M (= Matt) designate the discussion leader(s) for the week.

There is no textbook for this course. Instead we will read selections from different textbooks, along with articles and book chapters from various sources. All readings are available through the library on e-reserve or print reserve, from the web, or directly from us (call numbers for books on print reserve are given in square brackets, along with other instructions on how to obtain readings). Reading assignments are listed under the week for which they should be completed, in the approximate order in which you should tackle them. Readings may be added, dropped, or shifted around as we go along.

### (1) Tues, 1 September / Thurs, 3 September

*Introduction* (S,M) : What is language? What is linguistics? Definitional properties and universals of human language. Overview of the course.

#### **Reading:**

- Lyons, *Language and Linguistics: An Introduction* / chapter 1, "Language" (pp. 1-31); chapter 2, "Linguistics" (pp. 34-64). [P121.L96 1981 / e-reserve]
- Hockett, *The View From Language: Selected Essays 1948-1974* / chapter H8, "The Problem of Universals in Language" (pp. 163-185). [P27.H45 / e-reserve]
  - N.B.: Concentrate on sections 1-3 of the Hockett article (pp. 163-179); section 4 contains a number of technical terms which will be introduced later.
- Jackendoff, *Patterns in the Mind: Language and Human Nature* / chapters 1-7 (pp. 3-98). [P37.J33 1994]

### (2) Tues, 8 September / Thurs, 10 September

*Morphology* (M) : Morphological analysis and the 'form first' principle. Morphemes and morpho-lexical categories. Common types of word formation: affixation and reduplication.

#### **Reading:**

- Shopen (ed.), *Languages and Their Speakers* / chapter 1, Craig, "Jacaltec: Field Work in Guatemala" (pp. 3-57). [P106.L318 1987]
- Haspelmath, *Understanding Morphology* / chapter 1, "Introduction", sections 1.1-1.3 (pp. 1-9); chapter 2, "Basic concepts", sections 2.1-2.3 (pp. 13-21). [P241.H37 2002 / e-reserve]
- Kroeger, *Analyzing Grammar: An Introduction* / chapter 2, "Analyzing word structure" (pp. 7-25). [P126.K76 2005 / e-reserve]

#### **Homework:**

- Problem set 1 handed out in class on Thursday.

**(3) Tues, 15 September / Thurs, 17 September**

*Morphology* (M) : Morphological analysis and word formation continued. Problems for the notion morpheme: non-concatenative morphology and suppletion. Lexemes and paradigms, inflection and derivation. Allomorphy. What is a 'word'?

**Reading:**

- Haspelmath, *Understanding Morphology* / chapter 2, "Basic concepts", section 2.4–appendix (pp. 21-36); chapter 3, "Lexicon and rules", sections 3.1-3.2 (pp. 39-51); chapter 4, "Inflection and derivation" (pp. 60-83). [P241.H37 2002]

**(4) Tues, 22 September / Thurs, 24 September**

*Phonetics* (S) : Sounds versus letters. The anatomy of the vocal tract. Classifying and transcribing the sounds of English. The International Phonetic Alphabet.

**Reading:**

- Ladefoged, *A Course in Phonetics* (5<sup>th</sup> ed.) / chapter 1, "Articulation and acoustics" (pp. 1-24); chapter 2, "Phonology and phonetic transcription" (pp. 33-47). [P221.L2 2006 / e-reserve]

**Homework:**

- Problem set 1 due in class on Tuesday.
- Before Tuesday's class, learn the phonetic symbols on pp. 36 and 39 of Ladefoged, and be prepared to practice transcribing words of English into IPA (you can ignore the vowel symbols for British English and concentrate on the ones for American English).
- Study the consonant and vowel charts on pp. 43 and 44 of Ladefoged and learn the names for the different places and manners of articulation.
- Problem set 2 handed out in class on Thursday.

**(5) Tues, 29 September / Thurs, 1 October**

*Phonetics* (S) : Cross-linguistic phonetic variation.

**Reading:**

- Ladefoged, *A Course in Phonetics* (5<sup>th</sup> ed.) / chapter 6, "Airstream mechanisms and phonation types" (pp. 133-152); chapter 7, "Consonantal gestures" (pp. 159-176). [P221.L2 2006 / e-reserve]

**Homework:**

- Visit the online UCLA Phonetics Archive to listen to sound files of the world's languages, and practice phonetic symbols using the self-pronouncing IPA chart. Also, visit the University of Iowa's Phonetics Flash Animation Project website to see flash animations of the human vocal tract articulating various sounds. Links to these sites can be found on the "Resources" page of the Linguistics Department website (URL given on p. 3 of the syllabus).

**(6) Tues, 6 October / Thurs, 8 October**

*Phonology* (S) : Hierarchical structure in phonology (features, segments, syllables). Phonemic analysis. Writing simple phonological rules. Rule ordering.

**Reading:**

- Fromkin (ed.), *Linguistics: An Introduction to Linguistic Theory* / chapter 12, "Phonology I: Basic principles and methods" (pp. 518-571). [P121.F76 2000 / e-reserve]

- Gussenhoven and Jacobs, *Understanding Phonology* (2<sup>nd</sup> ed.) / chapter 2, "Some typology: sameness and difference" (pp. 17–33); chapter 4, "Underlying and surface representations" (pp. 48–56). [P217.G867 2005 / e-reserve]

**Homework:**

- Problem set 2 due in class on Tuesday.
- Problem set 3 handed out in class on Thursday.

**(7) Tues, 13 October / Thurs, 15 October**

*Phonology* (S) : Phonetic features and natural classes of sounds. Writing rules with features. Syllables. Prominence relations. Lexical representations in phonology.

**Reading:**

- Fromkin (ed.), *Linguistics: An Introduction to Linguistic Theory* / chapter 13, "Phonology II: Phonological representations" (pp. 579–605). [P121.F76 2000 / e-reserve]
- Gussenhoven and Jacobs, *Understanding Phonology* (2<sup>nd</sup> ed.) / chapter 5, "Distinctive features" (pp. 57–76); chapter 8, "Levels of representation" (pp. 106–121). [P217.G867 2005 / e-reserve]
- Ohala, "Phonetics in phonology" (*Proceedings of the 4<sup>th</sup> Seoul International Conference on Linguistics*, 1997). [PDF available online from the author's website (link near the bottom of the page): <http://linguistics.berkeley.edu/PhonLab/users/ohala/index3.html>]

**FALL BREAK**

**(8) Tues, 27 October / Thurs, 29 October**

*Morphology revisited* (M) : Compound words. Representing word structure using trees. Constituency and ambiguity. Heads and dependents. Distinguishing words from phrases.

*Syntax* (M) : Phrase structure trees. Constituent structure and ambiguity. Heads and phrases.

**Reading:**

- Haspelmath, *Understanding Morphology* / chapter 5, "Morphological trees" (pp. 85-95); chapter 8, "Words and phrases" (pp. 148-163). [P241.H37 2002]
- Kroeger, *Analyzing Grammar: An Introduction* / chapter 3, "Constituent structure" (pp. 26-50). [P126.K76 2005]
- Ouhalla, *Introducing Transformational Grammar* (2<sup>nd</sup> ed.) / chapter 2, "Phrase structure", sections 2.1–2.2 (pp. 17-24). [P158.O94 1999 / e-reserve]

**Homework:**

- Problem set 3 due in class on Tuesday.
- Problem set 4 handed out in class on Thursday.

**(9) Tues, 3 November / Thurs, 5 November**

*Syntax* (M) : Syntactic data and generalizations: acceptability versus grammaticality judgements. Phrase structure trees. Testing for constituency. Practice drawing phrase structure trees.

**Reading:**

- Radford, *Transformational Grammar: A First Course* / chapter 1, "Goals" (pp. 1-46); chapter 2, "Structure" (pp. 50-105). [P158.R29 1988 / e-reserve]
- Ouhalla, *Introducing Transformational Grammar* (2<sup>nd</sup> ed.) / chapter 2, "Phrase structure", sections 2.3–2.10 (pp. 24-40). [P158.O94 1999 / e-reserve]

**(10) Tues, 10 November / Thurs, 12 November**

*Syntax* (M) : More tree drawing practice. Syntactic relations and argument structure. Subcategorization and the lexicon. Word order, agreement, and case.

**Reading:**

- Kroeger, *Analyzing Grammar: An Introduction* / chapter 4, "Semantic roles and grammatical relations" (pp. 51-65); chapter 5, "Lexical entries and well-formed clauses" (pp. 66-86); chapter 6, "Noun phrases" (pp. 87-98); chapter 7, "Case and Agreement" (pp. 102-127). [P126.K76 2005]

**Homework:**

- Problem set 4 due in class on Tuesday.
- Problem set 5 handed out in class on Thursday.

**(11) Tues, 17 November / Thurs, 19 November**

*Syntax* (M) : Movement transformations. Deep structure versus surface structure. Structure preservation and traces. Drawing trees with movement.

**Reading:**

- Ouhalla, *Introducing Transformational Grammar* (2<sup>nd</sup> ed.) / chapter 4, "Transformations I: Phrasal categories" (pp. 61-89). [P158.O94 1999 / e-reserve]
  - N.B.: Concentrate on the first half of the chapter (roughly pp. 61-76).
- Shopen (ed.), *Languages and Their Speakers* / chapter 3, Keenan and Ochs, "Becoming a competent speaker of Malagasy", sections 0-3 (pp. 113-137). [P106.L318 1987]
  - N.B.: We will read the rest of this article later in the course.

**(12) Tues, 24 November**

*Semantics* (S) : The principle of compositionality. Entailment and other semantic relations.

**Reading:**

- Chierchia and McConnell-Ginet, *Meaning and Grammar: An Introduction to Semantics* (2<sup>nd</sup> ed.) / chapter 1, "The empirical domain of semantics" (pp. 1-52). [P325.C384 2000 / e-reserve]

**Homework:**

- Problem set 5 due in class on Tuesday.
- Problem set 6 handed out in class on Tuesday.

**(13) Tues, 1 December / Thurs, 3 December**

*Semantics* (S) : Coming up with a theory of meaning. A simplified phrase-structure grammar for an elementary fragment of English.

*Pragmatics* (M) : Semantics versus pragmatics. Implicature and the structure of conversation.

**Reading:**

- Chierchia and McConnell-Ginet, *Meaning and Grammar: An Introduction to Semantics* (2<sup>nd</sup> ed.) / chapter 2, "Denotation, truth, and meaning" (pp. 53-110). [P325.C384 2000 / e-reserve]
- Cole and Morgan (eds.), *Syntax and Semantics, Vol. 3: Speech Acts* / Grice, "Logic and conversation" (pp. 41-58). [P1.S9.v.3 / e-reserve]
- Shopen (ed.), *Languages and Their Speakers* / chapter 3, Keenan and Ochs, "Becoming a competent speaker of Malagasy", sections 4-5 (pp. 138-158). [P106.L318 1987]

**(14) Tues, 8 December**

*Semantics/pragmatics continued (S)* : Experimental work on implicature.

**Reading:**

- Papafragou and Musolino, "Scalar implicatures: Experiments at the semantics-pragmatics interface", *Cognition*, vol. 86 (2003), pp. 253-282. [journal article available online]
- Papafragou and Tantalou, "Children's computation of implicatures", *Language Acquisition*, vol. 12 (2004), issue 1, pp. 71-82. [journal article available online]
- Pouscoulous, Noveck, Politzer, and Bastide, "A developmental investigation of processing costs in implicature production", *Language Acquisition*, vol. 14 (2007), issue 4, pp. 347-375. [journal article available online]

**Homework:**

- Problem set 6 due in class on Tuesday.