

English 2271  
English Linguistics (Introduction to English Language Study)  
Instructor: Alex Jenkins  
Denney Hall 238  
TR 8:00-9:20  
Office hours: TR 9:30-11:00, and by appointment

### **Course Description**

This course is an introduction to English linguistics. We will learn about the basic characteristics of language, from the level of sound to the level of the sentence. We will also investigate different varieties and accents of English, and use our findings to discuss how language is interpreted in various social and institutional contexts, including in education.

### **Required Text**

Curzan, Anne, and Michael Adams. 2009. *How English Works: A Linguistic Introduction (2nd ed.)*. New York: Pearson Longman.

Additional Readings on Carmen -- You will be expected to bring *hard copies* of these on the day(s) for which they are assigned.

### **Participation and Attendance**

Many of the concepts that this class covers are quite technical, and so regular attendance is crucial for your success. I will take attendance at the beginning of every class. Please do not come to class late, as it is disruptive to other students. If you come to class late, or miss class, I will expect you to contact a classmate to find out what you missed. Be sure to get phone numbers and e-mail addresses so that you can do this easily. Once you have found out what you missed, and attempted to understand the material on your own, then you are free to contact me to schedule a meeting to go over specific concepts.

IMPORTANT: You will be expected to take notes in a notebook, rather than on a computer or other electronic device. The work of this course requires close attention to lectures and discussions, and such devices are a distraction from this work.

### **GEC**

**This class meets a GEC requirement for GEC category 2.C(3), Cultures and Ideas.**

**Goals:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes:** 1. Students analyze and interpret major forms of human thought, culture, and expression; 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### **Class Cancellation Policy**

In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the classroom door. In addition, if there are any changes in what will be expected for our next class meeting, I will contact you as soon as possible following the cancellation to let you know what they are.

## **Grading**

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Slang journal:       | 10%                                                    |
| 3 quizzes            | 10% each                                               |
| Midterm              | 25%                                                    |
| Final exam           | 25%                                                    |
| Class participation: | 10% (includes class discussions, homework assignments) |

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with assignments and examinations, as well as forging signatures, submitting fraudulent documents, and disruptive behavior. In accordance with Faculty Rule 3335-5-487, I am required to report all instances of academic misconduct to the Committee. For additional information, see the Code of Student Conduct. (<http://studentaffairs.osu.edu/csc/>)

## **Questions or Concerns**

Please don't be shy about scheduling one-on-one meetings with me to discuss the material of the course. Each concept introduced will build from the last, and so it is crucial that you follow the course closely, not letting anything slip past your attention. The earlier you catch yourself in a state of confusion, the easier it is for me to help you to fix the problem.

## **Disabilities**

Regardless of documentation, you should meet with me as soon as possible if you have disability-related concerns about your projected success in the course. I will do everything I can to accommodate you. Of course, students with disabilities who have been certified by the Office for Disability Services will be appropriately accommodated and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; OSU Office for Disability Services Web Site <http://www.ods.ohio-state.edu/>

## **The Writing Center**

The Writing Center provides free writing aid and consultation. You can go to their drop-in hours at 485 Mendenhall Lab, or call to make an appointment (688-5865, 688-4291). Many writing center resources can also be found on the Writing Center website, <[www.cstw.ohio-state.edu](http://www.cstw.ohio-state.edu)>.

## **Schedule (Subject to Change)**

Week One - Introduction to the Course Structure and Content

Tuesday, January 8: **START SLANG NOTEBOOK; DUE TWO WEEKS FROM TODAY**  
**Instructions are on the last page of the syllabus.**

Thursday, January 10: Curzan & Adams, ch.1

Week Two - Language Attitudes

Tuesday, January 15: Curzan & Adams, ch. 2; ch.13, 433 (“In 1362...”) – 434, 440-445.

Thursday, January 17: Bring Wolfram & Reaser *style shifting & the linguistic individual* worksheet to class. It is on page 5 of the Wolfram & Reaser student handbook, on Carmen.

Week Three - Language, Dialect & Variety

Tuesday, January 22: Curzan & Adams, ch.11; Wolfram, *Everyone has an accent* (on Carmen)

Thursday, January 24: Curzan & Adams, ch12, 377-403, ch.4, 120-121

Week Four - Phonetics and Phonology

Tuesday, January 29: Curzan & Adams, ch.3, 62-77 (including Natural Classes)  
**HAND IN SLANG NOTEBOOK**

Thursday, January 31: Curzan & Adams, ch.3, 77-90

Week Five - Phonetics and Phonology, Part Two

Tuesday, February 5: Phonology workshop. Bring textbook, Wolfram worksheets 3 & 4 (southern vowel pronunciation and a-prefixing), to class.

Thursday, February 7: **QUIZ #1 – phonetics and phonology.**

Week Six - Word Formation Processes

Tuesday, February 12: Curzan & Adams ch.4

Thursday, February 14: Morphology Workshop. Bring textbook to class.

Week Seven - Word Formation Processes, Part Two

Tuesday, February 19: Curzan & Adams ch.7

Thursday, February 21: Curzan & Adams ch.5; Semantics workshop. Bring textbook to class.

Week Eight - Morphology and Semantics

Tuesday, February 26: Semantics workshop, continued. Bring textbook to class.

Thursday, February 28: **QUIZ #2 – morphology and semantics.**

Week Nine - Syntax

Tuesday, March 5: MIDTERM

Thursday, March 7: ch.12, 404-413r; Hamilton, *The dialect dilemma* (on Carmen); Rickford, *Suite for Ebony and Phonics* (on Carmen)

**March 11-15 Spring Break NO CLASSES**

Week Ten - Syntax, Part Two

Tuesday, March 19: Syntax workshop. Bring textbook, Wolfram & Reaser worksheets 4, 8, 9, 16, 18, 19.

Thursday, March 21: Syntax workshop, Part Two. Bring textbook, Wolfram & Reaser worksheets 4, 8, 9, 16, 18, 19.

Week Eleven - Language Education

Tuesday, March 26: Wolfram & Schilling-Estes, ch.10 (on Carmen under “Dialect Study”)

Thursday, March 28: Wolfram & Schilling-Estes, ch.11 (on Carmen under “Dialect Study”)

Week Twelve - Language Acquisition

Tuesday, April 2: Curzan & Adams ch.10

Thursday, April 4: **Quiz #3.** Representations of Language Acquisition - Reading TBA

Week Thirteen - Discourse Markers

Tuesday, April 9: Curzan & Adams ch.8 pp.253-255; Jucker & Smith, *People just you know like wow* (on Carmen)

Thursday, April 11: Discourse markers workshop.

Week Fourteen - Language and Identity

Tuesday, April 16: Eckert, *Vowels and Nailpolish* (on Carmen); Eckert, *Symbols of Category Membership* (on Carmen)

Thursday, April 18: Final Exam Review

**FINAL EXAM DATE AND TIME: Monday, April 29 at 8:00 a.m.**

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Spring 2013

### **Slang Notebook**

The aim of this notebook is to gather data so that we can analyze how the slang words are formed, and how they are used – who uses them, to whom, in what situations – and how slang meanings may be shifting. **The notebook is due at the beginning of week four.**

Your notebook must have 20 entries. Each entry must contain the following:

#### **Linguistic Context:**

1. The preceding utterance, as close as you can get it
2. The actual utterance that includes the slang word, recorded word-for-word.  
**Make sure to note down EXACTLY what was said; it's very easy to tell if your data is made up, and this will result in a lower grade.**
3. The following utterance, as close as you can get it
4. **Social context:**

In this part, explain what's going on in the interaction so your example will make sense to someone who was not present. Who are the participants in the interaction? What is their relationship to each other? What are the social characteristics of both the speaker and the listener? (age, ethnicity, gender, occupation, anything else you think is important to know in order to understand the interaction), and are any of these explicitly discussed or referred to in the interaction? (If not, you don't have to say they're not discussed.) Why are the participants interacting? In other words, what has brought them together? Where is the interaction taking place? What's the topic of the larger interaction?