

**UNDERGRADUATE SUPPLEMENTAL CALENDAR, FACULTY OF  
LIBERAL ARTS AND PROFESSIONAL STUDIES**

**LINGUISTICS, DLLL**

**2011-2012**

## FULL-TIME FACULTY

**Gabriela Alboiu** specializes in generative syntax. Her main interests include syntactic theory and interface issues. Her current research focuses on Case theory, null categories, argument structure, and control phenomena. She has worked primarily on Romanian, Onondaga (Iroquoian), Ndebele (Nguni), English, and Icelandic. She is the author of *The Features of Movement in Romanian* (EUB, 2002) and has co-edited *Pitar Mos: A building with a view. Papers in honour of Alexandra Cornilescu* (EUB, 2007).

**Philipp Angermeyer's** areas of interest are in sociolinguistics, linguistic anthropology and discourse analysis, with a focus on language contact, language and law, and translation and interpreting. He has worked on codeswitching (in speech and writing, involving contact between English and various languages, especially Russian and Spanish), on pragmatic issues in court interpreting, and on pronoun variation in American English.

**Peter Avery** specializes in the areas of phonology and second language acquisition. He is currently researching the phonology of Dholuo, a Western Nilotic language spoken in Western Kenya. He is also conducting research on the syntax and phonology of Ndebele, a southern Bantu language. He recently edited a book with Elan Dresher and Keren Rice of the University of Toronto on *Contrast in Phonology* (Mouton de Gruyter, 2008). He co-authored *Teaching American English Pronunciation* with Susan Ehrlich (Oxford, 1992).

**Susan Ehrlich** has published in the areas of discourse analysis, language and gender, linguistic approaches to literature, and second-language acquisition. Her books include *Representing Rape: Language and Sexual Consent* (Routledge, 2001), *Point of View: A Linguistic Analysis of Literary Style* (Routledge, 1990) and *Teaching American English Pronunciation*, co-authored with Peter Avery (Oxford, 1992).

**Sheila Embleton's** areas of interest within linguistics are historical linguistics, sociolinguistics, dialectology, mathematical/statistical linguistics, quantitative methods, and onomastics. Her areas of language specialization include English, German, Romance, Slavic and Finno-Ugric. She is the author of *Statistics in Historical Linguistics* (1986) and is editor of the Fourteenth LACUS Forum (1988) and Twenty-Fourth LACUS Forum (1998), and co-editor of *Indo-European and the Indo-Europeans* (1992, 1993) as well as both "The Emergence of the Modern Language Sciences: Studies on the Transition from Historical-Comparative to Structural Linguistics". Volume 1 "Historiographical Perspectives" and Volume 2 "Methodological Perspectives and Applications" (1999) (Benjamins, Amsterdam & Philadelphia). Her most recent work in dialectometry is mostly to be found in the *Journal of Quantitative Linguistics*. She is also active in various editorial roles (*Diachronica*, *Journal of Quantitative Linguistics*, *Word*, etc.).

**Ruth King** specializes in sociolinguistics, language contact, language and gender, and syntactic theory. She is the first author of *Talking Gender* (Copp, Clark, Pittman, 1991), the author of *The Lexical Basis of Grammatical Borrowing* (John Benjamins, 2000) and the editor of *Media Representations of Minority Language Varieties* (a special issue of the *Journal of English Linguistics*, 2009). Her new book, *Acadian French in Time and Space* (Duke University Press) will appear in 2012. Her current research focuses on grammatical variation and change in French and English.

**Barry Miller** works in the areas of syntax, semantics and child language acquisition. He is currently conducting a study of the acquisition of syntax of Tagalog by children in Manila. His areas of language specialization are English and the Philippine languages.

**Ian Smith's** current work focuses on contact-induced language change, pidginization and creolization. His areas of language specialization include South Asian languages, Australian languages, English, and Romance languages. He is the author of *Sri Lanka Creole Portuguese Phonology* (1978) and *Higgins the Phonetics Tutor* (1999-2003).

**James Walker** specializes in linguistic variation and change. His interests include sociolinguistics, multilingualism, ethnicity, language contact, phonology and morphosyntax. He has worked on variation in English (including African American English, Canadian English and Caribbean English) and Sango (the national language of the Central African Republic). He is the author of *Variation in Linguistic Systems* (Routledge, 2010) and the editor of *Aspect in Grammatical Variation* (John Benjamins, 2010)

## LONG-TERM CONTRACT FACULTY

**Tom Wilson** (General Linguistics, Phonology)

**Hitay Yukseker** (General Linguistics)

**Robert Fisher** (Historical Linguistics)

**Shiv Upadhyay** (Sociolinguistics, Discourse Analysis)

**Bruce Connell** (Phonetics, Field Linguistics)

## LINGUISTICS ADVISORS

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## IMPORTANT NOTICE

**Carefully check the prerequisites for the courses you intend to register for. If you enroll in a course for which you do not have the prerequisite, you may be de-enrolled without notification.**

### TABLE OF CONTENTS

WHAT IS LINGUISTICS? .....	5
WHAT CAN YOU DO WITH A DEGREE IN LINGUISTICS?.....	5
TYPES OF LINGUISTICS COURSES OFFERED.....	5 - 6
COURSE SUBSTITUTES.....	7
DEGREE PROGRAMS .....	7 - 8
PROGRAM PLANNING .....	8
ALLIED FIELDS .....	8
OTHER COURSES IN THE DEPARTMENT .....	8
LINGUISTICS AND EDUCATION .....	8 - 9
BEGINNING OF CLASSES.....	9
<b>COURSE OFFERINGS .....</b>	<b>9 - 19</b>
POLICY ON GRADING .....	20 - 21
POLICY ON MAKE-UP TESTS/EXAMINATIONS .....	21
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES POLICY ON ACADEMIC HONESTY.. .....	21

### WHAT IS LINGUISTICS?

In the field of linguistics we attempt to answer the following types of questions:

What are the underlying principles of human language?  
How are languages alike and how do they differ?  
What is the relation between language and society?  
What is the relation between language and thought?  
Why and how does language change through time?  
How do children acquire language?  
How do we understand and produce sentences?

More generally, linguistics is the scientific study of natural language organization. It concerns itself with discovering the universal principles of human language and applying these principles to provide systematic descriptions of individual languages. To this purpose, linguists investigate sound and word patterns, sentence structure, language usage and change, the acquisition of first and second languages, as well as the relationship between language and the mind, and language and society.

As a result, the study of linguistics can provide new perspectives on almost every aspect of the humanities and social sciences. In addition, it has applications to teaching, speech-language pathology, translation, and the applied sciences of communication engineering and computer science.

### **WHAT CAN YOU DO WITH A DEGREE IN LINGUISTICS?**

A degree in linguistics, like any liberal arts degree, does not prepare you for a specific profession. However, linguistic training results in much sought after intellectual skills, such as analytic reasoning and critical thinking, the capacity to make insightful observations, formulate and test hypotheses, argument and draw scientific conclusions. Consequently, it provides you with important background/instruction for different kinds of opportunities, some of which may require further training. These include (but are not limited to) information technology, publishing, lexicography (dictionary making), evaluating and developing teaching materials, translation and interpretation, language documentation and fieldwork, government, planning and administering language policy, developing literacy programs for adults, teaching English as a second language, and in communication firms and private speech-research laboratories. In addition, a degree in linguistics provides excellent pre-professional training for such fields as speech-language pathology, education, law and graduate study in linguistics.

### **TYPES OF LINGUISTICS COURSES OFFERED**

#### **Introductory Course**

AP/LING1000 6.0 Introduction to Linguistics

Students considering linguistics as a major/minor must take AP/LING1000 6.0, which is the prerequisite for almost all advanced linguistics courses.

**A minimum C is required in AP/LING1000 6.0 for majoring/minoring in linguistics.**

#### **General Courses**

The following courses are general introductions to various aspects of language:

AP/LING2060 6.0	The Grammatical Structure of English
AP/LING2400 3.0	Language in its Social Context
AP/LING2410 3.0	Language and Gender**
AP/LING2430 3.0	Language, Power and Persuasion
AP/LING2450 3.0	Language and the Law
AP/LING2460 3.0	South Asian Language and Society**
AP/LING3410 3.0	Writing Systems

The following courses are analytical in nature and all have at least AP/LING1000 6.0 as a prerequisite (see *Introductory Course* above). They are intended for students who are majoring/minoring in linguistics or who want to acquire an understanding of language as a system.

### **Second and Third Year Courses**

AP/LING2110 3.0	Phonetics
AP/LING2120 3.0	Fundamentals of Phonological Analysis
AP/LING2130 3.0	Fundamentals of Morphological Analysis
AP/LING2140 3.0	Fundamentals of Grammatical Analysis
AP/LING3040 3.0	Historical Linguistics
AP/LING3060 3.0	Linguistic History of English**
AP/LING3120 3.0	Phonology
AP/LING3140 3.0	Syntax
AP/LING3150 3.0	Semantics**
AP/LING3160 3.0	Discourse Analysis
AP/LING3400 3.0	Sociolinguistics: Language Variation and Change
AP/LING3440 3.0	Bilingualism: A Sociolinguistic Approach**
AP/LING3800 3.0	Language and the Mind**

### **Advanced Courses**

AP/LING4060 3.0	Canadian English
AP/LING4120 3.0	Advanced Phonology
AP/LING4140 3.0	Advanced Syntax**
AP/LING4150 3.0	Topics in the Syntax-Semantics Interface**
AP/LING4220 3.0	Acoustic Phonetics
AP/LING4320 6.0	Field Methods
AP/LING4350 3.0	Pidgin & Creole Linguistics
AP/LING4400 3.0	Research in Sociolinguistic Variation and Change
AP/LING4440 3.0	Syntactic Change

### **Psychological Linguistics**

These courses integrate linguistic theory and psychology in the description and analysis of language development and language processing.

AP/LING3210 3.0	First Language Acquisition
AP/LING3220 3.0	Psycholinguistics
AP/LING3240 3.0	Second Language Acquisition
AP/LING4210 6.0	Theoretical Issues in First Language Acquisition**
AP/LING4230 3.0	Language Disorders**
AP/LING4240 3.0	Theoretical Issues in Second Language Acquisition**
AP/LING4250 3.0	Evolution of Language**

\*\* Not offered in 2011-2012

### **COURSE SUBSTITUTES**

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting linguistics program requirements:

<b>Program Course</b>	<b>Course Substitutes</b>
AP/LING 1000 6.0	GL/EN 2605 6.0 (cross-listed to: GL/LIN 2605 6.0)

Only with the approval of the program coordinator, and subject to course exclusion and in-Faculty regulations, may students complete other GL/LIN courses for program credit in linguistics in the Faculty of Liberal Arts and Professional Studies.

## DEGREE PROGRAMS

The Department of Languages, Literatures and Linguistics offers courses in linguistics leading to B.A. and Honours B.A. degrees, with 30-credit, 42-credit and 54-credit major concentrations. For other Faculty of Liberal Arts and Professional Studies degree requirements, please consult the *Undergraduate Programs Calendar*.

**Note:** In any of the programs described below, a student taking both AP/LING1000 6.0 and AP/LING2060 6.0 will be required to complete an additional 3 credits in linguistics to satisfy the linguistics component of the degree.

**Note:** Effective Fall/Winter 2005-06, a new course, Fundamentals of Morphological Analysis: AP/LING2130 3.0, is required for all students majoring and minoring in Linguistics. The standard grand-parenting arrangement will apply for continuing students; that is, students admitted to the Faculty of Liberal Arts and Professional Studies prior to 2005-06 will be permitted to continue in and graduate under the former program requirements.

### **B.A. Program**

Students take at least 30 credits in linguistics, including AP/LING1000 6.0, AP/LING2110 3.0, AP/LING2120 3.0, AP/LING2130 3.0, AP/LING2140 3.0 and one of either AP/LING3120 3.0 or AP/LING3140 3.0, and an additional 9 credits in linguistics at the 3000- or 4000-level.

**Note:** Students who want the option to switch to an Honours program should take both AP/LING3120 3.0 and AP/LING3140 3.0, since both these courses are prerequisites for most 4000-level courses.

**Note:** Faculty of Liberal Arts and Professional Studies legislation specifies that, for a B.A. degree, at least 18 credits must be at the 3000- or 4000-level, of which a minimum of 12 must be in the major subject.

### **Honours Programs**

The following courses are compulsory in all Honours linguistics degree programs: AP/LING1000 6.0, AP/LING2110 3.0, AP/LING2120 3.0, AP/LING 2130 3.0, AP/LING2140 3.0, AP/LING3120 3.0 and AP/LING3140 3.0.

**Note:** Faculty of Liberal Arts and Professional Studies legislation specifies that, for an Honours B.A. degree (120 credits), students must take at least 18 4000-level credits, including at least 12 credits at the 4000-level in each major.

**Note:** **Entry to honours (4000-level) courses** is restricted to students who have an **overall C+ average** (Faculty of Liberal Arts and Professional Studies legislation) AND at least **C+ in the prerequisite** courses (Program regulations).

#### ***Specialized Honours B.A. Program***

Students take at least 54 credits in linguistics, including AP/LING1000 6.0; AP/LING2110 3.0; AP/LING2120 3.0; AP/LING 2130 3.0; AP/LING2140 3.0; AP/LING3120 3.0; AP/LING3140 3.0; and an additional 12 credits at the 4000-level.

#### ***Honours B.A. Program***

Students take at least 42 credits in linguistics, including AP/LING1000 6.0; AP/LING2110 3.0; AP/LING2120 3.0; AP/LING 2130 3.0; AP/LING2140 3.0; AP/LING3120 3.0; AP/LING3140 3.0; and an additional 12 credits at the 4000-level.

#### ***Honours (Double Major) B.A. Program***

The Honours B.A. program described above may be pursued jointly with any other Honours Bachelor's degree program in the Faculties of Liberal Arts and Professional Studies, Environmental Studies, Fine Arts, or with a major in Earth and Atmospheric Science or Physics and Astronomy in the Faculty of Pure and Applied Science.

#### ***Honours (Double Major) Interdisciplinary B.A. Programs***

Linguistics may be linked with any Honours (Double Major) Interdisciplinary B.A. program in the Faculty of Liberal Arts and Professional Studies. Students must take 36 credits in Linguistics and 36 credits in the

Interdisciplinary program. Courses taken to meet Linguistics requirements cannot also be used to meet the requirements of the Interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000-level, including at least 6 credits in Linguistics and 6 credits in the Interdisciplinary program. For further details of requirements, see the listing for the specific Honours (Double Major) Interdisciplinary B.A. programs.

### **Honours (Major/Minor) B.A. Program**

The Honours B.A. program described above may be pursued jointly with any Honours Minor Bachelor's degree program in the Faculties of Liberal Arts and Professional Studies, Environmental Studies or Fine Arts, or with a Minor in Biology, Chemistry, or Physics and Astronomy in the Faculty of Pure and Applied Science.

### **Honours (Minor) B.A. Program**

The Honours Minor must be pursued jointly with an Honours B.A. program in the Faculty of Liberal Arts and Professional Studies. The Honours Minor in Linguistics comprises at least 30 credits in linguistics, including AP/LING1000 6.0, AP/LING2110 3.0, AP/LING2120 3.0, AP/LING2130 3.0, AP/LING2140 3.0 and one of either AP/LING3120 3.0 or AP/LING3140 3.0, and an additional 9 credits in Linguistics, including at least six credits at the 4000 level.

## **PROGRAM PLANNING**

The second year required courses are offered in the following sequence: AP/LING 2110 3.0 and AP/LING 2130 3.0 are offered in the fall term followed by AP/LING 2120 3.0 and AP/LING 2140 3.0 in the winter term. The courses should be taken in this order.

Some 3000- and 4000-level courses are offered in alternate years. Therefore, you should plan your program for *two years* in advance, to ensure that you have the necessary prerequisites for any 4000-level courses you may wish to take in your third or fourth year.

**Note:** You are responsible for ensuring that you have the prerequisites for any course in which you enrol and that you complete all the requirements of your chosen program before graduation.

To assist you with enrolment and program planning, course checklists for the programs outlined above are available in the Department office, as well as on the website. Students majoring in linguistics are encouraged to discuss their program with one of the linguistics advisors listed at the beginning of the calendar. Be sure to fill out a course checklist first.

## **ALLIED FIELDS**

We recommend that students include among their electives courses offered by the Departments of Anthropology, Computer Science, English, French Studies, other languages in DLLL, Mathematics, Philosophy, Psychology and Women's Studies. In this way the student will gain a better understanding of the nature of language and its contribution to other aspects of human behaviour.

## **OTHER COURSES IN THE DEPARTMENT**

In addition to programs in linguistics, the Department of Languages, Literatures and Linguistics offers language, culture and literature courses in American Sign Language, Arabic, Chinese, German, Hebrew, Hindi/Urdu, Italian, Japanese, Modern Greek, Portuguese, Russian, Spanish, beginning courses in Classical Greek and in Latin, and courses in English as a Second Language. For more information, see the *Supplemental Calendar of the Department of Languages, Literatures and Linguistics*.

## **LINGUISTICS AND EDUCATION**

Although taking linguistics courses does not provide you with a methodology for teaching spelling or reading, it does give you a better understanding of how language works as a social and intellectual medium, which in turn provides new perspectives on teaching.

**Primary/Junior Level** Language is clearly a central component in primary education, where children acquire the skills of reading, spelling, writing, accurate listening and precise

speaking. These skills are different manifestations of the linguistic system, which relates and integrates these diverse skills in the human brain.

### **Secondary Level**

An understanding of the essential characteristics of language permits the secondary school teacher to develop and implement programs for students which combine the subject material with educational tools to develop language skills. To be effective, all teachers must be language teachers to some degree.

Any of the following courses are of use to the classroom teacher:

AP/LING1000 6.0	Introduction to Linguistics
AP/LING2060 6.0	The Grammatical Structure of English
AP/LING2400 3.0	Language in its Social Context
AP/LING2410 3.0	Language and Gender
AP/LING2430 3.0	Language, Power and Persuasion
AP/LING2450 3.0	Language and the Law
AP/LING3160 3.0	Discourse Analysis
AP/LING3210 3.0	First Language Acquisition
AP/LING3220 3.0	Psycholinguistics
AP/LING3240 3.0	Second Language Acquisition

**For students interested in special education, AP/LING1000 6.0 is especially recommended.**

## **BEGINNING OF CLASSES**

**For specific course meeting times please consult the *Undergraduate Lecture Schedule* and subsequent updates.**

All linguistics lectures have their first meeting at the regularly scheduled times. Tutorials in lecture/tutorial courses begin the second week of classes. Students should attend the first class meeting to receive both instruction and important information about the course structure.

## **COURSE OFFERINGS**

### **AP/LING1000 6.0 INTRODUCTION TO LINGUISTICS**

**INSTRUCTOR:** Susan Ehrlich (Section A); Peter Avery (Section B)

**PREREQUISITES:** None

**DESCRIPTION:**

This course examines fundamental principles of language structure and interpretation. The focus is on the core areas, specifically, phonology (structure of sounds), morphology (structure of words), and syntax (structure of sentences), but a brief survey of phonetics, semantics, language acquisition, historical linguistics, and language variation is also offered. Data and analytic exercises from a wide range of the world's languages will be used for illustration.

**COURSE CREDIT EXCLUSION** GL/EN/LIN 2605 6.00

**FORMAT:** Section A: Two 1-hour lectures and one 1-hour tutorial weekly.  
Section B: 1 two-hour lecture and one 1-hour tutorial weekly.

**EVALUATION:** TBA

**TEXTS:** V. Fromkin, R. Rodman, N. Hyams and K.M. Hummel. 2009. *An Introduction to Language*. Fourth Canadian Edition. Thomson Nelson Publishers.

**AP/LING2060 6.0 THE GRAMMATICAL STRUCTURE OF ENGLISH**

**INSTRUCTOR:** TBA

**PREREQUISITES:** None

**DESCRIPTION:** This course provides an introduction to the linguistic description of English, with emphasis on phonetics, phonology (sound patterns), morphology (word structure) and syntax (sentence structure). The focus is contemporary Canadian English, but other varieties of English are also considered. The goal is to describe the linguistic knowledge of English speakers, rather than present a prescriptive grammar of English. Discussion also covers social and stylistic levels (e.g. colloquial and formal), and contexts of language use.

**COURSE CREDIT EXCLUSION:** AP/EN 2076 3.00. GL/EN/LIN 2608 6.00.

**FORMAT:** One 2-hour lecture and one 1-hour tutorial weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING2110 3.0F PHONETICS**

**INSTRUCTOR:** Ian Smith

**PREREQUISITE/COREQUISITE:** AP/LING1000 6.0, or permission of the Department.

**DESCRIPTION:**

This course provides a brief discussion of the anatomical and physiological bases of the production of speech sounds and an introduction to a wide range of sound types from a variety of human languages. Students receive ear-training in the discrimination of many kinds of speech-sounds and instruction and practice in making and transcribing these sounds. An introduction to the physical (acoustic) properties of speech sounds is also given.

**COURSE CREDIT EXCLUSIONS:** GL/EN/LIN 3603 3.00.

**FORMAT:** Two 1-hour lectures and one 1-hour tutorial weekly; students should also spend one hour in the language laboratory weekly on an unscheduled (drop-in) basis.

**EVALUATION:** In-class test (25%); Recognition quizzes (20%); Tutorial work (25%); Final examination (30%)

**TEXTS:** Ladefoged, Peter and Keith Johnson. 2011. *A course in Phonetics*, 6<sup>th</sup> ed. Oxford: Blackwell.

**AP/LING2120 3.0W FUNDAMENTALS OF PHONOLOGICAL ANALYSIS**

**INSTRUCTOR:** TBA

**PREREQUISITE:** AP/LING1000 6.0 with a minimum grade of C and AP/LING 2110 3.0, or permission of the Department.

**DESCRIPTION:**

This course provides students with the opportunity to develop the analytical skills necessary for more advanced phonological work. Emphasis throughout is on practical analysis and argumentation, drawing on data from a wide variety of languages.

**COURSE CREDIT EXCLUSIONS:** GL/EN/LIN 3601 3.00

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

### **AP/LING2130 3.0F FUNDAMENTALS OF MORPHOLOGICAL ANALYSIS**

**INSTRUCTOR:** James Walker

**PREREQUISITES:** AP/LING1000 6.0 with a minimum grade of C, or permission of the Department.

**DESCRIPTION:** This course provides an introduction to the nature and organization of morphological patterns in human languages. Students are exposed to a range of cross-linguistic data, with emphasis being placed on how morphological theory accounts for these data.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** Assignments (30%); Homework and Participation (10%); Tests (2) (15% each); Final Examination (30%)

**TEXTS:** Haspelmath, Martin. 2010. *Understanding Morphology*. 2<sup>nd</sup> Edition. Oxford: Oxford University Press.

### **AP/LING2140 3.0W FUNDAMENTALS OF GRAMMATICAL ANALYSIS**

**INSTRUCTOR:** Ruth King

**PREREQUISITES:** AP/LING1000 6.0 with a minimum grade of C and AP/LING 2130 3.0, or permission of the Department.

**DESCRIPTION:** This course offers an introduction to syntactic analysis, building on concepts acquired in Linguistics 1000 and Linguistics 2130, and paves the way for Linguistics 3140. Topics include lexical and functional categories, morphosyntactic features, theta-roles and argument structure, the structure of phrases, constituency, and syntactic relationships within the clause.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** Assignments (30%); Homework and Participation (10%); Midterm Test (25%); Final Examination (35%)

**TEXTS:** Tallerman, M. 2008. *Understanding Syntax* (2<sup>nd</sup> edition), Hodder Education

### **AP/LING2400 3.0F LANGUAGE IN ITS SOCIAL CONTEXT**

**INSTRUCTOR:** Ruth King

**PREREQUISITES:** None.

**DESCRIPTION:** This course provides an introduction to language as a social phenomenon. Topics include: approaches to the study of language in its social context; linguistic diversity and societal multilingualism; language planning and policy (with special focus on Canada); the role of language in social stereotypes and identity; social norms and language use; the relationship of language to culture and thought; speech

communities and social networks; the effects of social factors on language variation; language change; and the linguistic consequences of language contact.

**COURSE CREDIT EXCLUSIONS:** GL/EN/LIN 3632 3.00.

**FORMAT:** One 2-hour lecture and one 1-hour tutorial weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING2430 3.0F**

**LANGUAGE, POWER AND PERSUASION**

**INSTRUCTOR:** Philipp Angermeyer

**PREREQUISITES:** None. 30 spaces reserved for Linguistics majors.

**DESCRIPTION:** This course investigates the role of language in creating and maintaining power asymmetries in society, focusing in particular on the covert ways in which language may help to “persuade” individuals to accept existing power structures as natural and justified. Various types of oral discourse are analyzed to determine the means by which participants create and maintain dominance, power and status. Media discourse is examined to explore how ideology is conveyed through linguistic choices. Specific topics include: the relationship between linguistic structure and thought, language ideology, political discourse, legal discourse, cross-cultural discourse, and classroom discourse. Practical applications of discourse analysis are also discussed. The course is of interest to students in linguistics, sociology, political science, education, and anthropology.

**FORMAT:** One 2-hour lecture and one 1-hour tutorial hour weekly.

**EVALUATION:** Assignments – 50%; quizzes – 10%; tutorial – 10%; final examination - 30%.

**TEXT:** TBA

**AP/LING2450 3.0 W**

**LANGUAGE AND THE LAW**

**INSTRUCTOR:** Philipp Angermeyer

**PREREQUISITES:** None. 30 spaces reserved for Linguistics majors.

**DESCRIPTION:** This course explores ways in which linguistics can shed light on language use in the legal system. The course is divided into four sections: (1) the origins and special characteristics of written legal language, including a discussion of problems caused by legal language used in instructions to juries; (2) spoken language in the courtroom, including the role of courtroom discursive practices in constructing and constituting power relations among judges, lawyers and clients; (3) linguistic and cultural diversity in the legal system, including discussions of bilingual law and of approaches to translation in legal settings; and (4) linguistics in the courtroom; linguists as consultants and expert witnesses in areas such as voice identification, trademark law and establishing authorship of written and spoken confessions.

**FORMAT:** One 2-hour lecture and one 1-hour tutorial weekly.

**EVALUATION:** Assignments – 50%; quizzes – 10%; tutorial – 10%; final examination - 30%.

**TEXT:** Conley, J. & O’Barr, W. 2005. *Just words: Law, Language, and Power*. University of Chicago Press.

### AP/LING3040 3.0W HISTORICAL LINGUISTICS

**INSTRUCTOR:** Ruth King

**PREREQUISITES:** AP/LING2120 3.0, or permission of the Department

**DESCRIPTION:** This course is an introduction to the study of languages as they change through time, and to the related topics of dialect geography and linguistic prehistory. Methods for constructing earlier stages of a language, such as the comparative method and internal reconstruction, are studied. Processes of changes in phonology, syntax, and the lexicon will be addressed. The main languages emphasized are English, French and their Indo-European relatives, but examples and problems will cover a variety of languages and language families.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** TBA

**TEXT:** Campbell, Lyle. 2004. *Historical linguistics, an introduction*, 2<sup>nd</sup> ed. Edinburgh: Edinburgh University Press.

### AP/LING3120 3.0F PHONOLOGY

**INSTRUCTOR:** TBA

**PREREQUISITES:** AP/LING2110 3.0 and AP/LING2120 3.0, or permission of the Department.

**DESCRIPTION:** This course builds on the skills acquired in AP/LING2120 3.0. Students will continue with problem sets from a variety of languages, while being introduced to key issues in current phonological theory.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** Problem sets - 35%; participation - 5%; tests/exams (3) - 60%.

**TEXTS:** TBA.

### AP/LING3140 3.0F SYNTAX

**INSTRUCTOR:** Gabriela Alboiu

**PREREQUISITES:** AP/LING2140 3.0, or permission of the Department.

**DESCRIPTION:** This course focuses on core aspects of syntactic theory from a Minimalist perspective. Concepts covered in AP/LING 2140 are assumed throughout. Topics discussed include argument structure, VP shells, properties of functional categories, Case theory, head and XP movement, and DP structure, among others.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** TBA

**TEXTS:** David Adger. 2003. *Core Syntax: A Minimalist Approach*. Oxford: Oxford University Press.

**AP/LING3160 3.0F DISCOURSE ANALYSIS**

**INSTRUCTOR:** Philipp Angermeyer

**PREREQUISITES:** AP/LING1000 6.0 or AP/LING2060 6.0

**DESCRIPTION:** This course provides an introduction to discourse analysis, that is, the analysis of spoken and written texts in context. Central issues examined include: the relation between linguistic form and function; the relation between text and context; and the question of 'textuality' (i.e. how a randomly-ordered set of sentences is distinguished from a coherent 'text'). Approaches to discourse analysis covered include speech act theory, interactional sociolinguistics, critical discourse analysis and conversation analysis.

**COURSE CREDIT EXCLUSIONS:** GL/EN/LIN 4608 3.00

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**P/LING3210 3.0W FIRST LANGUAGE ACQUISITION**

**INSTRUCTOR:** TBA

**PREREQUISITES:** AP/LING1000 6.0 or AP/LING3220 3.0 / AP/PSYCH3290 3.0

**DESCRIPTION:** This course provides an introduction to children's acquisition of linguistic knowledge, including lexical, morphological, phonological, syntactic, and pragmatic development, and familiarizes students with fundamental issues in current theoretical models of language acquisition. In addition, children's use of processing strategies for comprehension and production and the roles of cognitive and social development will be examined.

**COURSE CREDIT EXCLUSIONS:** None.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING3220 3.0F PSYCHOLINGUISTICS (equivalent to HH/PSYC3290)**

**INSTRUCTOR:** TBA

**PREREQUISITES:** AP/LING1000 6.0 or HH/PSYC1010 6.0 with a minimum grade of C. 25 spaces reserved for Linguistics majors.

**DESCRIPTION:** This section of the course approaches the psychology of language from the perspective of linguistics. After a brief introduction to language structure, the main focus of the course will deal with issues concerning the kinds of representations and processes used to produce and comprehend speech; that is, how

are words and grammatical structure stored and used? Topics covered include speech perception, word and sentence comprehension, speech production, language and the brain, and language and thought.

**COURSE CREDIT EXCLUSIONS:** AK/AS/SC/PSYC 3190 3.00 (Prior to Fall/Winter 2007/2008), HH/PSYC 3190 3.00, AK/PSYC 3250 3.00 (prior Summer 2002), GL/PSYC/LIN 3640 3.00.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

### **AP/LING3220 3.0W PSYCHOLINGUISTICS (equivalent to HH/PSYC3290 3.0)**

**INSTRUCTOR:** TBA

**PREREQUISITES:** HH/PSYC1010 6.0 or AP/LING1000 6.0 with a minimum grade of C. Most spaces held for students majoring in Psychology or Linguistics.

**DESCRIPTION:** Psycholinguistics refers to the interface of psychology and linguistics. This course begins with a brief survey of linguistic theory and definition of levels of language analysis, before examining the biological bases of communication and its phylogenetic origins in depth. The role of memory in language and the relation of language and thought is discussed, as well as speech perception, sentence processing and language production. A major topic is language acquisition.

**COURSE CREDIT EXCLUSIONS:** AK/AS/SC/PSYC 3190 3.00 (Prior to Fall/Winter 2007/2008), HH/PSYC 3190 3.00, AK/PSYC 3250 3.00 (prior Summer 2002), GL/PSYC/LIN 3640 3.00.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

### **AP/LING3240 3.0W SECOND LANGUAGE ACQUISITION**

**INSTRUCTOR:** Susan Ehrlich

**PREREQUISITES:** AP/LING1000 6.0 or AP/LING3220 3.0 or HH/PSYC3290 3.0.

**Note:** Students who have taken AP/LING3230 3.0 may not enrol in this course.

**DESCRIPTION:**

This course provides an introduction to second language acquisition. Issues discussed include linguistic, biological, cognitive, socio-psychological, and socio-educational aspects of second language acquisition. A variety of theoretical models are also considered.

**COURSE CREDIT EXCLUSIONS:** GL/EN/LIN 3606 3.00.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING3400 3.0F      SOCIOLINGUISTICS**

**INSTRUCTOR:** James Walker

**PREREQUISITES:** AP/LING 1000 6.00, or permission of the Department

**COURSE CREDIT EXCLUSIONS:** None.

**DESCRIPTION:** This course provides a survey of theoretical and methodological issues in the study of language variation and change, using the framework of variationist sociolinguistics. Topics include: the sociolinguistic variable; variable rules; phonetic and phonological variation; grammatical variation; language-internal constraints on variation; style; social class and social networks; speech communities; sex/gender; ethnicity; language change; and language acquisition.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** Two Assignments -- 50% (25% each); Tests 40% (20% each); Participation – 10%.

**TEXTS:** Llamas, C., Stockwell, P. & Mullany, L. (eds.) 2007. *The Routledge Companion to Sociolinguistics*. New York and London: Routledge.

**AP/LING3410 3.0W      WRITING SYSTEMS**

**INSTRUCTOR:** Philipp Angermeyer

**PREREQUISITES:** AP/LING1000 6.0 or AP/LING2060 6.0, or permission of the Department.

**DESCRIPTION:** This course deals with the interaction of spoken language and writing structure. Topics such as the origin and development of alphabetic writing in the ancient Near East and its later development in Greek and Roman cultures will be studied. A close look at various modern orthographies will also be undertaken, including Cyrillic, Arabic and Hebrew alphabets, and systems of the Indian sub-continent, Korea, China and Japan. Orthographic reform and literacy will also be discussed, as well as recent developments of orthographic conventions in digital media, particularly in cross-cultural contexts.

**FORMAT:** Two 90-minute sessions weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING3600 3.0F      SOCIO-POLITICAL ISSUES IN SECOND LANGUAGE TEACHING**

**INSTRUCTOR:** TBA

**PREREQUISITES:** None.

**Note:** This course does not count towards Linguistics major/minor credit. Enrolment is restricted to students in the TESOL program.

**DESCRIPTION:** All second language teaching and learning takes place within a complex socio-political, cultural and economic context. The TESOL professional can analyze this context and understand its influence on the classroom. This course examines the context of TESOL and considers how various issues influence and inform

such elements as classroom methodology, leadership, administration, program design, the role and responsibility of the teacher, the teacher as leader and change agent. Students are encouraged to select and analyze issues that are relevant to the particular context within which they are, or expect to be, teaching.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

### **AP/LING4060 3.0F CANADIAN ENGLISH**

**INSTRUCTOR:** James Walker

**PREREQUISITES:** AP/LING2120 3.0, AP/LING2130 3.0, AP/LING2140 3.0, and three credits in linguistics (LING) at the 3000-level course, all with grades of C+ or higher, or permission of the Department.

**DESCRIPTION:** This course provides an overview of the history, linguistic structure and sociolinguistics of English as spoken in Canada. Topics include: the roots of Canadian English; phonetic and grammatical characteristics; differences from other Englishes; regional variation; and issues in current sociolinguistic variation and change, with specific focus on Toronto.

**COURSE CREDIT EXCLUSIONS:** GL/EN/LIN 4610 3.00.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** Boberg, Charles. 2010. *The English Language in Canada*. Cambridge: Cambridge University Press

### **AP/LING4120 3.0W ADVANCED PHONOLOGY**

**INSTRUCTOR:** Peter Avery

**PREREQUISITES:** AP/LING3120 3.0 with a minimum grade of C+, or permission of the Department.

**DESCRIPTION:** This course concentrates on recent advances in phonological theory within a generative framework. Specific topics include constraint- vs. rule-based approaches to phonology, segmental representation, markedness, and the relation between phonetics and phonology.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

### **AP/LING4220 3.0W ACOUSTIC PHONETICS**

**INSTRUCTOR:** TBA

**PREREQUISITES:** AP/LING 2110 3.00 and AP/LING 2120 3.00 with grades of C+ or better, and at least six credits in linguistics (LING) at the 3000-level with grades of C+ or better, or permission of the Department. AP/LING 3120 3.00 is recommended.

**DESCRIPTION:** An investigation of acoustic-phonetic aspects of speech and their relation to speech perception and recognition. Practical experience in techniques of acoustic-phonetic research.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING4320 6.0**

**FIELD METHODS**

**INSTRUCTOR:** Peter Avery

**PREREQUISITES:** AP/LING 2110 3.00, AP/LING 2120 3.00, AP/LING 2130 3.00 and AP/LING 2140 3.00 with grades of C+ or better, and at least six credits in linguistics (LING) at the 3000-level with grades of C+ or better, or permission of the department. AP/LING 3120 3.00 and AP/LING 3140 3.00 are strongly recommended.

**DESCRIPTION:** This course provides students with the skills and techniques necessary to conduct linguistic field work. Students are introduced to an unfamiliar language and develop analyses of aspects of the phonology, morphology and syntax of the language through sessions with a native speaker.

**FORMAT:** One 2-hour session and one 1-hour tutorial weekly. Additional sessions may be arranged if the class is large.

**EVALUATION:** TBA

**TEXTS:** TBA

**AP/LING4350 3.0F**

**PIDGIN AND CREOLE LINGUISTICS**

**INSTRUCTOR:** Ian Smith

**PREREQUISITES:** AP/LING2120 3.0, AP/LING2130 3.0, AP/LING2140 3.0 and at least six credits in linguistics (LING) at the 3000-level, all with grades of C+ or better, or permission of the Department.

**DESCRIPTION:** Pidgins and creoles are languages that develop from contact between groups of people having no common means of communication. This course examines the historical and social circumstances in which such languages arise, their linguistic characteristics and their relevance to linguistic theory.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** Class presentation (20%); Two response papers (40%); Online discussion contributions (30%); Class participation (10%).

**TEXT:** Holm, John. 2000. *An introduction to pidgins and creoles*. Cambridge: Cambridge University Press.

**AP/LING4400 3.0W**

**RESEARCH IN SOCIOLINGUISTIC VARIATION AND CHANGE**

**INSTRUCTOR:** James Walker

**PREREQUISITES:** AP/LING2120 3.0, AP/LING2130 3.0, AP/LING2140 3.0, and three credits in linguistics (LING) at the 3000-level course, all with grades of C+ or higher, or permission of the Department. AP/LING 3400 is recommended.

**DESCRIPTION:** This course is a practical introduction to sociolinguistic research. We discuss methods of sociolinguistic data collection, including surveys, the sociolinguistic interview and participant observation, and quantitative methods, including summary measures, tests of statistical significance and variable-rule analysis. Working individually and in groups, students gain experience in all stages of sociolinguistic research and write an original research paper.

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** TBA

**TEXTS:** Tagliamonte, Sali. 2007. *Analysing Sociolinguistic Variation*. Cambridge: Cambridge University Press

### AP/LING4440 3.0W SYNTACTIC CHANGE

**INSTRUCTOR:** Ruth King

**PREREQUISITE:** AP/LING 3140 3.0 with a grade of at least C+ or permission of the Department.

**DESCRIPTION:** This course deals with morpho-syntactic change from a generative perspective. The general questions addressed will include the following: Why are some grammatical features better preserved and why do others disappear? How do changes in some aspects of the grammatical system affect other aspects of the grammatical system? How do small innovations come to have big effects? What kind of role do social factors play in grammatical variation and change? What limitations are there on the role of language contact in grammatical change? From the perspective of theory, some of the leading questions are as follows: Is an independent theory of change necessary (i.e. in addition to a theory of grammar)? How do we reconcile the Minimalist view of language as a kind of “perfect system” with the presence of variation and the occurrence of change? Is it possible to reconcile biological and social approaches to the study of language change? What is the status of grammaticalization as a process of language change? How do we model the effects of language contact?

**FORMAT:** One 3-hour session weekly.

**EVALUATION:** Assignments (30%), Participation (10%), Midterm Test (25%), Final Examination (35%)

**TEXT:** Roberts, Ian. 2007. *Diachronic Syntax*. Oxford: Oxford University Press.

### AP/LING4900 6.0/3.0 INDIVIDUALIZED READING

This course may be offered by agreement among a senior student, a faculty member, and the Department.

Note: Independent reading/research courses require a signed agreement between the student and a faculty member, as well as the approval of the undergraduate director.

**PREREQUISITE:** completion of 24 credits in LA&PS

**EVALUATION:** Minimum 70% for written work (minimum two pieces)

### POLICY ON GRADING

The letter-grade system is the fundamental system of performance assessment at York University.

## **Grading Scale**

Except for courses taken under the "Ungraded Option" (see below), courses in the Faculty of Liberal Arts and Professional Studies are graded according to the following scale:

<b>Grade</b>	<b>Point Value</b>	<b>Definition</b>
A+	9	Exceptional
A	8	Excellent
B+	7	Very good
B	6	Good
C+	5	Competent
C	4	Fairly competent
D+	3	Passing
D	2	Barely passing
E	1	Marginally failing
F	0	Failing

*Note: The Point Values in the middle column above are used only in calculating students' Grade Point Averages, both sessional and cumulative; they are not intended to be used to calculate marks in courses.*

## **Percentage Equivalents to Letter Grades:**

The Faculty of Liberal Arts and Professional Studies does not have an official table of "percentage equivalents" for its final letter grades. See the section on grades in courses, for information on conversion from percentages to letter grades within courses.

## **Grading Scheme in Courses:**

- A. **Announcement in Class:** The means of determining the final grade in a course must be announced in writing in each course within the first two weeks of class. Such information must include the assignments, essays, examinations, and other components which make up the grade, their relative weights and any other procedures which enter into the determination of the final grade.
- B. **Subsequent Changes:** In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of all students; the new marking scheme must also be distributed in written form.
- C. **"Feedback" during Course:** Instructors are obligated to provide a mechanism by which students can be apprised of their progress in a course; in particular, students must be able to make an informed decision on whether to withdraw from a course. This will normally mean that students will receive some graded feedback on work worth at least 10% of the course grade before the deadline for withdrawing from that course. Instructors are urged to provide more feedback where possible.
- D. In courses where percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.

<b>From Percentage</b>	<b>To Letter Grade</b>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0 – 39	F

- II Letter grades with a 'minus' (such as A-, B-, C-, D-) are acceptable on assignments but not as reported final grades.

### **Faculty Guidelines for course grades:**

1. The course GPA should not be above 6.5;
2. There should be no more than 75% B and above;
3. The course GPA should not be below 3.5;
4. There should not be more than 50% A or above;
5. There should not be more than 20% F

### **Release of Final Grades:**

In the Fall/Winter Session, grades are normally released in January for Fall Term half-courses, and in June for full courses and Winter Term half-courses. Grades for courses taken in the Summer Session are normally released in September.

### **Requests for Reappraisal of Final Grades:**

Students may, with sufficient grounds, request that a final grade in a course be reappraised. Further information may be obtained from the Department/Division/College offering the course. Students applying to have a grade reappraised in a Faculty of Liberal Arts and Professional Studies course should note the following:

**Deadline** Requests for reappraisal must be filed with the unit offering the course within 21 calendar days of the release of the final grade in the course.

**Written Work Only** - Students may question the marking of specific pieces of work, or the overall course grade. Normally, however, only written work can be reassessed.

**Possible Grade Changes** - When a student asks for a reappraisal, an original grade may be raised, lowered, or confirmed.

**Reappraisal Request Form** - Students wishing to request the reappraisal of a final grade should fill out the appropriate form available from the Department/Division/College offering the course and submit it to the same office.

**Faculty Appeal Procedures** - The decision of the Department/Division/College may be appealed to the Faculty of Liberal Arts and Professional Studies Executive Committee only on grounds of procedural irregularity or new evidence.

**Deferred Standing and Aegrotat Standing; Aegrotat Standing; Petitions for Deferred Standing and Aegrotat Standing** (please see the *York Undergraduate Calendar*)

### **Term Work, Tests and Examinations**

#### **Term Work**

Term Work includes reports, assignments, essays, tests and other written work assigned in a course with the exception of final examinations. Term work must be submitted by the first day of the official Examination Period of the term in which the course ends. Instructors, departments, and divisions may, however, set earlier deadlines for the submission of term work.

#### **Tests And Examinations**

Tests and examinations are important parts of the educational process. They must be conducted under fair conditions which allow students to demonstrate what they have learned. Disruptions or attempts to obtain an unfair advantage are offences against academic process and carry severe penalties. (See Senate Policy on Academic Honesty and Academic Conduct found in the Undergraduate Programs Calendar and the New Students' Handbook.)

### **POLICY ON MAKE-UP TESTS/EXAMINATIONS**

Make-up tests/examinations will only be administered under exceptional circumstances or for medical reasons. The instructor has the right to request a medical certificate or other documentary evidence in order for a student to write a make-up test/examination.

### **FACULTY OF LA&PS POLICY ON ACADEMIC HONESTY**

A central purpose of the University is to teach students to think independently and critically. Cheating and other forms of academic dishonesty run counter to this purpose and violate the ethical and intellectual principles of the University; they are therefore subject to severe penalties. For more information, please see the Senate Policy on Academic Honesty found in the Undergraduate Programs Calendar and the New Students' Handbook. For Faculty of Liberal Arts and Professional Studies procedures concerning academic honesty, please see the Senate Policy on Academic Honesty found in the Undergraduate Programs Calendar.