

Introduction to Linguistics

Code: 100228
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|------|------|----------|
| 2500243 Classics | FB | 1 | 2 |
| 2500245 English Studies | FB | 1 | 1 |
| 2500247 Catalan Language and Literature | FB | 1 | 2 |
| 2500248 Spanish Language and Literature | FB | 1 | 2 |
| 2501801 Catalan and Spanish | FB | 1 | 1 |
| 2501902 English and Catalan | FB | 1 | 1 |
| 2501907 English and Classics | FB | 1 | 2 |
| 2501910 English and Spanish | FB | 1 | 1 |
| 2501913 English and French | FB | 1 | 1 |
| 2502533 French Studies | FB | 1 | 2 |

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Sergio Balari Ravera
Eulàlia Bonet Alsina
Teresa Cabré Monné
M TERESA Espinal Farré
Joaquim Llisterra Boix
Daria Seres Guillen
Jaume Mateu Fontanals

Prerequisites

There are no specific prerequisites to take the course. Even when offered in Catalan, it is advisable to be able to read in English, to have access to the linguistic literature.

Objectives and Contextualisation

The goal of the course is to introduce the student to the scientific study of language.

Competences

Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
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Spanish Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Catalan

- Analysing the lexical, phonetic, phonological, syntactic, semantic and pragmatic properties of natural languages.
- Applying the various analytical tools to different types of linguistic data.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
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English and French

- Analysing the lexical, phonetic, phonological, syntactic, semantic and pragmatic properties of natural languages.
- Applying the various analytical tools to different types of linguistic data.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.

- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
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French Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Accurately drawing up normative texts.
2. Applying the results presented in specialised articles to the analysis of similar or related phenomena.
3. Appropriately use the different available formal and technical resources.
4. Describe, identify and contrast the basic structures of a language.
5. Describing, identifying and contrasting the basic structures of a language.
6. Develop an organized and correct oral and written speech, in the corresponding language.
7. Effectively communicate and apply the argumentative and textual processes to formal and scientific texts.
8. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
9. Effectively express and textual argumentative applying formal procedures and scientific texts.
10. Explain the foundations and principles of language, as well as the properties and characteristics of natural languages.
11. Explain the foundations of the communication and linguistic interpretation processes.
12. Explaining the foundations and principles of language, as well as the properties and characteristics of natural languages.
13. Explaining the foundations of the communication and linguistic interpretation processes.
14. Explaining the foundations of the communication processes and linguistic interpretation.
15. Express content and reasoned arguments in (oral and written) formal speeches.
16. Expressing content and reasoned arguments in speeches (oral and written) of formal
17. Expressing contents and arguments in a reasoned manner in (oral and written) formal discourses.
18. Identify main ideas and express them with secondary and linguistic correctness
19. Identify the basic components of the structures of language and analysing and comparing its phonological, morphological, syntactic and semantic structures.
20. Identify the main and secondary ideas and express them with linguistic correctness.
21. Identifying main and supporting ideas and expressing them with linguistic correctness.
22. Identifying the basic components of the structures of language and analysing and comparing its phonological, morphological, syntactic and semantic structures.
23. Identifying the basic components of the structures of the language and analysing and comparing its phonological, morphological, syntactic and semantic structures.
24. Identifying the main and secondary ideas and expressing them with linguistic correctness.
25. Organising with efficiency and profitability the autonomous part of the learning process.
26. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
27. Solve complex linguistic analysis at any level and with the appropriate tools.
28. Solving problems autonomously.

29. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

Content

1. Introduction. Diversity and universality. Grammaticality and acceptability. Biological aspects of human language. Origins. Acquisition. Universal grammar and particular grammar.

2. The structure of language

2.1 Morphology. The units of morphological analysis. Allomorphy, portmanteau morphemes, zero morphemes. Morphological typology: non-concatenative and concatenative morphology.

2.2. Syntax. Compositionality. Thematic roles, grammatical functions and Case marking. Word order and informational structure. Syntactic structure as hierarchical structure. Phrase structure diagnostics. The structure of the clause: T and C. Syntactic dependencies.

2.3. Phonology. The articulatory characterisation of the sounds of language. The units of phonological analysis. Phonological feature and natural classes. Phonological processes. Beyond classical generative phonology: syllables, tone.

Methodology

The course will be based on problem resolution and other kinds of teaching activities.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|----------------------------------|-------|------|-------------------------------------|
| Type: Directed | | | |
| Master lecture | 56 | 2.24 | 5, 12, 23, 28 |
| Type: Supervised | | | |
| Problem resolution | 32 | 1.28 | 5, 13, 12, 16, 8, 23, 9, 27, 29 |
| Type: Autonomous | | | |
| Search for information and study | 35 | 1.4 | 2, 5, 10, 16, 8, 23, 20, 27, 28, 29 |

Assessment

The evaluation will be continuous and the final mark will be determined by the evaluation of two exercises, to be delivered as established by the lecturer, and the results of a written exam, taken at the end of the course. The lecturer will establish the terms and date of the delivery of exercises and their revision. Only students with a mark between 3. and 4.9 can opt to reevaluation and, in accordance with the requirements of the Comissió de Docència del Departament de Filologia Catalana of March 13th, 2015, the final mark cannot exceed a 5. The student is eligible for reevaluation if s/he has taken the final written exam and the written exercises. Both the written exam and the exercise representing 40% of the mark can be retaken. Plagiarism and copying in an exam will imply a zero, and several irregularities of this kind will imply a zero for the whole course. The student will be NO AVALUABLE if s/he has not been evaluated for items representing at least 50% of the final score.

Assessment Activities



| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-------------------|-----------|-------|------|---|
| Exercises | 20% | 10 | 0.4 | 2, 1, 5, 4, 26, 6, 14, 13, 11, 12, 10, 16, 17, 8, 15, 7, 3, 23, 22, 19, 18, 24, 21, 20, 25, 9, 27, 28, 29 |
| Written exam | 40% | 2 | 0.08 | 2, 1, 5, 4, 26, 6, 14, 13, 11, 12, 10, 16, 17, 8, 15, 7, 3, 23, 22, 19, 18, 24, 21, 20, 25, 9, 27, 28, 29 |
| Written exercises | 40% | 15 | 0.6 | 2, 1, 5, 4, 26, 6, 14, 13, 11, 12, 10, 16, 17, 8, 15, 7, 3, 23, 22, 19, 18, 24, 21, 20, 25, 9, 27, 28, 29 |

Bibliography

Brown, K. (ed.) (2006) *Encyclopaedia of Language and Linguistics*. Amsterdam: Elsevier. (available on-line at the UAB).

*Fromkin, V. (ed.) (2000) *Linguistics: An Introduction to Linguistic Theory*. Malden, Massachusetts/Oxford: Blackwell.

Hayes, B. (2011) *Introductory Phonology*. Malden, Massachusetts/Oxford: Wiley-Blackwell.

Jackendoff, R. (1994) *Patterns in the Mind. Language and Human Nature*. New York: Basic Books.

Kaye, J. (1989) *Phonology: A Cognitive View*. Hove & London: Lawrence Erlbaum Associates.

Larson, R. (2010) *Grammar as Science*. Cambridge, Mass. & London: The MIT Press.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (1999) *Linguistics. An Introduction*. Cambridge: Cambridge University Press.

Special materials were designed for the course; you can find them at <http://ocw.uab.cat/ciencias-humanas>