

Introduction to Linguistics

Code: 100228
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	FB	1	1
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
2503998 Catalan Philology: Literary Studies and Linguistics	FB	1	2
2504012 Spanish and Chinese Studies: Language, Literature and Culture	FB	1	1
2504211 Spanish Language and Literature	FB	1	1
2504212 English Studies	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Anna Gavarró Algueró
Email: Anna.Gavarró@uab.cat

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: Yes

Teachers

Sergio Balari Ravera
Eulàlia Bonet Alsina
Joaquim Llisterra Boix
Evripidis Tsiakmakis

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

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.

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.
- 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.

English and Classics

- 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.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

English and Spanish

- 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.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

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.
- Understanding the biological, cognitive and cultural foundations of human language and the main contemporary grammatical models.

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.

Catalan Philology: Literary Studies and Linguistics

- Identify the foundations of human language and the principles, methods and results of structural analysis of languages.
- Produce written work and oral presentations that are effective and framed in the appropriate register.
- 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.

Spanish and Chinese Studies: Language, Literature and Culture

- Demonstrate the capacity to work autonomously, engaging in self-analysis and self. Criticism.
- 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.

Spanish Language and Literature

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- 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.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Typologically identify the main phenomena of the Spanish language and relate them to similar phenomena in other languages.

English Studies

- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- Describe and analyses synchronically and comparatively the main phonetic, phonological, morphological, syntactic, semantic and pragmatic properties of English and its historical development.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce written and spoken academic texts in English at an advanced proficient-user level (C1).
- Use digital tools and specific documentary sources for the collection and organisation of information.
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

Learning Outcomes

1. Accurately drawing up normative texts.
2. Analyse the main phonetic, phonological morphological, syntactic, lexical and semantic properties of the present-day language .
3. Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the current language.
4. Analyse the structural properties of languages according to the methods of linguistic theory.
5. Analysing the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the current language.

6. Applying the results presented in specialised articles to the analysis of similar or related phenomena.
7. Appropriately use the different available formal and technical resources.
8. Construct an oral and written discourse in the corresponding language that is well-organised and correct.
9. Construct normatively correct texts.
10. Construct texts according to the established rules.
11. Create an organised and correct discourse, spoken and in writing, in the corresponding language.
12. Describe, identify and compare the basic structures of languages.
13. Describe, identify and contrast the basic structures of a language.
14. Describe, identify and contrast the basic structures of languages.
15. Describe, identify and contrast the basic structures of the languages.
16. Describing, identifying and contrasting the basic structures of a language.
17. Develop an organized and correct oral and written speech, in the corresponding language.
18. Distinguish grammatical gender from natural gender.
19. Effectively communicate and apply the argumentative and textual processes to formal and scientific texts.
20. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
21. Explain the bases of linguistic communication and interpreting processes.
22. Explain the foundations and principles of language, as well as the properties and characteristics of natural languages.
23. Explain the foundations of the communication and linguistic interpretation processes.
24. Explain the fundamental principles of language, and the properties of natural languages.
25. Explain the fundamental principles of the processes of linguistic communication and interpretation.
26. Explain the fundamentals of the processes of linguistic communication and interpretation.
27. Explain the main foundations and principles of language and the properties and characteristics of natural languages.
28. Explaining the foundations and principles of language, as well as the properties and characteristics of natural languages.
29. Explaining the foundations of the communication and linguistic interpretation processes.
30. Explaining the foundations of the communication processes and linguistic interpretation.
31. Express content and reasoned arguments in (oral and written) formal speeches.
32. Express contents and arguments in a reasoned way in formal discourses (oral and written).
33. Express ideas effectively in formal academic texts by adopting argumentative and textual procedures.
34. Express oneself effectively by applying argumentative and textual procedures in formal and scientific texts.
35. Express oneself in writing in English, in an academic register and using appropriate terminology, in relation to the study of English linguistics and grammar.
36. Express oneself orally in English, in an academic register and using appropriate terminology, in relation to the study of English linguistics and grammar.
37. Express yourself efficiently applying argumentational and textual procedures in formal and scientific texts.
38. Expressing contents and arguments in a reasoned manner in (oral and written) formal discourses.
39. Give reasoned expression of content and arguments in formal (written and spoken) discourse.
40. Identify main and secondary ideas and express them with linguistic correctness.
41. Identify principal and secondary ideas and express them using correct language.
42. Identify the basic components of language structures and analyse and compare the phonological, morphological, syntactic and semantic structures of languages.
43. Identify the basic components of the structures of language and analysing and comparing its phonological, morphological, syntactic and semantic structures.
44. Identify the basic components of the structures of languages and analyse and compare the phonological, morphological, syntactic and semantic structures of the languages.
45. Identify the main and secondary ideas and express them with linguistic correctness.
46. Identify the primary and secondary ideas and express them correctly.
47. Identify the relationships between literature and language, and the language in which it is spoken and written, and express them with linguistic correctness.
48. Identify, describe and analyse the main morphological and syntactic properties of the English language.
49. Identifying main and supporting ideas and expressing them with linguistic correctness.

50. Identifying the basic components of the structures of the language and analysing and comparing its phonological, morphological, syntactic and semantic structures.
51. Identifying the main and secondary ideas and expressing them with linguistic correctness.
52. Locate specialised and academic information and select this according to its relevance.
53. Organise self-directed learning efficiently and productively.
54. Organise the autonomous part of learning efficiently and profitably.
55. Organise the autonomous part of the learning process efficiently and profitably.
56. Organising with efficiency and profitability the autonomous part of the learning process.
57. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
58. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
59. Present content and arguments in reasoned formal discourse (oral and written). .
60. Produce non-extensive specialised texts on general linguistics and English grammar.
61. Solve complex linguistic analysis at any level and with the appropriate tools.
62. Solving problems autonomously.
63. Summarise the knowledge acquired about the origin and changes experienced by the different fields of study in the discipline.
64. Summarise the knowledge acquired about the origin of the various fields within the discipline and the transformations they have undergone.
65. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
66. Synthesise the knowledge acquired on the origin and transformations undergone by the different fields of study of the discipline.
67. Understand and apply the knowledge and skills acquired from basic and advanced texts in linguistics and English grammar.
68. Understand specialised academic texts on general linguistics and English grammar.

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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master lectures and problem	36	1.44	5, 3, 16, 13, 15, 30, 29, 23, 21, 28, 22, 27, 50, 43, 44, 65, 63

Type: Supervised

Problem resolution	28	1.12	5, 3, 16, 13, 15, 30, 29, 23, 21, 28, 22, 27, 50, 43, 44, 65, 63
--------------------	----	------	--

Type: Autonomous

Search for information and study	60	2.4	6, 1, 10, 58, 17, 11, 38, 20, 31, 39, 19, 37, 7, 51, 49, 45, 46, 56, 54, 61, 62
----------------------------------	----	-----	---

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 minimum score to pass the course is a 5. Students will be informed as to the date and procedure of exam and written work revisions. In accordance with the requirements of the Comissió de Docència of March 13th, 2015, only students with a mark between 3. and 4.9 can opt to reevaluation, and the final mark cannot exceed a 5. The student is eligible for reevaluation if s/he has taken the final written exam and one of the exercises. Both the written exam and the exercise representing 40% of the mark can be retaken. Any written work involving plagiarism or a similar irregularity will get a zero. The student will be NO AVALUABLE if s/he has not been evaluated for items representing at least 50% of the final score.

The detailed calendar of the course will be given on the first class, and will also be made available through the Campus Virtual. In case of change in the teaching modality due to health issues, the lecturer will inform the students of the new methods and schedule. In case the written tests cannot be carried out in person, but virtually, the weight of each item will remain unchanged, and the lecturer will inform the students about the changes. On-line teaching may be adopted through the UAB facilities (teams, wiki, forum) and access by all students will be ensured.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercise type 1	30%	12	0.48	5, 2, 3, 4, 6, 67, 68, 1, 9, 10, 16, 13, 12, 15, 14, 58, 30, 29, 23, 25, 21, 26, 28, 22, 24, 27, 38, 20, 31, 59, 39, 32, 19, 33, 37, 34, 36, 35, 7, 50, 43, 42, 44, 51, 48, 56, 53, 54, 55, 60, 61, 62, 65, 64, 63, 66
Exercise type 2	30%	12	0.48	5, 3, 6, 1, 10, 16, 13, 15, 58, 17, 11, 30, 29, 23, 21, 28, 22, 27, 38, 20, 31, 39, 19, 37, 7, 50, 43, 44, 51, 49, 45, 46, 56, 54, 61, 62, 65, 63
Written exam	40%	2	0.08	5, 2, 3, 4, 6, 67, 68, 1, 9, 10, 16, 13, 12, 15, 14, 18, 58, 17, 8, 11, 47, 30, 29, 23, 25, 21, 26, 28, 22, 24, 27, 38, 20, 31, 59, 39, 32, 19, 33, 37, 34, 36, 35, 7, 50, 43, 42, 44, 51, 49, 45, 41, 46, 40, 48, 52, 56, 53, 54, 55, 57, 60, 61, 62, 65, 64, 63, 66

Bibliography

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

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

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

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

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

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

Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen & Andrew Spencer (1999) *Linguistics. An Introduction*. Cambridge: Cambridge University Press.

Software

https://cataleg.uab.cat/iii/encore/record/C__Rb1692021__Sencyclopedia%20of%20language%20and%20linguisti