

LINGUISTICS PROGRAM COURSE DESCRIPTIONS

Fall 2023

Master Schedule has the most up-to-date information on meeting times and instructors.

LING 101: LINGUISTICS I: INTRODUCTION TO LANGUAGE (two sections)

SATISFIES GSS - SOCIAL SCIENCES CAROLINA CORE REQUIREMENT

What is language? How does language make us who we are?

This introductory course addresses issues of linguistic relevance to your daily life: What is language? Are human language and animal communication really that different? Is English a global language? Who speaks the best English? What does our speech say about who we are, where we come from, and where we are going? How do children learn language? Why is it so hard to learn a second language? How do we process language? What does language look like in our brains?

LING 240/POLI 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS

SATISFIES VSR VALUES, ETHICS, AND SOCIAL RESPONSIBILITY CAROLINA CORE REQUIREMENT

Examine world history and political events through the lens of language!

Learn how international and local political and ethnic conflicts can be better understood through the lens of language, how language plays into the politics of power and social difference, and how linguistic minorities have struggled through conquest, colonization, immigration, enslavement, and class distinctions.

LING 300/ANTH 373/PSYC 470: INTRODUCTION TO LANGUAGE SCIENCES (three general population sections, one SCHC section)

What is language and how does it define us?

Language is both a system and creative entity. It lives in our brains but is shaped by society as a social convention. Come learn how the cognitive and social sides work together and help shape us as human beings.

LING 301/ENGL 389: THE ENGLISH LANGUAGE (two general population sections, one SCHC section)

How does English work? Why is there no "proper English"?

This course provides an introduction to the field of linguistics through an in-depth exploration of many facets of the English language. We will examine the English sound system (phonetics and phonology), word structure (morphology), grammar (syntax), and meaning and usage (semantics). We will also consider other aspects of English, including its acquisition by children, its history as a language, and its social functions as a local and global language.

LING 305.001/ ENGL439 / ANTH 391: TOPICS: LANGUAGE AND RACISM

But I'm not racist!: How to identify racism through language

This course explores the intersection of language, race, and power. Focusing primarily on communities in the United States, we will investigate what racism is, how it can be based in language practices (sounds, words, rants), why it is often difficult to see and hear, and what we can do to counter it.

LING 305.002/ ENGL439 / ANTH 391: TOPICS: SPANISH LANGUAGE & HISPANIC CULTURES (taught in Spanish)

Why does communication fail between cultures?

This course serves as a forum for the presentation and critical deliberation of scholarship examining the linguistic situation of persons of Spanish language heritage in the United States.

LING 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION (taught in Spanish)

Not your parents' Spanish class, and not like any you've had before!

Analyze and practice pronunciation based on the study of Spanish speech sounds and processes. Your pronunciation will improve dramatically, including such obvious markers of nonnative status as the pronunciation of vowels and trilled rr. To top it off, you will more easily recognize and identify different accents and dialects, and improve general listening comprehension.

LING 340 / ANTH 355: LANGUAGE, CULTURE AND SOCIETY

How language defines us and our cultural background; how it places us in society

In this introductory course we will be exploring the relationship between language, culture, and communication as

it has been theorized and analyzed within linguistic anthropology, one of the four main fields of American Anthropology. You will learn about what scholars have had to say on the subject, past and present, as well as gain hands-on-experience in what linguistic anthropologists actually do.

LING 395/ENGL 439/ANTH 391: TEACHING ENGLISH ABROAD

Come prepare for the English Language Teaching adventure in your future!

You will work with English as a second language learners and veteran teachers here at USC. You will have hands-on experiences while you develop your knowledge and skills for teaching and global travel. Please join us as we explore the excellent opportunities of English Language Teaching! There are no prerequisites for this course.

LING 405.H01 / LING 505: TOPICS: ENGLISH WORD ORIGINS (405.H01 is an SCHC section)

Where do English words come from?

In this course, we will explore the origins of English words and how those words have changed in meaning, pronunciation, and form. We will learn about various kinds of etymological processes, such as sound imitative words, folk etymologies, words and names, native English words also found in related Germanic languages, borrowings from other languages, and words of unknown or disputed origin.

LING 421/ENGL 450: ENGLISH GRAMMAR

Not your high-school grammar course!

Have you ever heard about descriptive grammar? This course will introduce you to grammar patterns emerging from a million-word written and spoken corpus. By the end of the course, you should be familiar with grammatical terms and be able to explain grammar rules, diagram English sentences, carry out editing, and perform linguistic analysis at discourse level.

LING 442/ENGL 457/AFAM 442/ANTH 442: AFRICAN AMERICAN ENGLISH

COUNTS TOWARDS GRADUATION WITH LEADERSHIP DISTINCTION IN DIVERSITY AND SOCIAL ADVOCACY

A linguist's take on the structure, development, and use of African American English

In this course, we will examine some of the linguistic features that distinguish African American English (AAE) from other varieties of American English. We will look at the history and emergence of AAE and its' representation of AAE in literature. We will consider attitudinal issues regarding the use of AAE, especially as they relate to education and the acquisition of Standard English.

LING 504/SPAN 515: INTRODUCTION TO SPANISH LINGUISTICS (taught in Spanish)

Qué es, para qué lo usamos y cómo funciona. ¿Qué significa "saber una lengua"?

El objetivo principal de este curso es una comprensión lo más amplia posible del lenguaje humano: ¿Qué significa "saber español"? ¿En qué difiere el español de las otras lenguas? ¿En qué se parece? ¿Debemos seguir hablando de una lengua, "el español", o de varios "españoles"? Este curso presentará a los estudiantes las diferentes áreas en que está dividida la lingüística española y los problemas de los que se ocupa cada área.

LING 545 / ANTH 553: ANTHROPOLOGICAL APPROACHES TO NARRATIVE AND PERFORMANCE

Narratives and performances are revealing of much more than the thematic and referential content they contain. Rather narratives are situated activities that tellers and listeners co-author within the context of daily life rhythms and ritual events. This course explores the ways people from various cultures reflect on, reinforce, and construct their social realities through narration and other forms of verbal art – including narratives and other genres produced in interviews. By analyzing the meanings that people themselves offer in combination with careful attention to formal, performative, and pragmatic dimensions of narratives and narrative activities, linguistic and cultural anthropologists examine they various ways through which narratives and verbal art are vehicles for the performance of aesthetic, affective expression and social action.

LING 567/PSYC 506: PSYCHOLOGY OF LANGUAGE

Learn about how our mind and brain allow us to use language

Language is as an aspect of human cognition, that, like any aspect of human behavior, is generated by the brain, reflecting both biological, communicative and social factors. This course will introduce you to the study of how humans generate, comprehend, learn, and as sometimes lose language, emphasizing the roles played by biology and experience.

LING 712: ARTICULATORY & ACOUSTIC PHONETICS**SATISFIES DOCTORAL CORE COURSE REQUIREMENT**

Physical and anatomical mechanisms for producing speech, phonetic representations and models of speech perception and prosody, acoustic characteristics of the speech signal, use of international phonetic alphabet symbols (IPA) to describe speech sounds in the world's languages, training in experimental and field methods in phonetic research.

LING 720: INTRODUCTION TO SYNTAX**SATISFIES MASTERS AND DOCTORAL CORE COURSE REQUIREMENT**

This course is an introduction to formal syntactic theory and is aimed at developing an understanding of the fundamental ideas, concepts and terminology currently used within the field of formal syntax. Though focusing mainly on the syntax of English the course will investigate universal principles of sentence structure ranging from the basic structure of clauses to derived syntactic constructions. In addition to introducing current analyses of sentence structure, the course will emphasize syntactic argumentation as well as linguistic generalizations.

LING 780: DISCOURSE ANALYSIS

This course examines theories and methods in the analysis of discourse. Drawing primarily on insights in linguistics, anthropology, and sociology, we will consider 'discourse' as variously conceived: as language beyond the sentence, as language use in context, as any meaningful social and symbolic practice, and as ways of talking about and recreating the social world. We will learn about different approaches, such as Conversation Analysis, Critical Discourse Analysis, and pragmatic analysis, as we examine spoken, multimodal, narrative, and corpus data. Some methodological concerns to be addressed include how discourse can be represented, which units of analysis are relevant, and what the analysts' goals should be. In addition, we will discuss how discourse relates to identities and ideologies in diverse social settings. Students will also have the opportunity to engage in hands-on research by collecting and analyzing discourse data.

LING 796: TEACHING READING AND WRITING FOR TESOL**SATISFIES REQUIREMENT FOR THE TESOL CERTIFICATE**

This course will examine the theory and practice of teaching reading and writing to learners of a second language. Through this course, students will gain a firm grasp of linguistically grounded classroom methods supported by current research, while also examining and developing a range of practical applications. Content will include principles of teaching lexis and grammar and their connection to the development of reading and writing skills, incorporating techniques for building both accuracy and fluency. Instructors of English will develop lesson plans and materials that build reading and writing skills at a range of levels. PhD students will design and conduct a research project that investigates reading and/or writing skills development.