

**Linguistics Program Course Descriptions**  
**SPRING 2023**

*Master Schedule has the most up-to-date information. Course times and instructors subject to change.*

**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 sections)**

*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/ANTH 371: TOPIC: ETHNOGRAPHY OF COMMUNICATION**

*How do you know how close is too close when you're talking to someone? What does it mean when people talk at the same time? What does the positioning of our bodies say?*

In this course we will explore how the possible meanings of linguistic and paralinguistic communication depend on aspects of CONTEXT that shift across social events and groups of people. Shared readings, class discussion, and an original research project will immerse you in the ethnographic and analytical methods central to the study of language as a cultural phenomenon.

**LING 305.002: TOPIC: LANGUAGE & RACE IN THE LANGUAGE CLASSROOM**

*What does race have to do with learning language? What does linguistic justice look like in the language classroom?*

We will examine how standardized language norms relate to race in the language classroom. How do these norms affect speakers of other dialects or speakers of English as a second language? We'll discuss unconscious biases, linguistic stereotyping, raciolinguistic ideologies, and how to promote linguistic justice in classrooms.

**LING 305.003/ENGL 439: TOPIC: LANGUAGE, GENDER & SEXUALITY**

*How do gender and sexuality shape how we use language?*

This course explores the relationship between language, gender, and sexuality through topics such as: ideologies of gender and language, cultural definitions and 'borders' of "masculinity" and "femininity" and their relationship to language use, gendered patterns in conversation, politeness, and meaning making, linguistic innovation and self-determination within gender-diverse speech communities, and the interaction between language, gender, sexuality and other aspects of identity.

**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 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 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 472/LING 772/FORL 472/FORL 772: INTRODUCTION TO TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION**

*Use technology to teach a foreign language*

We live in a virtual classroom so come learn about the principles and practices concerning the use of technology in foreign language education with a focus on web 2.0 tools. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language.

### **LING 503/GERM 515: INTRODUCTION TO GERMAN LINGUISTICS**

*Short and sweet subtitle?*

The course simultaneously presents an introduction to the concepts of general linguistics and a discussion of the structure of modern German. Phonetics, phonology, morphology, orthography, syntax, semantics, etymology, and pragmatics will be treated as well as German language variation. Although the language of the course is English, knowledge of German is assumed.

### **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 505-001/ANTH 591: DIGITAL LINGUISTIC ANTHROPOLOGY**

*Short and sweet subtitle?*

We will explore online spaces and well-known social media platforms through varying theoretical and methodological lenses in Anthropology and adjacent fields to gain a more nuanced understanding of the websites that we interact with on an everyday basis. Specifically, we will explore how "talk" (and its many manifestations) occurs online, through storytelling, post interaction, blogs, trolling, and comment sections, tweets, reddit posts, and a number of other interactional digital media both current and historical

### **LING 505-002/PHIL 560: TOPICS: EXPERIMENTAL PRAGMATICS**

*A look at how explicit pragmatic models are developed and tested experimentally*

A survey of research from an experimental perspective on core issues in pragmatics, such as presupposition, conversational implicature, and illocutionary acts. While experimental investigations of language in use are not new, this course follows the more self-conscious movement in Experimental Pragmatics (XPRAG) that was initiated in the mid-2000s.

### **LING 542: RESEARCH IN LANGUAGE CONFLICT AND LANGUAGE RIGHTS (SCHC students only)**

*How is language related to human rights and conflicts?*

What governs linguistic conflicts and language rights issues—the nexes of language and individual and ethnic identify, culture, dialects, bilingualism. We will examine regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.

### **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 710: INTRODUCTION TO PHONOLOGY**

**Fulfills masters and doctoral core course requirement; PREREQUISITE: LING 600**

This course is designed to introduce graduate students to the field of phonology. The course begins with articulatory phonetics to familiarize students with the symbols used to represent the sound patterns of a language. It then introduces fundamental concepts of phonology: features, rules, derivations. The last part of the course completes the introduction by exposing students to suprasegmental structure: syllables, stress and tone. Students develop phonological analysis and argumentation skills through problem-solving, examining sound patterns from a variety of languages.

Specific Goals: By the end of this course, students should be able to:

1. Do basic phonological analyses:
  - examine a set of phonological data and extract regular sound alternations
  - construct a formal hypothesis (on a sound alternation) and test it
  - present a valid argument to support hypothesis
2. Discuss the evidence for the different levels of phonology (featural, segmental, syllabic, metrical, tonal)
3. Discuss the motivations for major paradigm shifts in phonology (linear to non-linear, and later rule-based to constraint-based approaches)

### **LING 739: THE EVOLUTION OF LINGUISTIC THEORY**

**May fulfill masters and doctoral core course requirement after consultation with the advisor**

This course will survey various aspects of syntactic structure across a wide range of languages, in order to distill an understanding of theoretical approaches to these.

By the end of this course, students will be expected to be able to:

- Understand the applications of syntactic analysis
- Gain further understanding of the fundamental principles of syntactic theory
- Be able to distinguish between theoretical claims and the formalisms used to express them
- Develop a critical understanding of linguistic (syntactic) argumentation
- Develop a paper that provides an analysis of a class of syntactic phenomena in a language (or languages)

### **LING 772/FORL 772: TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION**

**Meets with FORL 472/LING 472**

This course will acquaint students with the principles and practices concerning the use of technology in foreign language education. Its main focus will be to explore the connection between Second Language Acquisition theories and the implementation of current technologies with a focus on web 2.0 tools. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language. Open to students of any specialization, this course aims to cover the essentials that language educators need in the field of second language education.

### **LING 798: PRACTICUM IN TEACHING ESOL**

**Fulfills a core requirement for the TESOL certificate; PREREQUISITE: LING 795**

LING 798 requires 75 hours of hands-on TESOL work, which students can allot and negotiate to suit their needs, with the instructor's approval. Each student drafts a contract, which basically outlines what s/he will do in the 75 hours, to be completed by what time, for both student and instructor to sign. The contract is negotiable. The practicum should meet each student's felt needs and be individually designed. Because of the flexibility of 798, there are many possibilities for hours. Students may sometimes receive a stipend for practicum work, depending on the nature of the work. Not all practicum work is paid. Students need to keep a notebook or journal of their work, including lesson plans, materials, and reflections. The instructor reserves the right to decline supervision of practicum experiences which constitute a conflict of interest or which are problematic for the instructor to supervise.

### **LING 805/ANTH 780: TOPICS: ETHNOGRAPHY OF COMMUNICATION**

This graduate course exposes students to a range of qualitative methods and corresponding modes of analysis used within linguistic anthropology and related fields dedicated to the study of human interaction. As this course builds of the anthropological tradition of Ethnography of Communication, the focus of the course will be the integration of ethnography with other techniques for the documentation of forms communication and its role in the establishment and management of social encounters and forms of social organization. Students must have developed or be willing to develop a working relationship with members of a nearby "community" (as in a community of practice, group, organization, institution, or place, etc.), ostensibly before the semester begins. If you are new to the area, or have not yet ever done fieldwork, you have no later than the third week to gain approval from the relevant parties at

your site for carrying out research. Students will also need to focus on one particular recurring ACTIVITY that takes place AT LEAST ONCE A WEEK since assignments are designed with the assumption that such an activity exists and is accessible for observation and especially for audio-video recording.

#### **LING 805: CREOLE AND PIDGIN LANGUAGES**

This course centers on Creoles and other high-contact language varieties, like Pidgins. Core topics include the socio-historical contexts that lead to their emergence, theories regarding their development, cognitive processes involved in their creation, and the diverse array of linguistic features attested in Creoles and Pidgins around the world.

#### **LING 805/GERM 711S: OLD SAXON**

Reading and translation of Old Saxon texts. Overview of Old Saxon structure, especially phonology, morphology, syntax, and semantics. The main readings will come from the Old Saxon gospel harmony, the Heliand. Preparation for research in linguistic and literary aspects of Old Saxon

#### **ADDITIONAL COURSES OF INTEREST IN OTHER UNITS**

#### **ANTH 711: PROFESSIONALISM AND ETHICS**

This course explores ethics and professionalism in anthropological research. Following a workshop model, students will formulate proposals to conduct original anthropological research and provide feedback to each other throughout the semester. In addition to proposal feedback, we will also explore how we as researchers harmonize ethical responsibilities, political commitments, and professional goals as we go about designing research, securing funding, conducting fieldwork, and sharing our findings with various audiences.