

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2022

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We're requesting to have the number changed from 1100 to 2501.

### What is the rationale for the proposed change(s)?

(1) The course content is consistent with the demands of a 2000 level course. As the course has evolved over the past 10+ years, the course requirements have become more in line with a higher level class.

(2) The course will be made an elective for the major and minor, given its new 2000 level status.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course will become an elective for the Linguistics major and minor and so the curricular map will be updated to include Ling2501.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Linguistics  
Fiscal Unit/Academic Org Linguistics - D0566  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2501  
*Previous Value* 1100  
Course Title The Basics of Language for Language Learners  
Transcript Abbreviation Basics Lang Learn  
Course Description Important tools for becoming a successful foreign language learner; cross-cultural differences and similarities in language use, parts of speech, foreign sounds, typical mistakes, etc.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Exclusions**

**Electronically Enforced** No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code** 16.0102  
**Subsidy Level** General Studies Course  
**Intended Rank** Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Individual and Groups; Global Studies (International Issues successors); Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

**Course goals or learning objectives/outcomes**

- Students acquire some of the fundamental linguistic tools available for the scientific analysis of languages.
- Students develop the knowledge needed to reflect on the relationship between culture and language, and the manner in which language reflects one's culture.
- Students develop the knowledge needed to reflect on the relationship between culture and language, and how both play a role in human communication.
- Students understand that different sounds, words, and grammar are used to communicate the same fundamental human needs and desires using various differing linguistic constructs.

**Content Topic List**

- Linguistic information for learning a foreign language
- Pronunciation of new sounds
- Sentence formation
- Cultural differences
- Learning strategies

**Sought Concurrence**

No

***Previous Value***

**COURSE CHANGE REQUEST**  
2501 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/22/2022

**Attachments**

- Ling1100\_syllabus-sp22.pdf: syllabus Ling2501  
*(Syllabus. Owner: McGory, Julia Tevis)*
- Curricular Map 04-06-22.docx: curricular map  
*(Other Supporting Documentation. Owner: McGory, Julia Tevis)*
- Ling2501\_syllabus-sp23.pdf: syllabus Ling2501  
*(Syllabus. Owner: McGory, Julia Tevis)*

**Comments**

- - I know it's a detail but on the new syllabus, the panel will wish to see the new number. So please upload 2 syllabi. One with the current number & the new one going forward with the new number.  
-Please make this effective SP23 (or later).  
-Please note that this statement is incorrect "(3) The course will become a requirement in an upcoming linguistics certificate and so must be 2000 level or higher." Certificates are not minors and can include 1000-level courses. *(by Vankeerbergen, Bernadette Chantal on 04/11/2022 11:51 AM)*
- Please contact Julia McGory with any questions - mcgory.1@osu.edu *(by McGory, Julia Tevis on 04/06/2022 11:54 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	04/06/2022 11:54 AM	Submitted for Approval
Approved	McGory, Julia Tevis	04/06/2022 11:54 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/11/2022 11:51 AM	College Approval
Submitted	McGory, Julia Tevis	04/12/2022 10:33 AM	Submitted for Approval
Approved	McGory, Julia Tevis	04/12/2022 10:34 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/22/2022 12:47 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/22/2022 12:47 PM	ASCCAO Approval

## Linguistics2501: The Basics of Learning a Language Spring 2023

**Instructor:** Dr. Hope C. Dawson  
**e-mail:** dawson.165@osu.edu  
**Mail Box:** 121 Oxley Hall

**Office:** 114 Oxley Hall  
**Phone:** 614-292-5420  
**Website:** [www.carmen.osu.edu](http://www.carmen.osu.edu)

**Office hours:** M 2:15–3:15pm, F 11:30–11:30am, and by appointment. I will also sometimes be available after class to answer questions, and individual assistance is always available by appointment or via email. Office hours can be attended either in person or via Zoom (see Carmen for Zoom links).

### Required Textbooks:

Culicover, Peter & Elizabeth Hume. 2017. *Basics of Language for Language Learners*. 2nd edition. OSU Press.  
Myrick, Caroline, and Walt Wolfram (eds.) 2019. *The 5-Minute Linguist: Bite-sized essays on language and languages*. 3rd edition. Equinox.  
*Both books are available at campus book stores (which does price matching).*

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"Knowledge of languages is the doorway to wisdom." – Roger Bacon

Learning a new language is one of the most rewarding tasks you can set for yourself—it can help you get a job, build rewarding relationships, know more about the world and its people, and strengthen your brain. But it can also be very challenging! Our goal in this class is for you to develop tools and skills to help you in the task of being a foreign language learner, and to learn more about how languages work, how we learn languages, similarities and differences among languages, and many other fascinating aspects of language and its important role in the world.



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**Course GE Information, Description, and Goals:** This course satisfies the following GE categories:

### GE Social Science: Individuals and Groups

**Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

### GE Diversity: Global Studies

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will meet these learning outcomes as students develop an understanding of language learning and language’s important role in human behavior, cognition, and societies, with a special emphasis on the world’s many languages and cultures. Students will become familiar with basic elements of language—such as parts of speech and the pronunciation of new sounds—as a means of enabling them to anticipate and effectively deal with problems in pronunciation, vocabulary building, and sentence formation that often come up in foreign language study. They will also learn about the intertwining of culture and language, such as how expressions of politeness and body language differ across cultures. They will also be exposed to different language-learning styles, typical mistakes language learners make, and strategies for making language learning more effective.

**COURSE REQUIREMENTS & GRADING:**

**Grade components:**

a. Class attendance, participation, and in-class assignments	100 pts
b. Reading quizzes on <i>The 5-Minute Linguist</i> (Carmen) (10 x 10 pts)	100
c. Main quizzes (Carmen) (4 x 85 pts)	340
d. (Group) Project (details to come)	200
e. Midterm Exam (In class and Carmen)	150
f. Final Exam (In class and Carmen)	150

Please note that the class is set up so that there are 1040 possible points that can be earned on the components listed above. This is meant to give you a bit of flexibility and a cushion so that you do not need to stress out too much if you miss a class or one of the reading quizzes or the like. As long as you earn 927 points in the class, you will get an A (etc.); see full scale below.

**Participation:** Class participation points will be based on attendance, answering questions, participation in class discussions, completing in-class assignments, performance on short in-class quizzes/surveys, and being a “good student” in general (i.e. arriving on time and staying for the whole class, not texting or doing non-class-related things on your phone/laptop/tablet, contributing to class discussions and volunteering answers, etc.). I hope you actively participate in this course! It is the best way to engage you in learning the material, and it makes the class more fun and interesting for everyone. I enjoy getting to know students, and I value your comments, thoughts, and questions.

**Readings:** Your understanding of the material in each class session will be best if you have done the reading ahead of time. In class I will be expanding upon and explaining the material presented in the texts, and supplementing it with other materials. There will be some overlap between the text and the lectures, but some material is unique to each, and you will be responsible for both.

**Quizzes:**

There are two types of quizzes: **Main quizzes** will give you the opportunity to demonstrate your knowledge and understanding of what we have covered in the course materials (readings, lectures, class discussions, in-class assignments), and **reading quizzes** on *The 5-Minute Linguist* will supplement our class discussions. All quizzes are administered on Carmen, so you will be able to do them at a time convenient for you with no need to rush, and with access to your books and notes. Note, however, that they will be timed and have a completion deadline. Main quizzes will generally take you **at least 30 minutes to an hour** to complete, while reading quizzes will be shorter. You will have **2 hours** from the time you first **access** the quiz until you submit it to take the main quizzes, and **20 minutes** for the reading quizzes, after which the quiz will close automatically. Please plan accordingly! Be sure to GO OVER ALL

READINGS AND CLASS NOTES **BEFORE** ACCESSING THE QUIZZES, and find a time when you can focus on doing the quiz without being interrupted.

While all quizzes are open-book and open-notes (and you are encouraged to refer to all such materials as you take the quiz), **using any sources other than your textbooks and notes from class meetings while taking quizzes may constitute academic misconduct**. Answers copied from another source (including the internet) will be given a zero. I want to know what you have learned, and to see you apply your knowledge! You also **may not discuss the quizzes with one another until the quiz is closed**, and you may not collaborate with other classmates, or anyone else, on quizzes, nor can you take them together with another classmate. Similar wording on write-ups to discursive short answer questions will constitute suspected academic misconduct and will need to be dealt with accordingly (see below). The answers you provide **must be yours and yours alone**.

**Main Quizzes** will be typically be made available on **TUESDAY** and will be need to be completed by the **FOLLOWING MONDAY** (by 11:00 am). **Reading Quizzes** will be typically be made available 48 hours before they are due, and will also be due by 11:00 am. I will remind you each class about any quiz that is due before the next session; all assignments are also listed on Carmen and organized by weekly modules (and see the schedule at the end of this syllabus). But of course it is still your responsibility to make sure that you do not forget them, and to complete them on time. Do not put them off to the last minute! If you experience any problems in taking a quiz (Carmen problems, computer freeze-ups), send me an email/Carmen message about the problem **before the end of the quizzing period**.

#### **Exams:**

There will be two exams, a **midterm** and **final**. These will be similar in format to the Main Quizzes, but will be more comprehensive in scope. The midterm exam will cover all material from the first half, and the final will focus on material from the second, but will also include some questions dealing with major themes from the whole course. The exams will have two parts:

- The first part will be administered through Carmen and, like the quizzes, will be open-book and open-notes, and will have a time limit. As with the quizzes, you **MAY NOT** consult with each other in any way on these, or copy answers from the **internet or any other source**, and the answers you provide **must be yours and yours alone**.
- The second part will be a short exam administered in class and will be **closed-book** and closed-notes.

The **midterm** will be available on Carmen on Tuesday 3/1 and will be due at 11:00 am on **Monday 3/7**. The in-class portion of the midterm exam will also be administered in class on **Monday 3/7**. The **final** will be made available on Carmen on Tuesday 4/26 and will be due at **11:30 am on Monday 5/2**. The in-class portion of the final exam will be administered in our official final exam slot, **Monday, 5/2, 12:00–1:45 pm**.

While I certainly hope that none of you will be impacted by anything like this, illnesses, death in the family, or other traumatic events unfortunately are part of life (and especially in our current situation). Exams missed under such circumstances can be made up if you contact me within 24 hours and provide documentation. If you have concerns ahead of time about the scheduled exam times, please let me know as soon as possible so that we can make any necessary arrangements. More information about the exams—format, material covered, etc.—will be given when the time comes.

**(Group) Project:** This will be a four-part project in which you investigate particular aspects of a language you are interested in learning. More details will be provided in class.

**Grading Scale:** The grading scale will be as follows.

A 927–1000+	B+ 867–896	C+ 767–796	D+ 667–696
A– 897–926	B 827–866	C 727–766	D 597–666
	B– 797–826	C– 697–726	E 0–596

## COURSE POLICIES:

**Classroom Etiquette:** It is important to respect everyone else in the classroom. We will be spending a lot of time together over the next few months, so let’s get to know each other and enjoy this opportunity! The following guidelines should help make the class more pleasant for all of us.

- **Electronics: texting, listening to music** on headphones, **surfing the internet, playing games**, etc. are **NOT PERMITTED**. Educational and psychological studies have shown that computers and other electronics are detrimental to attention and focus, especially in the classroom. While you are welcome to use computers and other devices to take notes during class, **please** be respectful of other students, and keep your activities to those strictly related to class. If your usage becomes a distraction to other students, I may ask that you put your electronics away during class.
- Plan to come to class on time, and stay for the entire class. If you need to arrive late or leave early, **please let me know ahead of time**, sit near the door, and be discreet.
- If you have a question about a grade, please approach me courteously outside of class.
- During our class discussions, listen respectfully to each other; in general, please do not talk to your neighbor while I (or anyone else) am talking.
- Please be willing to answer and ask questions! It will make class much more fun and interesting for all of us.
- Likewise, please be aware of your peers, and make sure that you are not a “hyper-active volunteer”; I want to make sure that every student has the opportunity to contribute.

## **Contacting me**

- I am **always** willing to answer questions about material or assignments, so **please ask!**
- Email is generally the best way to get in contact with me. You can message me via Carmen or email me directly at [dawson.165@osu.edu](mailto:dawson.165@osu.edu). I check email several times a day, and will do my best to respond quickly. Sunday is the only exception. I will rarely read or respond to emails on Sunday, but will read them Monday morning. My office and mailbox are in Oxley Hall, on the corner of Neil and 12th.

## **Communication**

- You are expected to check your OSU email daily, and to adjust your Carmen Conversations settings so that you are immediately notified if I send you a message via Carmen.
- We will heavily rely on our Carmen course webpage, for posting various materials, submitting assignments, taking quizzes, keeping track of grades, and so on. You are expected to check our Carmen page regularly for news and updates, as well as to be able to use Carmen to access course materials and Zoom sessions, take quizzes, check your grades, and upload assignments. If you at any point have a question about how to do these things, please ask! If you notice an error on our Carmen page (for example, an assignment has an incorrect due date or something is not available that should be), please email me as soon as possible and I will do my best to fix the problem promptly.
- Some readings, powerpoint slides/outlines from classes, the course syllabus, course calendar, and additional resources will also be available on Carmen.

- Note: If you have an OSU Internet username in a format other than name.# or any other problem logging in to Carmen, please contact the Help Desk (614-688-HELP).

**Office Hours and Course Help:** Office hours will be held in person and on Carmen Zoom. During these times I will be available in my office in Oxley Hall for in-person visits, and also available via Zoom, where I will have a waiting room for all those who would like to visit. Feel free to visit during office hours, set an appointment for a different time, or email if you have any questions on course material or assignments.

### **Late Policy and Turning in Assignments**

- The following policies apply to any assignments that are not submitted on time:
  - Up to 24 hours late: minus 10%
  - Up to 48 hours late: minus 20%
  - Up to 1 week late: minus 50%
- No assignments will be accepted more than one week late unless there are exceptional circumstances or if you work out arrangements with me ahead of time.
- Project reports turned in electronically must be in one of the following formats: .doc, .docx, or .pdf. If you do not know how to create files in these formats, **please ask** and I will be happy to help. Project reports may be submitted in hard copy in class (or in my mailbox) or through Carmen; no assignments will be accepted through email. All other assignments will be completed in class, or via Carmen's quiz function.

### **Students with Special Needs:**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Academic Integrity:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the

Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have **any** questions about the above policy or what constitutes academic misconduct in this course, please ask!

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. Should you have any questions about this issue or if you are unsure as to whether a certain action constitutes a violation of this code, please consult me.

**Student Mental Health:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <http://suicidepreventionlifeline.org>.

I also recommend that all students familiarize themselves with the services provided by OSU’s Student Advocacy Center, <http://advocacy.osu.edu>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g. race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## COURSE OVERVIEW

(The schedule may be subject to change, if adjustments are needed. Any changes will be announced in class and posted on Carmen. Please complete the readings **before** each particular class period!)

C&H: Culicover & Hume, *Basics of Language*     5-Min: *5-Minute Linguist*—Note that these are very short and easy to read!

Week	Date	Topics	Readings	Other
Week 1	1/10 (M)	Introduction & welcome!	C&H Preface	
	1/12 (W)	How do children learn language?	C&H Ch. 1 5-Min Chs. 1, 5, 39	<b>Survey &amp; Syllabus quiz due</b>
Week 2	1/17 (M)	<b>NO CLASS—MARTIN LUTHER KING JR. DAY</b>		
	1/19 (W)	How do adults learn language?	5-Min Chs. 35, 40, 41	<i>Reading Quiz 1 due</i> <i>EC photo due by Friday 11:59 pm</i>
Week 3	1/24 (M)	Maximizing memory	C&H Ch. 3	
	1/26 (W)	What causes foreign accents?	C&H Ch. 5 5-Min Chs. 21, 36	<i>Reading Quiz 2 due</i>
Week 4	1/31 (M)	Making the sounds of speech	C&H Ch. 6	<b>Main Quiz 1 due</b>
	2/2 (W)	Many ways to block airflow—How we make consonant sounds	5-Min Chs. 7, 37	<i>Reading Quiz 3 due</i>
Week 5	2/7 (M)	Consonants in other languages	5-Min Ch. 23	
	2/9 (W)	Even more ways to make consonants—and how are vowels different?	C&H Ch. 7 5-Min Chs. 20, 38	<i>Reading Quiz 4 due</i>
Week 6	2/14 (M)	Shaping the flow of air: The many nuances of vowels	5-Min Chs. 16, 26	<i>Reading Quiz 5 due</i>
	2/16 (W)	Vowels		
Week 7	2/21 (M)	Putting sounds together: Are there rules?	C&H Ch. 8	<b>Main Quiz 2 due</b>
	2/23 (W)	Phonotactics (cont.) & Common errors	C&H Ch. 9 5-Min Chs. 4, 62	<i>Reading Quiz 6 due</i>
Week 8	2/28 (M)	Avoiding common errors & review	5-Min Ch. 13	
	3/2 (W)	Sounds are fun, but what about meaning? Introduction	C&H Ch. 10	<b>Project 1 due</b>
Week 9	3/7 (M)	<b>MIDTERM</b> /Word order: How the parts of sentence can go together		<b>MIDTERM EXAM due</b>
	3/9 (W)	Sentence types & Parts of speech; Intro to Nouns	C&H Ch. 15 5-Min Chs. 25, 50	

SPRING BREAK: MON. 3/14–FRI. 3/18				
Week 10	3/21 (M)	One fish, two fish—this fish or that fish? Nouns & determiners; Agreement	C&H Ch. 11	
	3/23 (W)	Red fish, blue fish—big fish or little fish? Pronouns and Adjectives	C&H Ch. 12, 144–152	<b>Project 2 due</b>
Week 11	3/28 (M)	Who did what to whom: Sentential roles	C&H Ch. 13	
	3/30 (W)	The fish who could wish: Relative clauses	C&H Ch. 12, 152–158 <i>5-Min Chs. 8, 19</i>	<i>Reading Quiz 7 due</i>
Week 12	4/4 (M)	Action! But not just action: Verbs and all their baggage; prepositions & particles	C&H Ch. 14	<b>Main Quiz 3 due</b>
	4/6 (W)	Languages don't grow in a lab: The importance of culture to language	C&H Ch. 16, 207–219 <i>5-Min Chs. 42, 45</i>	<i>Reading Quiz 8 due</i>
Week 13	4/11 (M)	Language & culture	<i>5-Min Chs. 9, 32</i>	
	4/13 (W)	Language & culture	<i>5-Min Chs. 29, 34</i>	<b>Project 3 due</b>
Week 14	4/18 (M)	Are you sure we speak the same language? Language variation		<b>Main Quiz 4 due</b>
	4/20 (W)	They said what?!? Politeness across languages	C&H Ch. 17 <i>5-Min Chs. 3, 31</i>	<i>Reading Quiz 9 due</i>
Week 15	4/25 (M)	Talking with your hands? Gestures in communication & wrap up	C&H Ch. 16, 220–225 <i>5-Min Chs. 49, 51</i>	<i>Reading Quiz 10 due</i>
Finals	<b>In-CLASS FINAL EXAM: Monday, 5/2, 12:00–1:45 pm</b> <b>Project 4 due Friday, 4/29 at 11:59pm</b> <b>Carmen final due Monday, 5/2 at 11:30 am</b>			

## Linguistics 1100: The Basics of Learning a Language Spring 2022

M W 11:10 AM – 12:30 PM, Ramseyer Hall 110

**Instructor:** Dr. Hope C. Dawson

**e-mail:** dawson.165@osu.edu

**Mail Box:** 121 Oxley Hall

**Office:** 114 Oxley Hall

**Phone:** 614-292-5420

**Website:** [www.carmen.osu.edu](http://www.carmen.osu.edu)

**Office hours:** M 2:15–3:15pm, F 11:30–11:30am, and by appointment. I will also sometimes be available after class to answer questions, and individual assistance is always available by appointment or via email. Office hours can be attended either in person or via Zoom (see Carmen for Zoom links).

### Required Textbooks:

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Myrick, Caroline, and Walt Wolfram (eds.) 2019. *The 5-Minute Linguist: Bite-sized essays on language and languages*. 3rd edition. Equinox.

Both books are available at campus book stores (which does price matching).

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"Knowledge of languages is the doorway to wisdom." – Roger Bacon

Learning a new language is one of the most rewarding tasks you can set for yourself—it can help you get a job, build rewarding relationships, know more about the world and its people, and strengthen your brain. But it can also be very challenging! Our goal in this class is for you to develop tools and skills to help you in the task of being a foreign language learner, and to learn more about how languages work, how we learn languages, similarities and differences among languages, and many other fascinating aspects of language and its important role in the world.



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**Course GE Information, Description, and Goals:** This course satisfies the following GE categories:

### GE Social Science: Individuals and Groups

**Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

#### Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

### GE Diversity: Global Studies

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will meet these learning outcomes as students develop an understanding of language learning and language’s important role in human behavior, cognition, and societies, with a special emphasis on the world’s many languages and cultures. Students will become familiar with basic elements of language—such as parts of speech and the pronunciation of new sounds—as a means of enabling them to anticipate and effectively deal with problems in pronunciation, vocabulary building, and sentence formation that often come up in foreign language study. They will also learn about the intertwining of culture and language, such as how expressions of politeness and body language differ across cultures. They will also be exposed to different language-learning styles, typical mistakes language learners make, and strategies for making language learning more effective.

**COURSE REQUIREMENTS & GRADING:**

**Grade components:**

a. Class attendance, participation, and in-class assignments	100 pts
b. Reading quizzes on <i>The 5-Minute Linguist</i> (Carmen) (10 x 10 pts)	100
c. Main quizzes (Carmen) (4 x 85 pts)	340
d. (Group) Project (details to come)	200
e. Midterm Exam (In class and Carmen)	150
f. Final Exam (In class and Carmen)	150

Please note that the class is set up so that there are 1040 possible points that can be earned on the components listed above. This is meant to give you a bit of flexibility and a cushion so that you do not need to stress out too much if you miss a class or one of the reading quizzes or the like. As long as you earn 927 points in the class, you will get an A (etc.); see full scale below.

**Participation:** Class participation points will be based on attendance, answering questions, participation in class discussions, completing in-class assignments, performance on short in-class quizzes/surveys, and being a “good student” in general (i.e. arriving on time and staying for the whole class, not texting or doing non-class-related things on your phone/laptop/tablet, contributing to class discussions and volunteering answers, etc.). I hope you actively participate in this course! It is the best way to engage you in learning the material, and it makes the class more fun and interesting for everyone. I enjoy getting to know students, and I value your comments, thoughts, and questions.

**Readings:** Your understanding of the material in each class session will be best if you have done the reading ahead of time. In class I will be expanding upon and explaining the material presented in the texts, and supplementing it with other materials. There will be some overlap between the text and the lectures, but some material is unique to each, and you will be responsible for both.

**Quizzes:**

There are two types of quizzes: **Main quizzes** will give you the opportunity to demonstrate your knowledge and understanding of what we have covered in the course materials (readings, lectures, class discussions, in-class assignments), and **reading quizzes** on *The 5-Minute Linguist* will supplement our class discussions. All quizzes are administered on Carmen, so you will be able to do them at a time convenient for you with no need to rush, and with access to your books and notes. Note, however, that they will be timed and have a completion deadline. Main quizzes will generally take you **at least 30 minutes to an hour** to complete, while reading quizzes will be shorter. You will have **2 hours** from the time you first **access** the quiz until you submit it to take the main quizzes, and **20 minutes**

for the reading quizzes, after which the quiz will close automatically. Please plan accordingly! Be sure to GO OVER ALL READINGS AND CLASS NOTES **BEFORE** ACCESSING THE QUIZZES, and find a time when you can focus on doing the quiz without being interrupted.

While all quizzes are open-book and open-notes (and you are encouraged to refer to all such materials as you take the quiz), **using any sources other than your textbooks and notes from class meetings while taking quizzes may constitute academic misconduct**. Answers copied from another source (including the internet) will be given a zero. I want to know what you have learned, and to see you apply your knowledge! You also **may not discuss the quizzes with one another until the quiz is closed**, and you may not collaborate with other classmates, or anyone else, on quizzes, nor can you take them together with another classmate. Similar wording on write-ups to discursive short answer questions will constitute suspected academic misconduct and will need to be dealt with accordingly (see below). The answers you provide **must be yours and yours alone**.

**Main Quizzes** will be typically be made available on **TUESDAY** and will be need to be completed by the **FOLLOWING MONDAY** (by 11:00 am). **Reading Quizzes** will be typically be made available 48 hours before they are due, and will also be due by 11:00 am. I will remind you each class about any quiz that is due before the next session; all assignments are also listed on Carmen and organized by weekly modules (and see the schedule at the end of this syllabus). But of course it is still your responsibility to make sure that you do not forget them, and to complete them on time. Do not put them off to the last minute! If you experience any problems in taking a quiz (Carmen problems, computer freeze-ups), send me an email/Carmen message about the problem **before the end of the quizzing period**.

#### **Exams:**

There will be two exams, a **midterm** and **final**. These will be similar in format to the Main Quizzes, but will be more comprehensive in scope. The midterm exam will cover all material from the first half, and the final will focus on material from the second, but will also include some questions dealing with major themes from the whole course. The exams will have two parts:

- The first part will be administered through Carmen and, like the quizzes, will be open-book and open-notes, and will have a time limit. As with the quizzes, you **MAY NOT** consult with each other in any way on these, or copy answers from the **internet or any other source**, and the answers you provide **must be yours and yours alone**.
- The second part will be a short exam administered in class and will be **closed-book** and closed-notes.

The **midterm** will be available on Carmen on Tuesday 3/1 and will be due at 11:00 am on **Monday 3/7**. The in-class portion of the midterm exam will also be administered in class on **Monday 3/7**. The **final** will be made available on Carmen on Tuesday 4/26 and will be due at **11:30 am on Monday 5/2**. The in-class portion of the final exam will be administered in our official final exam slot, **Monday, 5/2, 12:00–1:45 pm**.

While I certainly hope that none of you will be impacted by anything like this, illnesses, death in the family, or other traumatic events unfortunately are part of life (and especially in our current situation). Exams missed under such circumstances can be made up if you contact me within 24 hours and provide documentation. If you have concerns ahead of time about the scheduled exam times, please let me know as soon as possible so that we can make any necessary arrangements. More information about the exams—format, material covered, etc.—will be given when the time comes.

**(Group) Project:** This will be a four-part project in which you investigate particular aspects of a language you are interested in learning. More details will be provided in class.

**Grading Scale:** The grading scale will be as follows.

A 927–1000+	B+ 867–896	C+ 767–796	D+ 667–696
A– 897–926	B 827–866	C 727–766	D 597–666
	B– 797–826	C– 697–726	E 0–596

### COURSE POLICIES:

**Classroom Etiquette:** It is important to respect everyone else in the classroom. We will be spending a lot of time together over the next few months, so let's get to know each other and enjoy this opportunity! The following guidelines should help make the class more pleasant for all of us.

- **Electronics: texting, listening to music** on headphones, **surfing the internet, playing games**, etc. are **NOT PERMITTED**. Educational and psychological studies have shown that computers and other electronics are detrimental to attention and focus, especially in the classroom. While you are welcome to use computers and other devices to take notes during class, **please** be respectful of other students, and keep your activities to those strictly related to class. If your usage becomes a distraction to other students, I may ask that you put your electronics away during class.
- Plan to come to class on time, and stay for the entire class. If you need to arrive late or leave early, **please let me know ahead of time**, sit near the door, and be discreet.
- If you have a question about a grade, please approach me courteously outside of class.
- During our class discussions, listen respectfully to each other; in general, please do not talk to your neighbor while I (or anyone else) am talking.
- Please be willing to answer and ask questions! It will make class much more fun and interesting for all of us.
- Likewise, please be aware of your peers, and make sure that you are not a "hyper-active volunteer"; I want to make sure that every student has the opportunity to contribute.

### **Contacting me**

- I am **always** willing to answer questions about material or assignments, so **please ask!**
- Email is generally the best way to get in contact with me. You can message me via Carmen or email me directly at [dawson.165@osu.edu](mailto:dawson.165@osu.edu). I check email several times a day, and will do my best to respond quickly. Sunday is the only exception. I will rarely read or respond to emails on Sunday, but will read them Monday morning. My office and mailbox are in Oxley Hall, on the corner of Neil and 12th.

### **Communication**

- You are expected to check your OSU email daily, and to adjust your Carmen Conversations settings so that you are immediately notified if I send you a message via Carmen.
- We will heavily rely on our Carmen course webpage, for posting various materials, submitting assignments, taking quizzes, keeping track of grades, and so on. You are expected to check our Carmen page regularly for news and updates, as well as to be able to use Carmen to access course materials and Zoom sessions, take quizzes, check your grades, and upload assignments. If you at any point have a question about how to do these things, please ask! If you notice an error on our Carmen page (for example, an assignment has an incorrect due date or something is not available that should be), please email me as soon as possible and I will do my best to fix the problem promptly.
- Some readings, powerpoint slides/outlines from classes, the course syllabus, course calendar, and additional resources will also be available on Carmen.

- Note: If you have an OSU Internet username in a format other than name.# or any other problem logging in to Carmen, please contact the Help Desk (614-688-HELP).

**Office Hours and Course Help:** Office hours will be held in person and on Carmen Zoom. During these times I will be available in my office in Oxley Hall for in-person visits, and also available via Zoom, where I will have a waiting room for all those who would like to visit. Feel free to visit during office hours, set an appointment for a different time, or email if you have any questions on course material or assignments.

### **Late Policy and Turning in Assignments**

- The following policies apply to any assignments that are not submitted on time:
  - Up to 24 hours late: minus 10%
  - Up to 48 hours late: minus 20%
  - Up to 1 week late: minus 50%
- No assignments will be accepted more than one week late unless there are exceptional circumstances or if you work out arrangements with me ahead of time.
- Project reports turned in electronically must be in one of the following formats: .doc, .docx, or .pdf. If you do not know how to create files in these formats, **please ask** and I will be happy to help. Project reports may be submitted in hard copy in class (or in my mailbox) or through Carmen; no assignments will be accepted through email. All other assignments will be completed in class, or via Carmen's quiz function.

### **Students with Special Needs:**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Academic Integrity:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the

Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have **any** questions about the above policy or what constitutes academic misconduct in this course, please ask!

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. Should you have any questions about this issue or if you are unsure as to whether a certain action constitutes a violation of this code, please consult me.

**Student Mental Health:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <http://suicidepreventionlifeline.org>.

I also recommend that all students familiarize themselves with the services provided by OSU’s Student Advocacy Center, <http://advocacy.osu.edu>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g. race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## COURSE OVERVIEW

(The schedule may be subject to change, if adjustments are needed. Any changes will be announced in class and posted on Carmen. Please complete the readings **before** each particular class period!)

C&H: Culicover & Hume, *Basics of Language*      5-Min: *5-Minute Linguist*—Note that these are very short and easy to read!

Week	Date	Topics	Readings	Other
Week 1	1/10 (M)	Introduction & welcome!	C&H Preface	
	1/12 (W)	How do children learn language?	C&H Ch. 1 5-Min Chs. 1, 5, 39	<b>Survey &amp; Syllabus quiz due</b>
Week 2	1/17 (M)	<b>NO CLASS—MARTIN LUTHER KING JR. DAY</b>		
	1/19 (W)	How do adults learn language?	5-Min Chs. 35, 40, 41	<i>Reading Quiz 1 due</i> <i>EC photo due by Friday</i> <i>11:59 pm</i>
Week 3	1/24 (M)	Maximizing memory	C&H Ch. 3	
	1/26 (W)	What causes foreign accents?	C&H Ch. 5 5-Min Chs. 21, 36	<i>Reading Quiz 2 due</i>
Week 4	1/31 (M)	Making the sounds of speech	C&H Ch. 6	<b>Main Quiz 1 due</b>
	2/2 (W)	Many ways to block airflow—How we make consonant sounds	5-Min Chs. 7, 37	<i>Reading Quiz 3 due</i>
Week 5	2/7 (M)	Consonants in other languages	5-Min Ch. 23	
	2/9 (W)	Even more ways to make consonants—and how are vowels different?	C&H Ch. 7 5-Min Chs. 20, 38	<i>Reading Quiz 4 due</i>
Week 6	2/14 (M)	Shaping the flow of air: The many nuances of vowels	5-Min Chs. 16, 26	<i>Reading Quiz 5 due</i>
	2/16 (W)	Vowels		
Week 7	2/21 (M)	Putting sounds together: Are there rules?	C&H Ch. 8	<b>Main Quiz 2 due</b>
	2/23 (W)	Phonotactics (cont.) & Common errors	C&H Ch. 9 5-Min Chs. 4, 62	<i>Reading Quiz 6 due</i>
Week 8	2/28 (M)	Avoiding common errors & review	5-Min Ch. 13	
	3/2 (W)	Sounds are fun, but what about meaning? Introduction	C&H Ch. 10	<b>Project 1 due</b>
Week 9	3/7 (M)	<b>MIDTERM</b> /Word order: How the parts of sentence can go together		<b>MIDTERM EXAM due</b>
	3/9 (W)	Sentence types & Parts of speech; Intro to Nouns	C&H Ch. 15 5-Min Chs. 25, 50	

SPRING BREAK: MON. 3/14–FRI. 3/18				
Week 10	3/21 (M)	One fish, two fish—this fish or that fish? Nouns & determiners; Agreement	C&H Ch. 11	
	3/23 (W)	Red fish, blue fish—big fish or little fish? Pronouns and Adjectives	C&H Ch. 12, 144–152	<b>Project 2 due</b>
Week 11	3/28 (M)	Who did what to whom: Sentential roles	C&H Ch. 13	
	3/30 (W)	The fish who could wish: Relative clauses	C&H Ch. 12, 152–158 5-Min Chs. 8, 19	<i>Reading Quiz 7 due</i>
Week 12	4/4 (M)	Action! But not just action: Verbs and all their baggage; prepositions & particles	C&H Ch. 14	<b>Main Quiz 3 due</b>
	4/6 (W)	Languages don't grow in a lab: The importance of culture to language	C&H Ch. 16, 207–219 5-Min Chs. 42, 45	<i>Reading Quiz 8 due</i>
Week 13	4/11 (M)	Language & culture	5-Min Chs. 9, 32	
	4/13 (W)	Language & culture	5-Min Chs. 29, 34	<b>Project 3 due</b>
Week 14	4/18 (M)	Are you sure we speak the same language? Language variation		<b>Main Quiz 4 due</b>
	4/20 (W)	They said what?!? Politeness across languages	C&H Ch. 17 5-Min Chs. 3, 31	<i>Reading Quiz 9 due</i>
Week 15	4/25 (M)	Talking with your hands? Gestures in communication & wrap up	C&H Ch. 16, 220–225 5-Min Chs. 49, 51	<i>Reading Quiz 10 due</i>
Finals	<b>IN-CLASS FINAL EXAM: Monday, 5/2, 12:00–1:45 pm</b> <b>Project 4 due Friday, 4/29 at 11:59pm</b> <b>Carmen final due Monday, 5/2 at 11:30 am</b>			

## CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 4-1-22)

<p><b>Goal 1:</b> <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p>	<p><b>Goal 2:</b> <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p>	<p><b>Goal 3:</b> <i>Formulate a well-organized, well-supported argument.</i></p>	<p><b>Goal 4:</b> <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p>	<p><b>Goal 5:</b> <i>Engage in original research.</i></p>	<p><b>Goal 6:</b> <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p>
<p><b>Beginning</b>  <b>1100 Basics of Language Learning</b>                  2000 Intro to Lang in the Humanities</p>	<p><b>Beginning</b>  <b>1100 Basics of Language Learning</b>                  2000 Intro to Lang in the Humanities</p>	<p><b>Beginning</b>  <b>1100 Basics of Language Learning</b>                  2000 Intro to Lang in the Humanities</p>	<p><b>Beginning</b>  <b>1100 Basics of Language Learning</b>                  2000 Intro to Lang in the Humanities</p>	<p><b>Beginning</b>                  2000 Intro to Lang in the Humanities                  2051 Analyzing the Sounds of Lang                  3701 Lang &amp; the Mind</p>	<p><b>Beginning</b>  <b>1100 Basics of Language Learning</b>                  2000 Intro to Lang in the Humanities</p>
<p><b>Intermediate</b>                  3401 Words &amp; Meanings                  3502 ConLangs                  3901 Lang Evolution &amp; Lang Change                  3701 Lang &amp; the Mind                  3802 Lang &amp; Computers</p>	<p><b>Intermediate</b>                  Ling2001 Lang &amp; Formal Reasoning                  Ling2051 Analyzing Sounds of Lang                  3191 Internship in Linguistics                  3502 ConLangs                  3801 Codes &amp; Code-Breaking                  3801 Codes &amp; Code-Breaking                  3901 Lang Evolution &amp; Lang Change</p>	<p><b>Intermediate</b>                  Lang, Sex, &amp; Gender                  2367.02 Lang &amp; Advertising                  3701 Lang &amp; the Mind                  3601 Lang, Race, &amp; Ethnicity in the US                  3602 Lang &amp; Social Identity                  3603 Lang Across Cultures                  3604 Conducting Sociolinguistic Research</p>	<p><b>Intermediate</b>                  2367.01 Lang, Sex, &amp; Gender                  3501 American Indigenous Languages                  3601 Lang, Race, &amp; Ethnicity in the US                  3602 Lang &amp; Social Identity                  3603 Lang Across Cultures                  3604 Conducting Sociolinguistic Research                  3901 Lang Evolution &amp; Lang Change</p>	<p><b>Intermediate</b>                  3191 Internship in Linguistics                  3601 Lang, Race, &amp; Ethnicity in the US                  3602 Lang &amp; Social Identity                  3603 Lang Across Cultures                  3604 Conducting Sociolinguistic Research                  3701 Lang &amp; the Mind</p>	<p><b>Intermediate</b>                  2367.02 Lang &amp; Advertising                  Ling3801 Codes &amp; Code-Breaking                  3802 Lang &amp; Computers                  3191 Internship in Linguistics</p>
<p><b>Advanced</b>                  4052 Linguistics and the Scientific Method                  4100 Phonetics                  4200 Syntax                  4300 Phonology                  4350 Morphology                  4400 Lang &amp; Meaning</p>	<p><b>Advanced</b>                  4052 Linguistics and the Scientific Method                  4100 Phonetics                  4200 Syntax                  4300 Phonology                  4350 Morphology                  4400 Lang &amp; Meaning                  4550 Field Methods                  4780 Research Seminar                  4998 Research                  4999 Thesis Research</p>	<p><b>Advanced</b>                  4052 Linguistics and the Scientific Method                  4100 Phonetics                  4200 Syntax                  4300 Phonology                  4350 Morphology                  4400 Lang &amp; Meaning                  4780 Undergrad Research Seminar                  4998 Research                  4999 Thesis Research</p>	<p><b>Advanced</b>                  4597.01 Lang Endangerment &amp; Death                  4597.02 Lang &amp; the Law                  4601 Lang &amp; the Black Experience                  5601 Introduction to Sociolinguistics                  5901 Introduction to Historical Linguistics</p>	<p><b>Advanced</b>                  4780 Undergrad Research Seminar                  4998 Undergraduate Research                  4999 Undergraduate Thesis Research                  4550 Field Methods</p>	<p><b>Advanced</b>                  4052 Linguistics and the Scientific Method                  4780 Undergrad Research Seminar                  4597.01 Lang Endangerment &amp; Death                  4597.02 Lang &amp; the Law</p>

