LING 101: LINGUISTICS 1: INTRODUCTION TO LANGUAGE
LECTURE MW 1:10 - 2:00 MORRIS
RECITATIONS F 12:00 - 12:50 or F 1:10 - 2:00
Satisfies GSS - Social Sciences Carolina Core requirement
This course introduces students to some contemporary issues in the field of linguistics. Linguistics has many sub-fields, all of them concerned with understanding some aspect of human languages, from their biological and evolutionary roots, to the historical changes they have undergone, to the conditions under which they become threatened and die, and to the many interesting similarities and differences that the world’s 6,800 or so modern languages display. This course will focus on the cognitive-behavioral and socio-cultural dimensions of language.

We will ask how languages are represented in the mind-brain, how they are acquired, and how they are used. This includes looking at how children acquire languages and why learning a second language as an adult is so hard; at how language is produced and understood by normal adult speakers in the course of spoken and written communication; and at the ways in which language performance breaks down due to various sorts of stresses, including brain damage. We will compare human languages with animal communication systems with a view to understanding what is unique about human verbal communication, and look at why it is difficult for computers to recognize speech and translate between languages. We will look at the differences between written and spoken language. Finally, we will consider the social dimensions of language, which includes looking at social and regional language variation, cultural issues having to do with language and identity and language and power, and at the social forces that produce language change.

LING 240: LANGUAGE CONFLICT AND LANGUAGE RIGHTS
TR 10:05 - 11:20 DUBINSKY
Satisfies VSR Values, Ethics, and Social Responsibility Carolina Core requirement
Whether arising though conquest and colonization, immigration, enslavement, or the creation of a political state that ignores "natural" ethnic territories, linguistic minorities have existed at least since the dawn of history. Virtually without exception, where there exists a linguistic minority, there exist issues related to the rights of the minority to use its language freely and without prejudice. In this course, Language Conflict and Language Rights, we will explore the issues surrounding linguistic human rights, the fundamental right to use one's language and the efforts that have been made to both secure those rights and deny them through official legislation and unofficial actions. Examples will be drawn from state history, national issues, and international issues.
The overall goal of the course is to examine the issues surrounding language rights and how these are integral to human rights in general and an individual's definition of personal and cultural identity. We will do this by examining a variety of case studies of the abridgment of language rights locally, nationally, and internationally. As a backdrop to this, we will first explore a number of facets of language, including some basic facts about language; the role of language in defining one's identity, language and culture, dialects, language attitudes, bilingualism, second language acquisition, and others.

This course will define the concept of language rights from a linguistic perspective, will cover language and nationalism with special reference to the situation in the United States, will survey geographically and linguistically disparate language rights cases, will connect all this to issues of language vitality and revival, and will consider the ramifications of language rights to language planning.

LING 300/PSYC 470/ANTH 373: INTRO LANGUAGE SCIENCES
TR 8:30 - 9:45 BEAVER
or
TR 6:00 - 7:15 BEAVER
Linguistics is roughly divided into two subfields - language and the brain, and language and society. The first half of this course, after establishing the definition and the nature of human language, will focus on how languages are done in the brains of their speakers. We will be introduced to phonetics, phonology, morphology, syntax and semantics of human languages using data from a variety of languages, including English. In the second half of the class, we will be focusing on aspects of language use: discourse analysis, stylistics, child and adult language acquisition, sociolinguistics, dialectology, and the political economy of languages in today's world. Upon completing this class, students will have been exposed to the most important aspects of all of these subfields of linguistics, and be able to conduct their own analyses on language as they encounter it in the world.

LING 301/ENGL 389: THE ENGLISH LANGUAGE
TR 8:30 - 9:45 DISTERHEFT
or
TR 11:40 - 12:55 DISTERHEFT
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 314/SPAN 317: SPANISH PHONETICS & PRONUNCIATION
TR 11:40 - 12:55 HOLT
Analysis of and practice in pronunciation, listening comprehension and dialect recognition based on the study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology. Taught in Spanish.
Objectives: To analyze and practice pronunciation and listening comprehension.
Learning the sound system of Spanish well is typically quite difficult for most English-speaking students. This course is designed to help you master Spanish pronunciation, and to help in this aim you will be exposed to the area of linguistics called phonetics, the study of speech sounds, and to phonology, how we understand the sounds of our language and the combinations they form. We will see that the same or similar sounds may be interpreted differently in English and Spanish, and throughout this course we will contrast these two languages. In this course we will be concerned primarily with articulatory phonetics, the description of how sounds are produced in the mouth and throat. We will describe sounds by their place and manner of articulation and practice phonetic transcription (both broad and narrow) of the major dialects of Spanish using the set of symbols employed to represent speech sounds, the International Phonetic Alphabet (IPA). We will also see how these sounds interact in Spanish (and English) to form the sound system of the language. Armed with this knowledge and practicing these sounds, your pronunciation will improve dramatically, including that of such obvious markers of nonnative status as the pronunciation of vowels, rr and other difficult sounds for the English speaker; and you will more easily recognize and identify different accents and dialects. Additionally, we will analyze and come to understand the systems of spelling and accents in Spanish, which are actually valuable tools to the learner in knowing how to speak and write correctly.

LING 405/PSYC 589/ANTH 391: BILINGUALISM
TR 10:05 - 11:20 TASSEVA
This course offers a broad introduction to the study of bilingualism and language contact. We explore the most important and fascinating aspects of individual and societal bilingualism, focusing on both theoretical and practical issues. The goal of the course is to better understand the linguistic, cognitive, cultural, and socio-political dimensions of bi- and multilingualism and its role in our lives. Some of the questions we will ask include: How do people become bilingual? Is it harder for a child to learn two languages at once? Is the bilingual brain different from the monolingual brain? Why do bilinguals code-switch? What happens when one language encroaches on the other? Can language shift and loss be predicted? What is the role of language ideologies and attitudes in nation building? Does bilingualism threaten English in the U.S.? Is English as a global lingua franca a threat to multilingualism? Topics to be covered include:

- bilingual language acquisition in children and adults
- language in the mind: mental representation and processing of two languages
- bilingualism as social practice
- bilingual identity
- talking bilingual: social meanings and functions of code-switching
- the grammar of code-switching
- the politics of language choice in multilingual communities
- transmigration, language planning, and language rights
- globalization, global English, and intercultural communication

Examining empirical data from a variety of languages, we look for universally applicable explanations for how and why bilinguals use two (or more) languages the way they do.
Questions that sometimes arouse controversy are also addressed—such as the question of bilingual education and whether there is a relationship between bilingualism and a child’s cognitive and social development.

**LING 421/ENGL 450: ENGLISH GRAMMAR**  
**MW 5:30 - 6:45 DILLARD PHILLIPS**  
An intensive survey of English grammar: sentence structure, the verbal system, discourse, and transformations. Also discussed are semantics, social restrictions on grammar and usage, histories of various constructions, etc. Please read Chapter 1 of the textbook before the first class meeting. One midterm, final exam, frequent homework assignments.

**LING 472/FORL 472: TECHNOLOGY FOREIGN LANGUAGE EDUCATION**  
**T 2:00 – 4:45 LOMICA**  
Meets with FORL 772/LING 772  
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 503/GERM 515: INTRODUCTION TO GERMAN LINGUISTICS**  
**TR 10:05 - 11:20 GOBLIRSCH**  
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. There will also be some attention to German language variation. Although the language of the course is English, knowledge of German is assumed.

**LING 540/RUSS 591: RUSSIAN CULTURE THROUGH LANGUAGE**  
**TR 11:40 - 12:55 FORD**  
This course is designed for students of varying backgrounds in Russian language and culture, including those who have never studied Russian or linguistics. Topics under discussion include the origins of the Russian language and its development in the writings of Pushkin, Tolstoy, and Dostoevsky; sociolinguistic issues, such as the way Russians address one another, make requests, and apologize; and the differences between Russian and American modes of communication. Students will gain insight into Russian culture, the interactions of Russian people with one another and with the West, and the way these phenomena are expressed through language.
LING 541/ENGL 439/WGST 555/ANTH 555: LANGUAGE AND GENDER
TR 2:50 - 4:05 WELDON

This course provides an introduction to the use of language by men and women, with a focus on how socialized ideas about gender are connected to language use and perception. Drawing from empirical and theoretical research in sociolinguistics and related fields, this course addresses a range of issues, including (1) gender differences in pronunciation, grammar, and conversational interaction; (2) the relationship between language, gender, and other social constructs, such as class, culture, power, and politeness; (3) the relationship between language, gender and sexuality; and (4) sexism in language.

LING 545/ANTH 553: ANTHROPOLOGICAL APPROACHES TO NARRATIVE AND PERFORMANCE
TR 1:15 - 2:30 REYNOLDS

Linguistic anthropological studies of narratives and performance indicate that they 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.

Upon completion of this course all students will be able to:

- Recognize and apply cultural & linguistic anthropological concepts and theories related to the analysis of narrative and performance.
- Understand and apply an ethical code of conduct in collecting and presenting qualitative data in the social sciences.
- Recognize different units and levels of linguistic, discourse, and participation structures pertinent to the study of narrative and performance within situated speech events and activities, including interviews.
- Be able to apply linguistic anthropological methods in designing a short field study that includes data collection, transcription, and analysis, reporting findings in a final paper.
- Use PPT and other audio-visual presentation technologies in presentations of research works-in-progress.
- Develop critical thinking skills in the interpretation of professional publications.

LING 570/PSYC 589: LANGUAGE DEVELOPMENT
TR 11:40 - 12:55 FERREIRA/TASSEVA

This course covers the language development, both monolingual and bilingual from birth to early elementary school years. We will take a psycholinguistics perspective to the issue and explore avenues in which monolingualism and bilingualism are the same, yet take differential developmental paths and lead to more or less different outcomes.
LING 710: INTRODUCTION TO PHONOLOGY
T 4:25 - 7:00 DALOLA
MASTERS AND DOCTORAL CORE COURSE REQUIREMENT
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 728/PHIL 719: SEMANTIC THEORY
R 4:25 - 7:00 BEZUIDENHOUT
Satisfies a doctoral core course requirement
This course will cover topics and approaches in formal semantics (and to some extent in formal pragmatics, given that the semantics-pragmatics interface is somewhat porous). We will look at frameworks such as truth-conditional and model-theoretic semantics, as well as other formal approaches (such as Discourse Representation Theory). We will examine issues about natural language meaning through the lenses of these formal approaches – issues such as quantification; tense, aspect, and modality; propositional attitudes; indexicality; some issues in lexical semantics; etc. We will also be examining some important underlying concepts and principles, such as the principle of compositionality; intentional versus extensional semantics; context-dependence; semantic underdetermination. Finally, we will critically evaluate the sorts of methods used in formal semantics and look at the strengths and weaknesses of a formal (versus an experimental, say) approach to natural language semantics. Much of the required reading will be in the form of journal articles or book chapters and will be made available in electronic format via Blackboard.

LING 730: HISTORICAL LINGUISTICS
TR 2:50 - 4:05 DISTERHEFT
This course is a continuation of LING 530 in that it assumes the basic knowledge about language change covered there. Here we concentrate on theories of change which will include Andersen’s abductive/deductive model, Labov’s transmission/diffusion model, and Lightfoot’s
transparency theory. We will also take up other topics in line with students’ interests. If you intend to register for this course, please let me know what areas you’d like to pursue.

**LING 734/SPAN 715: HISTORY OF THE SPANISH LANGUAGE**  
**TR 2:50 - 4:05 HOLT**  
**Course Summary:**  
This course will trace the evolution of the Spanish language from its beginnings as a regional dialect of Latin spoken in the Iberian Peninsula, through the fall of the Roman Empire, the invasions of the Goths and later of the Moslems, the subsequent “Reconquest” and the expansion of Castilian into the Americas, and the continued development of Spanish to modern day. We will consider internal/structural changes in the language (its sounds and sound system, word and sentence structure, vocabulary) and discuss the external factors that have shaped its development over time (e.g., invasions, migrations, and contact with other languages and cultures).

The course also discusses geographic variation, including Peninsular dialects, Latin American Spanish, Judeo-Spanish (Ladino), Spanish in the US and Spanglish, and Spanish-based creoles (e.g., Papiamento, Chabacano, Media Lengua).

**Objectives:**  
By the end of the semester, to have a clear conception of how Modern Spanish developed from Latin, and of the major historico-political influences that shaped it, as well as familiarity with the results of its contact with languages and cultures outside of Iberia, including the Americas, Africa and Asia.

**LING 745/ENGL 782: VARIETIES OF AMERICAN ENGLISH**  
**R 4:25 - 7:00 WELDON**  
This course will examine variation in American English. Social, regional, ethnic, and stylistic variation will be covered, along with models for collecting, describing, and applying knowledge about language variation. Special emphasis will be placed on vernacular varieties of American English, particularly in South Carolina and the American South. In addition, the course will survey current issues in the field of language variation and ongoing changes in American English.

**LING 772/FORL 772: TECHNOLOGY FOREIGN LANGUAGE EDUCATION**  
**T 2:00 – 4:45 LOMICIA**  
**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 796: TEACHING READING AND WRITING TO ESOL LEARNERS
MW 5:30 - 6:45 WAREN
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.

LING 798: PRACTICUM IN TEACHING ESOL
TO BE ARRANGED ROWE
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/PSYC 822: LANGUAGE, SPACE AND BRAIN
R 1:00 – 3:30 ALMOR
The relation between language and space has been long recognized in both linguistics, psychology and neuroscience but has tended to be addressed in relatively narrow contexts such as the use of spatial prepositions, sign language, spatial descriptions and metaphor. Recent research in neuro- and psycho-linguistics has suggested that spatial representations and processes might play a broad role in some basic linguistic phenomena such as grammatical function, sentence structure, reference and dialogue. This seminar will review recent as well as older work on the relation between language space and their common neural basis. The material includes work in linguistics, psychology, and cognitive neuroscience.

COURSES IN OTHER DEPARTMENTS OF INTEREST TO LINGUISTICS STUDENTS:

GERM 711G: SELECTED TOPICS IN OLD GERMANIC LANGUAGES: GOTHIC
F 12:00-2:30 GOBLIRSCH
The course will introduce students to the reading and translation of texts written in Gothic, attested in the 4th century A.D. for the purposes of linguistic and literary research.

COMD 821: Advanced Hearing Science
FOGERTY

Advanced study of the physical and related psychological attributes of sound and measurement of acoustic variables of sound and speech. Review of current research in speech science.

Speech is a complex acoustic signal that is characterized by immense variability across productions, talkers, and contexts. In order to understand the perceptual processing of speech it is necessary to fully define the acoustic properties of speech and how these are processed by the auditory system and brain. In addition, the "bottom-up" perceptual processing of this acoustic signal must be integrated with "top-down" cognitive processing of the meaningful message. Throughout this course students will be introduced to the skills necessary for the advanced acoustic analysis and digital signal processing of speech. In addition, this course will analyze the theoretical and empirical foundations for current advances in speech science by exploring evidence from behavioral, psychoacoustic, cross-linguistic, and cognitive neuroscience research.

Students interested in enrolling should contact Teresa Boyett (tboyett@sc.edu) to obtain permissions to enroll in the course. I have provided a brief course description below which you may include in your listing.