1. Location of the Course

FACULTY   Arts and Social Sciences
SCHOOL    Humanities and Languages
COURSE CODE LING5026
COURSE NAME Introduction to Linguistic Analysis
SEMESTER  2  YEAR  2013

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3. Staff Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Mengistu Amberber</th>
<th>Office</th>
<th>MB 241</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 2299</td>
<td>Email</td>
<td><a href="mailto:m.amberber@unsw.edu.au">m.amberber@unsw.edu.au</a></td>
</tr>
<tr>
<td>Contact Time and Availability</td>
<td>Thursdays 2-3pm, or by appointment</td>
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</tbody>
</table>

4. Course Details

Credit Points | UOC6
Summary of the Course | This course, focusing on the scientific study of language, introduces students to the essentials of the foundational areas in linguistics, including the basic principles of phonology,
morphology, syntax, semantics and pragmatics, as well as primary topics in language acquisition and the investigation of the relationship between language and other cognitive domains.

Aims of the Course

1. To describe the most salient aspects of language structure within the context of cross-linguistic grammatical variation.
2. To enable students to apply the basic techniques of descriptive linguistics in the analysis of the phonological, morphological, syntactic, and semantic/pragmatic properties of natural languages.

Student Learning Outcomes

At the end of the course students should be able to:

1. Apply the techniques of phonology to transcription and data analysis and recognize the morphological structure of words;
2. Apply the syntactic principles they have learnt to analysing sentences in a variety of languages
3. Apply the basic principles of semantic and pragmatics in the analysis of new examples.

Graduate Attributes

Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and engaging with the knowledge content. These attributes will be assessed within the prescribed assessment tasks.

1. Understanding of the knowledge base of phonology as one of the major components of theoretical and descriptive linguistics;
2. Skills in critical analysis; problem solving skills
3. The ability to engage in independent and reflective learning.

5. Course Timetable*

<table>
<thead>
<tr>
<th>Class Type/Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Thursday</td>
<td>4.00 - 6.00pm</td>
<td>Law 162</td>
</tr>
</tbody>
</table>

* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at: www.timetable.unsw.edu.au.

6. Rationale for the Inclusion of Content and Teaching Approach

This is a core course in the Linguistics postgraduate program and is included to enable students understand the basic properties of language structure from the perspective of descriptive and theoretical linguistics.

7. Teaching Strategies

The teaching strategies involve seminars and group discussion.

8. Assessment
Assessment Task* | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date
---|---|---|---|---|---
4 In-class quizzes | 20 mins each | 20% (5% each) | 1,2,3 | 1,2,3 | On-going
In-class test | 90 mins | 35% | 1,2,3 | 1,2,3 | Thursday, 24 October
Take-home problem set** | 45% | 1,2,3 | 1,2,3 | Thursday, 7 November

*Please note that assessment tasks and schedule are subject to revision.
** The take-home problem set is handed out in class one week prior to its due date.

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades
  The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)
  See under “13 Other Information” for more information on Submission of Assessment Tasks and Late Assignments.

9. Academic Honesty and Plagiarism
Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [http://www.lc.unsw.edu.au/plagiarism/](http://www.lc.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for
the most serious matters (like plagiarism in a honours thesis) even suspension from
the university. The Student Misconduct Procedures are available here

10. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Seminar Content</th>
<th>Readings Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1 August</td>
<td>Introduction</td>
<td>Introduction: the nature of human language</td>
<td>Textbook, Ch 1</td>
</tr>
<tr>
<td>Week 2 8August</td>
<td>Morphology (I)</td>
<td>Introduction to the structure of words</td>
<td>Ch 3</td>
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<tr>
<td>Week 3 15 August</td>
<td>Morphology (II)</td>
<td>Morphological processes</td>
<td>Ch 3</td>
</tr>
<tr>
<td>Week 4 22August</td>
<td>Syntax (I)</td>
<td>Introduction to syntactic structures</td>
<td>Ch 4</td>
</tr>
<tr>
<td>Week 5 29 August</td>
<td>Syntax (II)</td>
<td>Syntactic processes</td>
<td>Ch 4</td>
</tr>
<tr>
<td>Week 6 5 September</td>
<td>Semantics</td>
<td>Introduction to the study of meaning</td>
<td>Ch 5</td>
</tr>
<tr>
<td>Week 7 12 September</td>
<td>Pragmatics</td>
<td>Meaning and language use</td>
<td>Ch 5</td>
</tr>
<tr>
<td>Week 8 19 September</td>
<td>Phonetics</td>
<td>The sounds of language</td>
<td>Ch 6</td>
</tr>
<tr>
<td>Week 9 26 September</td>
<td>Phonology (I)</td>
<td>Phonological analysis</td>
<td>Ch 7</td>
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<tr>
<td><em><strong>30 September – 13 October</strong></em></td>
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<tr>
<td>Week 10 17 October</td>
<td>Phonology (II)</td>
<td>Phonological analysis</td>
<td>Ch 7</td>
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<tr>
<td>Week 12 (24 October)</td>
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<tr>
<td>In-class test</td>
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<tr>
<td>Week 13</td>
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<tr>
<td>31 October</td>
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<tr>
<td>Conclusion &amp; Revision</td>
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</tbody>
</table>

*Please note that seminar topics are subject to revision.*

11. Expected Resources for Students
Textbook Details

Additional Readings

UCLA phonetics lab: http://phonetics.ucla.edu

An encyclopaedic reference work cataloguing all the world’s 6,912 known living languages: http://www.ethnologue.com


12. Course Evaluation and Development
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

Submission of Assessment Tasks
Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/

It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments
Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS
UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
http://www.ohs.unsw.edu.au/

Attendance
Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment. Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash
a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.

b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.

c. Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty’s course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.

d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Special Consideration
In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below. Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit
Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convenor prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.