KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department:_____ **Date:**_____

Title Of Course/Degree/Concentration/Certificate:_____

Change(s) Initiated: (Please check)

☐ **Closing of Degree**　　　　　　☐ **Change in Degree or Certificate**
☐ **Closing of Certificate**　　　　　☐ **Change in Degree: Adding Concentration**
☐ **New Certificate Proposal**　　　　☐ **Change in Degree: Deleting Concentration**
☐ **New Degree Proposal**　　　　　☐ **Change in Prerequisite, Corequisite, and/or Pre/Co-requisite**
☐ **New Course**　　　　　　　　　☐ **Change in Course Designation**
☐ **New 82 Course (Pilot Course)**　　☐ **Change in Course Description**
☐ **Deletion of Course(s)**　　　　　☐ **Change in Course Title, Number, Credits and/or Hours**
　　　　　　　　　　　　　　　　☐ **Change in Academic Policy**
　　　　　　　　　　　　　　　　☐ **Pathways Submission:**
　　　　　　　　　　　　　　　　　　☐ **Life and Physical Science**
　　　　　　　　　　　　　　　　　　☐ **Math and Quantitative Reasoning**
　　　　　　　　　　　　　　　　　　☐ **A. World Cultures and Global Issues**
　　　　　　　　　　　　　　　　　　☐ **B. U.S. Experience in its Diversity**
　　　　　　　　　　　　　　　　　　☐ **C. Creative Expression**
　　　　　　　　　　　　　　　　　　☐ **D. Individual and Society**
　　　　　　　　　　　　　　　　　　☐ **E. Scientific World**

☐ **Change in Program Learning Outcomes**
☐ **Other (please describe):**_____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved:_____**Signature, Committee Chairperson:**_*Gordon Alley-Young*_

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved:_____**Signature, Department Chairperson:**_____

Date Approved:_____**Signature, Department Chairperson:**_____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____*Gordon Alley-Young*_____

Revised/Augl.2018/AK

Kingsborough Community College

The City University of New York

New Course Proposal Form

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):
   Department: Communications and Performing Arts
   Course Number: SPE 1700
   Course Title: Introduction to Linguistics

2. Does this course meet a General Education/CUNY Common Core Pathways Category? ***Note: 82XX (Pilot) courses <u>CANNOT</u> be considered for Pathways**

   □ Life and Physical Science
   □ Math and Quantitative Reasoning
   □ A. World Cultures and Global Issues
   □ B. U.S. Experience in its Diversity
   □ C. Creative Expression
   □ D. Individual and Society
   □ E.   Scientific World

   If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

   This course do NOT meet General Education/CUNY Pathways

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does <u>not</u> transfer, justify role of course, e.g. describe other learning objectives met.

   Introduction to Linguistics **is a commonly taught course among institutions both nationally and worldwide. Within CUNY, it is offered at Brooklyn College, Queens College, Lehman College, Hostos College, Hunter College, York College as well as BMCC and LaGuardia Community Colleges.**

   This course is being proposed at Kingsborough in order to align with Brooklyn College's B.A. degree program in speech-language pathology, audiology, speech and hearing science which has changed its degree requirements to include a required course in *Introduction to Linguistics* (4 credits). The Kingsborough A.S. degree in Speech Communication: Speech Pathology is a jointly registered program with Brooklyn College and hence the transferability of this course is secure as it is a required part of the curriculum.

   Brooklyn College's Program in Linguistics has also expressed interest in accepting this course as an equivalency to their course, LING 2001: Introduction to Linguistics (4 credits). Their LING 2001 is a required course for their Linguistics major and minor. This course is also typically a required course in linguistics programs and TESOL (Teaching English to Speakers of Other Languages) programs throughout the country.

4. College Catalog description of course:

   Introduction to the scientific study of language, including the analysis of word, sentence, and sound structure. This survey course presents some of the major areas of the formal study of

linguistics, including morphology, phonetics, phonology, syntax and semantics. In addition, this course introduces the applied fields of language acquisition and sociolinguistics

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours* - ***Hours are hours per week in a typical 12-week semester** (Please check **ONE** appropriate box below based on credits) :

1-credit:	☐ 1 hour lecture
	☐ 2 hours lab/field/gym

2-credits:	☐ 2 hours lecture
	☐ 1 hour lecture, 2 hours lab/field
	☐ 4 hours lab/field

3-credits:	☐ 3 hours lecture
	☐ 2 hours lecture, 2 hours lab/field
	☐ 1 hour lecture, 4 hours lab/field
	☐ 6 hours lab/field

4-credits:	✓ **4 hours lecture**
	☐ 3 hours lecture, 2 hours lab/field
	☐ 2 hours lecture, 4 hours lab/field
	☐ 1 hour lecture, 6 hours lab/field
	☐ 8 hours lab/field

More than 4-credits: ☐ Number of credits: _____ (explain mix lecture/lab below)

_____ Lecture _____Lab

Explanation:_____

6. Number of Equated Credits in Item #5 _____**N/A**_____ (For Developmental Courses <u>ONLY</u>)

7. Course Prerequisites, Corequisites, and Selected Populations (If <u>NONE</u>, please indicate "NONE" for each):
   A. Prerequisite(s): **NONE**
   B. Corequisite(s): **NONE**
   C. Pre-/Co-requisite(s): **NONE**
   D. Open <u>ONLY</u> to selected Students (specify population): **N/A**

8. Brief rationale to justify proposed course, include:
   A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number): **N/A**
   B. Projected Enrollment: **50 students per year**
   C. <u>Suggested</u> Class Limits: **25 students per class**
   D. Frequency course is likely to be offered: **twice a year**
   E. Role of course in Department's Curriculum and College's Mission:

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<u>Role in Department's Curriculum</u>

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Introduction to Linguistics fits well into our department's curriculum in a number of ways:

1.   Our A.S. in Speech Communication has a Speech Pathology Concentration, which *Introduction to Linguistics* would strengthen. Specifically, we have three existing courses (Phonetics, Voice and Articulation, Language Development) that would be complimented by content in *Introduction to Linguistics*. In this survey course, students will be introduced to

Phonetics, the International Phonetic Alphabet (IPA), the study of Language Development/Acquisition and linguistic diversity, all of which are topics that they can study in more detail in these subsequent courses. If they choose to take these courses, the problem-solving background they receive in *Introduction to Linguistics* will help prepare them for these courses going forward.

2.	*Introduction to Linguistics* will also fill a gap in the curriculum as recommended by an external program reviewer (2016) in regards to different areas of the study of language, covering phonology (the organization of sounds in the mind), morphology (word formation), syntax (word order), and semantics (meaning). In addition, students will be introduced to issues regarding social and regional dialect variation (sociolinguistics) in much more detail than time permits in other Speech Communication courses. *Introduction to Linguistics* is not limited to students interested in Speech Pathology. It is also a gateway to linguistics programs and TESOL (Teachers of Speakers of other Languages) programs offered in the CUNY system (e.g. Queens College) and beyond. Moreover, the following quote from the Linguistics Program at Brooklyn College webpage discusses the many potential career directions for linguistics students: **http://depthome.brooklyn.cuny.edu/linguistics/webdev/linguistics-why.html**

> "*Linguistics graduates have built careers in foreign service, international business, translation and interpreting, lexicography, teaching English as a Second Language in the US and abroad, information technology, technical writing and publishing. Students who augment their linguistics training with computer science classes are highly valued by companies that develop natural-language processing tools for speech recognition, speech synthesis, automatic translation and information retrieval.*"

> "*Linguistics students are also well equipped for further training in many fields, including some already mentioned: Anthropology, International Affairs, Law, Journalism, Communication, Speech, Language and Hearing Science, Computer Science, Education, foreign languages, Philosophy and Psychology. And of course, linguistics majors often pursue graduate study in linguistics and closely related areas, including psycholinguistics, sociolinguistics, computational linguistics, neurolinguistics and speech pathology.*"

Given the value of linguistic training (analytical skills, problem-solving skills, pattern recognition) for many fields, the course should attract not only Speech Communication majors but also students interested in other related areas such as Anthropology, Computer Science, Education, Foreign Languages, Liberal Arts, Philosophy and Psychology, as well as students who are just generally interested in language.

3.	This course lends itself well to both hybrid and fully online formats, potentially adding to our online offerings.

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Role in College's Mission

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1.	The course will provide a <u>superior education</u> by increasing the diversity of course offerings for our linguistically diverse student body, including a large number of non-native speakers of English.

2.	It will facilitate <u>transfer</u> of credits in that *Introduction to Linguistics* courses are offered at a number of CUNY colleges and community colleges (including BMCC, Hostos, Hunter, LaGuardia, Lehman, Queens College and York). Adding it at KCC will thus improve our general education options. Since the equivalent of our proposed *Introduction to Linguistics* course is a common, required course (or elective) in a large number of departments/programs

(including Cognitive Science, Linguistics, Speech Pathology, TESOL, etc.). As a result, the transfer potential is excellent.

3.   The development of <u>critical thinking skills</u> is an inherent part of linguistic study. Students will analyze language data from English as well as unfamiliar languages, discovering underlying patterns in the data (morphological, phonological and syntactic analysis), training in analytical skills, and applied problem-solving skills.

4.   <u>Oral competence skills</u> will be increased through the study of the International Phonetic Alphabet, including articulation. It serves to support students' oral communication skills and awareness as well as <u>critical writing skills</u>. In addition, important differences between spoken and written language will be discussed, raising language awareness. <u>Quantitative skills training</u> is also involved in linguistic analysis of language data. Students will analyze language data from English as well as unfamiliar languages, discovering underlying patterns in the data (morphological, phonological and syntactic analysis).

5.   <u>Global Awareness and respect for diversity</u>, another tenet of our college's mission, is supported through discussions of Regional and Social Varieties (dialects) of English. It exposes students to the diversity of language through a linguistics lens and promotes understanding of and respect for this linguistic diversity, reducing accent stigma and empowering foreign-accented students as well as speakers of different English dialects.

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is <u>NOT</u> the same as deleting a course):

     No courses are to be withdrawn when this course is adopted.

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting.

     N/A

11. Proposed textbook(s) and/or other required instructional materials(s):

     Yule, George. 2017. *The Study of Language.* (6th Ed.). New York: Cambridge University Press. ISBN 978-1-316-60675-9

12. Is the course <u>REQUIRED</u> for a Major, Concentration, or Certificate?

     If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate" as well as a Proposal that <u>MUST</u> include a rationale for inclusion of the course within the curriculum and the following additional information:

     A. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
     B. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

     For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

     The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:
          45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)
          30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)

This course will be required under the A.S. in Speech Communication under the Speech Pathology Concentration. Degree Changes accompany this proposal.

13. Explain what students will know and be able to do upon completion of course:

    A. Expand their awareness, knowledge, and understanding of language as an independent area of investigation.

    B. Learn about the complex systems and structures of sounds, words, and sentences.

    C. Understand the difference between natural language systems and writing conventions.

    D. Appreciate human language as an orderly, rule-governed natural system.

    E. Recognize and analyze underlying patterns in unfamiliar language data.

    F. Apply the International Phonetic Alphabet to describe speech sounds of human languages.

    G. Identify and analyze phonological, morphological, syntactic, and semantic features of language.

    H. Become aware of theories and research in language acquisition and linguistic variation, and gain respect for linguistic variation.

    I. Generate an interdisciplinary understanding of the nature of linguistics as it combines with other fields in cognitive science, including psychology, sociology and computer science

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

    A. Lectures on:

        1. **The Origins of Language**
        2. **Animals and Human Language**
        3. **Phonetics (Focusing on Articulatory Phonetics)**
        4. **The International Phonetic Alphabet (IPA) and Transcription**
        5. **Phonology & Phonological Analysis**
        6. **Morphology: Word Formation**
        7. **Morphological Analysis**
        8. **Syntax: Grammar**
        9. **Syntactic Analysis**
        10. **Semantics**
        11. **First Language Acquisition**
        12. **Second Language Acquisition**
        13. **Sociolinguistics: Regional Variation**
        14. **Sociolinguistics: Social Variation**
        15. **Sociolinguistics: Language Attitudes**

Lectures will often be supplemented by short (8-10 min) videos from "The Ling Space"
http://www.thelingspace.com/ a website providing very informative content on a variety of
linguistic topics covered in Intro to Linguistics. These will be shown in class followed by class
discussions/Q&A sessions on the content. These videos are freely available for students to
access online outside of class for review.

B. Group work, including:

> **1. Large group and small group discussions on Sociolinguistic topics (Including on**
> **Variation and Language Attitudes).**

> **2. Pair and group work will regularly occur when introducing and practicing linguistic**
> **analysis skills in class.**

C. Demonstrations, including:

> **1. The professor demonstrates how to perform linguistic analysis (IPA transcription,**
> **phonological analysis, syllable trees, morphological analysis, syntactic tree diagram**
> **drawing, etc.) in preparation for student in-class practice, homework assignments and**
> **exams. Example problems are worked out together in class.**

> **2. Students will be asked to come to the board to demonstrate how they solved**
> **problems during in-class skills practice.**

15. Assignments to students:

> **A. Weekly course readings upon which quizzes and exams are based.**

> **B. Weekly online quizzes (Blackboard) on reading and lecture content.**

> **C. 5-6 homework assignments involving linguistic analysis, including phonetic**
> **transcription, phonological analysis, syntactic tree drawing, semantic analysis and**
> **language acquisition problems.**

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a
Developmental Course, include how the next level course is determined as well as Next Level Placement.

A. Tests (2)   25% each (50% total)

There will be a midterm exam during the semester and a final exam based on multiple choice, true or
false questions as well as linguistic analysis (phonetic transcription, analyzing phonological data,
analyzing morphological data and drawing tree diagrams for words and sentences). Students'
application, subjective and objective course knowledge will be tested.

B. Online Quizzes   15%

There will be weekly online quizzes on Blackboard. Quizzes will be 10 multiple choice or true-false
questions, and the content will be from the assigned readings, class notes and class lectures. These are
open-book quizzes, and students may take the quiz twice to improve their score. The lowest two quiz
grades will be dropped.

C. Assignments   **30%**

7 homework assignments involving linguistic analysis, including phonetic transcription, phonological analysis, syntactic tree drawing, semantic analysis and language acquisition problems, as well as a writing assignment on "non-standard" dialects.

D. Participation   **5%**

This is based on students' punctuality, attendance, and preparedness to work and participate in classroom discussion and classroom-based exercises.

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

Week 1: Introduction, Origins of Language, Animal Communication

   1. **Lectures:** Course Introduction, Origins of Language & Animal Communication

   2. **Activities:** Classroom introductions, icebreakers and syllabus. Video clips on Origins of Lang & Animal Communication

   3. **Assignments:** Read Chapters 1&2, Quiz 1

Week 2: Phonetics

   1. **Lectures:** The vocal tract, articulation (voicing, place of articulation, manner of articulation), vowels & consonants, The International Phonetic Alphabet (IPA)

   2. **Activities:** Transcription practice, video clips

   3. **Assignments:** Read Chapter 3, Quiz 2, Homework 1 (IPA transcription) assigned

Week 3: Phonetics & Phonology

   1. **Lectures:** Phonetics continued, phonology – features, segments & syllables, segments in contrast, phonemes & allophones.

   2. **Activity:** Transcription practice, practice recognizing phonemes & allophones, video clips

   3. **Assignment:** Read Chapter 4; Quiz 4, Homework 2 (more IPA transcription), assigned

Week 4: Phonology

   1. **Lectures:** Minimal Pairs, complementary/contrastive distribution, solving phonology problems, natural classes, coarticulation, phonological rules, syllable trees

   2. **Activities:** Phonology problem practice, natural classes practice, syllable tree practice, video clips

   3. **Assignment:** Homework 3 (phonological analysis) assigned

Week 5: Morphology

   1. **Lectures:** Word formation processes, types of morphemes, affixation, inflection vs. derivation

   2. **Activities:** Solving morphology problems practice, morphological tree drawing practice, video clips

3. **Assignment:** Read Ch. 5&6, Quiz 4

Week 6: Morphology & Midterm review

1. **Lectures:** Compounding, reduplication, internal change, suppletion

2. **Activities:** Morphology practice, Review for Midterm Exam, video clips

3. **Assignments:** Quiz 5, **MIDTERM EXAM**

Week 7: Grammar & Syntax

1. **Lectures:** Grammar, Parts of Speech, tense and agreement, Syntax, Tree Drawing, Ambiguity

2. **Activities:** Tree drawing practice

3. **Assignment:** Read Ch. 7&8, Quiz 6, Homework 4 (syntax trees) assigned

Week 8: Semantics:

1. **Lectures:** Meaning, semantic features, semantic roles, lexical relations, compositional meaning, sense & reference

2. **Activity:** Semantic role practice, lexical relations practice

3. **Assignment:** Read Ch. 9, Quiz 7, Homework 5 (semantics) assigned

Week 9: First Language Acquisition

1. **Lectures:** Biolinguistics, negative evidence, types of "errors", language development (phonological, morphological, syntactic, semantic)

2. **Activities:** Child language "error" analysis practice, video clips

3. **Assignment:** Read Ch. 13, Quiz 8

Week 10: Second Language Acquisition

1. **Lectures:** L1 vs. L2 Acquisition, the role of the L1, Interlanguage Theory, Language Transfer, L2 patterns (phonological, morphological, syntactic, semantic), Markedness Theory, non-linguistic factors affecting SLA, Communicative Competence

2. **Activities:** Child language "error" analysis practice, video clips

3. **Assignments:** Read Ch. 14, Quiz 9, Homework 6 (language acquisition) assigned

Week 11: Regional Variation

1. **Lectures:** Language vs. Dialect, sociolinguistic variables, dialect boundaries, Pidgins & Creoles, Hawai'ian Creole English

2. **Activities:** Group & Class discussion on regional variation, video clips

3. **Assignment:** Read Ch. 18, Quiz 10

Week 12: Social Variation

1. **Lectures:** Language Attitudes, linguistic features of African-American English, The Standard Language Myth

2. **Activities:** Group and Class discussions of Language Attitudes, **Final Exam Review**

3. **Assignment:** Read Ch. 19, Quiz 11

18. Selected Bibliography and Source materials:

Ambridge, Ben & Elena V. M. Lieven. 2011. *Child Language Acquisition: Contrasting Theoretical Approaches.* Cambridge University Press.

Aronoff, Mark & Kirsten Fudeman. 2010. *What is Morphology?* 2nd Edition. Oxford: Wiley-Blackwell Publishing**.**

Carnie, Andrew. 2013. *Syntax: A Generative Introduction.* 3rd edition. Oxford: Wiley-Blackwell Publishing**.**

Dawson, Hope C. & Michael Phelan (Eds.). 2016. *The Language Files: Materials for an Introduction to Language and Linguistics.* 12th Edition. The Ohio State University Press.

Guasti, Maria Teresa. 2004. *Language Acquisition: The Growth of Grammar.* MIT Press.

Hayes, Bruce. 2009. *Introductory Phonology.* Oxford: Wiley-Blackwell.

Hoff, Erika. 2005. *Language Development.* 4th edition. Belmont, CA: Thomson Wadsworth.

Hurford, James R., Brendan Heasley & Michael B. Smith. 2007. *Semantics: A Coursebook.* 2nd Edition. Cambridge University Press.

Ladefoged, Peter & Keith Johnson. 2015. *A Course in Phonetics.* 7th Edition. Stamford, CT: Cengage Learning.

Larson, Richard. 1996. Grammar as a laboratory science. American Association for the Advancement of Science (AAAS) Meetings, Special Session "From Curiousity to Science through Linguistic Inquiry." Baltimore, MD.

Larson, Richard. 2010. Grammar as science. Cambridge, MA: MIT Press.

Lippi-Green, Rosina. 2012. *English with an Accent.* 2nd Edition. Routledge.

Merrells, Teresa & Anna L. Moro. 2012. *Study Guide to Contemporary Linguistic Analysis: An Introduction.* 7th edition. Pearson: Canada.

Mooney, Peccei, LaBelle, et al. 2011. *Language, Society and Power: An Introduction.* 3rd Edition. Routledge.

O'Grady, William & John Archibald. 2012. *Contemporary Linguistic Analysis: An Introduction.* 7th edition. Pearson: Canada.

Parker, Frank and Kathryn Riley. 2005. *Linguistics for Non-Linguists: A Primer with Exercises, 4th* Edition. Pearson.

Pinker, Steven. 1994. *The Language Instinct.* Harper Trade.

Reaser, J., Adger, C. T., Wolfram, W., & Christian, D. 2017. *Dialects at school: Educating linguistically diverse Students.* New York: Routledge.

Rowe, Bruce M. & Diane P. Levine. 2012. *A Concise Introduction to Linguistics.* 3rd Edition. Prentice Hall.

The Ling Space. An educational channel all about linguistics. Content created by Moti Lieberman, Adèle-Elise Prévost, atelierMUSE & Stephan Hurtubise. https://www.youtube.com/user/thelingspace or http://www.thelingspace.com/ Accessed Aug. 20, 2018.

Wolfram, W. (2008). Language diversity and the public interest. In King, A. & Estes, Schilling & Fogle, Wright & Lou, Jackie & Soukup, Barbara.(Eds.), *Sustaining Linguistic Diversity: Endangered and Minority Languages and Language Varieties*. Washington: Georgetown University Press, 187-202.

Yule, George. 2017. *The Study of Language*. 3rd Edition. New York: Cambridge University Press.