

(JG)

**California State University—Northridge**  
**English 301: Language & Linguistics**  
**Syllabus**

Dr. Joseph Galasso  
e-mail: [joseph.galasso@csun.edu](mailto:joseph.galasso@csun.edu)  
Home page: <http://www.csun.edu/~galasso>  
Office ST 425  
Tel: 0917

**Textbook (required):**

*Minimum of English Grammar* (Joseph Galasso)  
(University Readers 2009).

**Description:**

*A basic course in language and linguistics.* This class is designed to introduce "non-linguistic major" students to general concepts of language. The course is organized in a "bottom-up" fashion—from smallest to largest segments of language in keeping with the spirit of the text—by starting with *Sounds*, working through *Words*, and ending with *Sentences*. Aspects of *Child Language Acquisition* as well as *Language Disorders* are presented.

This introductory language course is primarily designed (*i*) to allow students to gain a sufficient amount of "Explicit" (conscious) Knowledge of Language and Linguistics and (*ii*) to provide students with the tools necessary for understanding language structure. The course is divided into three basic levels of language as a whole: I. Sound (Phonology), II. Word (Morphology) and III. Sentence (Structure, Syntax and Transformations). The rationale behind English 301 is to provide students with both theoretical and practical knowledge of language structure in order to meet the needs of teachers who plan to teach either English in Secondary school programs, including English as a Second Language (ESL) or the Language Arts in Elementary school programs. This course satisfies requirements in the English Major (Credential Option) and the Liberal Studies Major. While the course will be especially useful to students preparing for a career in teaching, it is Not a course in Methodology.

**Course Objectives:**

- Understanding (Explicit knowledge) about the structural characteristics of language (English): its phonological sound system, word structure, and phrase and sentence patterns.
- Learning the terminology used to describe and analyze the structure and systems of language.
- Understanding basic principles of linguistic theory.
- Understanding basic applications of the theory to child language acquisition and language disorders.

(JG)

**Assignments:**

- Readings (based on Lectures), Exercises
- Three In-class Exams (one after each of the lectures: bluebook) on relevant lecture topics
- One Paper (3,000 words) on an approved topic related in some way to given lecture material

**Method of Instruction:**

The four lectures are based on material taken from the book: this is accompanied with daily Reading Assignments and Exercises. Particular Exercises will be called on for collection and grading. Regular attendance is essential. Absences and late assignments must be discussed directly with the instructor.

**Grading:** All evaluated work is based on a five point scale:  
5 (=A, outstanding), 4 (A/B), 3 (B/C), 2 (C/D), 1(F, failed)

(JG)

**California State University—Northridge**  
**English 301: Language & Linguistics**  
**Lecture Schedule**  
**Joseph Galasso**

**Textbook (required):**

*Minimum of English Grammar* (Joseph Galasso)  
(University Readers 2009).

**0. Introduction**

**Chapters 1-3**

A brief outline of language philosophy: Nativism (Chomsky) vs. Environmental Conditioning/Behaviourism (Skinner). Linguistic Perspectives, What is grammar? Tacit-Implicit knowledge vs. Focal-Explicit knowledge, Lexical vs. Functional Grammar: Galasso's 'Sally Experiment' (Ch. 3) & Berko's 'Wugs Test' (Ch.1).

**Lecture I:**

**Sounds/Phonology: Chapter 13**

- Phonology and the English Sound System
  - Vocal Tract
  - IPA: Place & Manner of Articulation
  - Vowels & Consonants
  - Manner of Articulation
- Phonological Processes
  - Features
  - Minimal Pair
  - Assimilation/Aspiration/Allophone
- Vowel Shift (The Great Vowel Shift)
  - irregular formation via assimilation
- Processing Sounds
  - The 'Speech is Special' Theory
  - Universal Sounds (Cook 1997: 286) (Handouts)
  - L1 vs. L2 Phonological Interferences
  - ESL Case Studies
  - Category Perception (Kuhl & Meltzoff: pp. 7-44)
    - Phonotactics
- Child Phonological & Syllabic Development (*Acquisition Footnote*)
  - How do Children segment words?
  - U-shape learning in Phonology

**Exam 1**

(JG)

## Lecture II

### **Words/Morphology: Chapters 2-5, 10-11**

- Word Classes (Ch. 2, §3.4)
  - Semantics (What's a 'Word') (Ch.2)
  - Word Features: Semantic/Syntactic
  - Sally Exp. (revisited) (§3.2)
  - Lexical vs. Functional words
  - Morphological properties of English Verbs (Ch.3)
- Building Words
  - Derivation & Inflection (§3.6)
- Phrase Structure (Ch. 5)
- Morphology across languages (Ch.10)
  - Isolating, agglutinating, inflectional
  - Parameters
- Lexical slips: spoonerisms and hidden structure
- Children and Words (*Acquisition Footnote*)
  - Lexical vs. Functional Stages (§5.7, Ch.11)

### **Exam 2**

## Lecture III

### **Sentences: Chapters 4-5, 8, 10-12**

- Basic Terminology (Ch. 4)
- Syntax: (What's a Sentence?)
  - Categories & Functions
  - Simple & Complex Sentences
- Sentence Structure
  - Syntax, Tree diagrams
  - Phrases & Clauses (Ch.5)
  - Structural Ambiguity
  - Transformations & Movement (Ch. 8)
- Syntactic Variation across languages (Ch. 10)
  - UG Parameters
    - Null subject
    - INFL
    - Head Initial
    - Bare Verb Stem
- Shakespearian English (Ch.12)
- Children's Sentences (*Acquisition Footnote*) (Ch.11)
  - Language Disorders (Ch. 10, Ch. 17)
- Note on Language Acquisition (Ch. 11)
- Note on Pidgins & Creoles (Part-1 Forward)

### **Exam 3**