

Associated Canadian Theological Schools

LIN 650: Survey of Linguistic Theories

Dr. Rod Casali
Spring 2012
3 credit hours
Prerequisites: LING 560, LING 586
Teaching Assistant: Michael Aubrey

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MW
1:10 – 2:25 pm, CanIL 209
Office Hours: By appointment

I. Course Description

This course introduces students to a wide range of linguistic theories. Students will read and discuss original works written from various perspectives and will gain in the process a clearer appreciation for the range of views that exist concerning the nature of human language and its syntactic, semantic, phonological and discourse properties.

II. Objectives

By the end of this course, each student should:

- 1) Develop his/her ability to understand and critically evaluate expositions of linguistic theories (including several authors' expositions of their own theories).
- 2) Gain an understanding of the range of current theoretical models that exist and their similarities and differences.
- 3) Be able to effectively summarize key features of theoretical frameworks.
- 4) Be able to discern crucial (and non-crucial!) philosophical or other background assumptions of a theoretical framework.
- 5) Be able to assess the relative merits of competing theories in accounting for particular linguistic phenomena.
- 6) Understand the nature of argumentation, theory construction and other aspects of "normal science" as practiced within contemporary linguistics.

III. Course Textbooks

There is no textbook for the course. Readings will be assigned from a variety of sources listed below (subject to possible changes). Generally, readings will be on reserve in the CanIL library.

- Anderson, Stephen R. 1985. *Phonology in the twentieth century*. Chicago: University of Chicago Press.
- Arnove, Anthony, ed. 2008. *The essential Chomsky*. New York: The New Press.
- Carnie, Andrew. 2000. Frederick J. Newmeyer Language Form and Language Function. *Linguist List* 11.57, January 15, 2000. <http://linguistlist.org/issues/11/11-57.html>.
- Casali, Roderic F. 2009. Some generative contributions to an empirical understanding of phonological systems. MS, Canada Institute of Linguistics. To be available on MyCourses.
- Chomsky, Noam. 1965. *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Chomsky, Noam. 1995. *The minimalist program*. Cambridge, MA: MIT Press.
- Chomsky, Noam. 2000. New horizons in the study of language and mind. Cambridge: Cambridge University Press. Pages 3-18.
- Chomsky, Noam and Morris Halle. 1965. Some controversial questions in phonological theory. *Journal of Linguistics*: 1: 97-138. Reprinted in Makkai (1972:457-485).
- Croft, William. 2001. *Radical construction grammar: Syntactic theory in typological perspective*. Oxford: Oxford University Press.
- Dresher, B. Elan. 2005. Chomsky and Halle's revolution in phonology. *The Cambridge companion to Chomsky*, ed. by James McGilvray, 102-122 Cambridge: Cambridge University Press.
- Dryer, Matthew S. 2006. Functionalism and the theory - metalanguage confusion. *Phonology, Morphology, and the Empirical Imperative: Papers in Honour of Bruce Derwing*, ed. by Grace Wiebe, Gary Libben, Tom Priestly, Ron Smyth, and Sam Wang, 27-59. Taipei: The Crane Publishing Company.
<http://linguistics.buffalo.edu/people/faculty/dryer/dryer/DryerFuncMeta.pdf>.
- Edmondson, Jerold A. and Donald A. Burquest. 1998. *A survey of linguistic theories*. Dallas: Summer Institute of Linguistics.
- Goldberg, Adele E. 1995. *A construction grammar approach to argument structure*. Chicago: Chicago University Press.
- Goldsmith, John and Bernard Laks. n.d. *Generative phonology, its origins, its principles, and its successors*. MS, University of Chicago. Available at <http://hum.uchicago.edu/~jagoldsm/Papers/GenerativePhonology.pdf>
- Hale, Mark, and Charles Reiss. 2000. 'Substance abuse' and 'dysfunctionalism': Current trends in phonology. *Linguistic Inquiry* 31:157-169. Available electronically in the TWU library.
- Halle, Morris. 1962. Phonology in generative grammar. *Word* 18:54-72.
- Hockett, Charles F. 1942. A system of descriptive phonology. *Language* 18:3-21.
- Hopper, Paul. 1987. Emergent grammar. *Berkeley Linguistics Society* 13: 139-157.
- Householder, F.W., Jr. 1965. On some recent claims in phonological theory. *Journal of Linguistics* 1:13-34. (This is also reprinted in Makkai 1972.)

Householder, F.W., Jr. 1966. Phonological theory: A brief comment. *Journal of Linguistics* 2:99-100. (This is also reprinted in Makkai 1972.)

Hudson, Grover M. 2008. Review of *Evolutionary Phonology* (Blevins 2004).
<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=189885>.

Jones, Linda K. 1980. A synopsis of tagmemics. *Syntax and Semantics*, 13: Current Approaches to Syntax, ed. by Edith A. Moravcsik & Jessica R. Wirth, 77-96. New York: Academic Press.

Keenan, Edward L. and Kent D. Bimson. 1975. Perceptual complexity and the cross language distribution of relative clause and NP-question types. *Papers from the Parasession on Functionalism*, ed. by Robin E. Grossman, L. James San and Timothy E. Vance, 253-259. Chicago: Chicago Linguistic Society.

Lasnik, H. and Lohndal, T. 2010. Government-binding/principles and parameters theory. *Wiley Interdisciplinary Reviews: Wiley Interdisciplinary Reviews: Cognitive Science*, 1: 40–50.
<http://onlinelibrary.wiley.com/doi/10.1002/wcs.35/pdf>. Available through the TWU library.

Lightfoot, David. 2005. Plato's problem, UG, and the language organ. *The Cambridge companion to Chomsky*, ed. by James McGilvray, 42-59. Cambridge: Cambridge University Press.

Makkai, Valerie Becker, ed. 1972. *Phonological theory: Evolution and current practice*. New York: Holt, Rinehart and Winston.

Newmeyer, Frederick. J. 2005. Review of Christopher S. Butler *Structure and function: A guide to three major structural-functional theories*. *Functions of Language* 12.2: 275-283. Available in the TWU library.

IV. Course Assignments

- Students will typically read several reading selections (usually consisting of journal articles and/or book excerpts) each week. Students will be required to turn in reading reports (generally 1-2 pages) on selected readings (see schedule below). Reading reports will generally be due on Fridays, and should be submitted electronically by e-mail to Mike. (Please copy me also.)
- Students are expected to attend class and participate in (and perhaps occasionally lead) class discussion of assigned readings and other topics.

- Working in pairs (preferred) or individually, students will develop a web site describing the treatment of a particular linguistic topic within different linguistic theories. This will include a bibliography of theoretical work on the topic, a summary of the most important works, and critical discussion of major analytical and theoretical problems that have arisen in connection with the selected phenomenon. (More specific guidelines will be distributed early in the course.) Tentative due date: Last week of the semester.
- Students will present their web sites to the class in sessions to be scheduled near the end of the semester.

Course Evaluation

Student grades will be determined as follows:

	Task:	Value:
1.	Reading reports	35%
2.	Web site on theoretical treatments of a linguistic topic	35%
3.	Presentation of web site to the class	15%
4.	Class participation	15%

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	F 0-69
A 93-96	B 83-86	C 73-76	
A- 90-92	B- 80-82	C- 70-72	

V. Miscellaneous Notes/Policies

Late Assignment Policy

Late work will be accepted, but 15% will be deducted from the grade in the case of unexcused lateness. If you realize that it is not going to be possible to turn in assigned work when it is due, please make every reasonable effort to discuss this with me *before* the assignment due date.

VI. Tentative Course Outline

Week	Tentative Topic
1/11, 1/16 – 1/18	Course introduction, Nature of linguistic theories, Chomskyan linguistics
1/23 – 1/25	Chomskyan linguistics
1/30 – 2/1	Phonological theory
2/6 – 2/8	Phonological theory
2/13 – 2/15	Phonological theory
2/20 – 2/22	Formalism & functionalism
2/27 – 2/29	(Reading Break)

3/5 – 3/7	Formalism & functionalism
3/12– 3/14	Selected syntactic theories
3/19 – 3/21	Selected syntactic theories
3/26 – 3/28	Selected syntactic theories
4/2 – 4/4	Selected syntactic theories (4/4 is last day of class for ACTS students), student presentations
4/11	Student presentations – (4/9 is Easter Monday) ¹

Reading Schedule

Class	Reading Assignment
1/11	Edmondson & Burquest (1998), Chapter 1. Jones (1980)—focus on the fundamental assumptions of the tagmemic perspective and the author's own assumptions about the goals of linguistic theory; don't worry about technical details of the model.
1/16 – 1/18	Chomsky (1965: v-vii, 3-9) (reprinted as Chapters 2 & 3 of Arnove 2008). Chomsky (1995: 1-11) (reprinted as Chapter 17 in Arnove 2008). Edmondson & Burquest (1998), Chapter 2.
1/23 – 1/25	Chomsky (2000: 2-18) (reprinted as Chapter 18 in Arnove 2008). Edmondson & Burquest (1998). Lasnik & Lohndal (2010). Lightfoot (2005).
1/30 – 2/1	Anderson (1985), Chapter 11. Drescher (2005). Hockett (1942)—just skim this, and try to understand Hockett's primary aims.
2/6 – 2/8	Halle (1962). Householder (1965, 1966). Chomsky & Halle (1965).
2/13 – 2/15	Goldsmith & Laks (n.d.). Hale & Reiss (2000). Hudson (2008). Optional but recommended: Casali (2009).
2/20 – 2/22	Carnie (2000), Keenan & Bimson (1975).
2/27 – 2/29	(Reading Break)
3/5 – 3/7	Dryer (2006). Newmeyer (2005).
3/12 – 3/14	Hopper (1987)
3/19 – 3/21	Croft (2001), Chapter 1. Goldberg (1995), Chapters 1 and 2.
3/26 – 3/28	TBA
4/2 – 4/4	TBA

Tentative Reading Reports and Due Dates

Reading	Report Due Date
Chomsky (1965: v-vii, 3-9) (reprinted as Chapters 2 & 3 of Arnove 2008).	1/20
Chomsky (2000: 2-18) (reprinted as Chapter 18 in Arnove 2008).	1/27
Submit a slightly longer report (2-4 pages) summarizing the debate in Halle (1962), Householder (1965, 1966) and Chomsky & Halle (1965).	2/10
Hale & Reiss (2000)	2/17
Keenan & Bimson (1975)	2/24
Newmeyer (2005)	3/9
Hopper (1987)	3/16

¹ Depending on how the semester unfolds, an extra class period may need to be scheduled in order to ensure that we have 25 class meetings in all (or the equivalent).

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.