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COURSE ALPHA and NUMBER: LING 102

COURSE TITLE: An Introduction to the Study of Language

ESTIMATED NUMBER OF SECTIONS:
   Fall: 1
   Spring: 1

APPLICATION IS FOR:
   □ New Course   □ Modified Course   ✗ Existing Course   ✗ Re-designation
   ✗ Certification   □ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
   □ DA (Arts)   □ DP (Physical Sciences)
   □ DB (Biological Sciences)   ✗ DS (Social Sciences)
   □ DH (Humanities)   □ DY (Laboratory)
   □ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 70%

What percentage of CLASS MEETINGS focuses on this diversification area? 70%
Guidelines and explanatory notes for the following questions are located at the end of this document.

1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

   **Hallmark DS.1:** Uses the terminology of theories, structures, or processes in the social or psychological sciences.
   **SLO 3:** Upon successful completion of LING 102, the student will demonstrate ability to use linguistic terminology on phonetics, phonology, semantics, syntax, historical linguistics, sociolinguistics and cognitive linguistics.
   **Explanation:** Sociolinguistics and cognitive linguistics are social and psychological sciences respectively. Historical-, socio- and cognitive linguistics examine the behavior and interactions of people within societies and interactions between societies.

   **Hallmark DS.2:** Involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes.
   **SLO 5:** The students will explain how language is integrated within culture, history, society and cognition, including:
   a. the social functions of language and the roles they play in culture.
   b. relationship between language and cognition.
   c. language variation, including historical and social and regional dialects.
   **SLO 6:** The students will analyze relationships among genetically-related languages using the comparative method in order to demonstrate how they are related historically.
   **Explanation:** Demonstration of the understanding of behavior and interactions of people within societies, and interactions between societies, in terms of their language use. Demonstration of student knowledge on linguistic behavior and interactions at levels that range from the individual to the social structure.

   **Hallmark DS.3:** Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.
   **SLO 1:** The students will analyze and explain language from a linguist’s perspective, an analytical and scientific point of view. Guided by quantitative/qualitative methods/data
   **SLO 2:** The students will express his/her own opinions about language.
   **SLO 4:** The students will compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
   **Explanation:** LING 102 introduces students to methods such as interviews, observation, surveys, experiments, and literature reviews in order to examine language use.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

   In order to measure the degree to which students exit the course with the expected SLOs, they will be given assignments and tests on the content of each unit to demonstrate their understanding; they are required to submit five observation notebook entries. The purpose of the observation notebook
is to gain an understanding of linguistics and be able to write about it. The notebook gets students to think about linguistics on their own, outside of class. It requires them to apply their linguistic knowledge to interpret language in everyday life. Students will also demonstrate their own ability to write. They will apply the writing process and take it one step at a time.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

By reviewing student test results, homework assignments, and observation notebook entries, I plan to assess the effectiveness of lectures and reading assignments. I then can use such findings to improve this course.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: __Spring 2018__

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: ____________________________
Date: __1/12/13__
LING 102 Topics By Week

Eric Shaffer <eshaffer@hawaii.edu>       Tue, Jan 22, 2013 at 7:23 AM
To: Jennifer Higa-King <higaking@hawaii.edu>

Dear Jennifer--

Aloha.

Here is list of course topics by week for LING 102:

Week 1  Phonetics
Week 2  Phonetics and Phonology
Week 3  Morphology
Week 4  Syntax and Semantics
Week 5  Speech Communities in the US and Hawai‘i
Week 6  Speech Communities in Hawai‘i: Hawaiian Creole English or Pidgin
Week 7  Bilingualism and Multilingualism
Week 8  Language and Social Context
Week 9  Language and Gender
Week 10 Language and Cognition
Week 11 Endangered Languages and Language Revitalization
Week 12 Language Revitalization in the World and in Hawai‘i
Week 13 Language Acquisition: Language and the Brain
Week 14 Historical Linguistics and Language Families
Week 15 Language Variation and Change: How Language Grows
Week 16 Review

For your reference, I am also attaching our most current course schedule for LING 102.
Syllabus

LING 102 - An Introduction to the Study of Language

Prerequisite: ENG 22/60 or ESL 23, OR Placement in ENG 100


Course Description
This is an introduction to the study of language and language-related issues, its relevance to contemporary issues in society, and local language issues. There are many misconceptions about language, its development, structure, and use. The main objective of this course is to provide students with an opportunity to examine language from a linguist’s perspective—one from an analytical and scientific point of view. Students will learn how language is integrated within cognition, culture, history, and society. Content studied through lecture, readings, and writing.

The course fulfills a social sciences requirement for the AA degree, and a DS requirement for the AA degree at UHM and HCC.

Student Learning Outcomes
Upon successful completion of LING 102, the student will:

- Analyze and explain language from a linguist’s perspective, an analytical and scientific point of view.
- Guided by quantitative/qualitative methods/data, express their own opinions about language.
- Demonstrate ability to use linguistic terminology on phonetics, phonology, semantics, syntax, historical linguistics, sociolinguistics and cognitive linguistics.
- Compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- Explain how language is integrated within culture, history, society and cognition, including:
  a. the social functions of language and the roles they play in culture.
  b. relationship between language and cognition.
  c. language variation, including historical and social and regional dialects.
- Analyze relationships among genetically-related languages using the comparative method in order to demonstrate how they are related historically.

Course Requirements
Readings (Textbook and handouts)
4 Unit Tests
Final Exam
Homework assignments (Linguistic exercises)
5 Observation Notebook Entries
On five separate occasions, students are to record any observations they have made about language—grammar, puns, dialect, etc. The notebook is in first-draft form when students turn it in for a preliminary grade. If it is not complete or contains linguistic mistakes, they may revise it for a better grade. Notebooks are graded according to the completeness of observations, quality of linguistic interpretation, and the clarity with which the different parts of the entry are differentiated.

Grading
4 Unit Tests 40%
Final Exam 15%
Homework 20%
Observation Notebook 25%
Topics covered

Week 1: Introduction: an overview of Linguistics
How many languages are there in the world?
Phonetics

Week 2: Phonetics, Phonology
Variations among American English speakers
How did speakers of English with a distinct accent (different geographical area/speech
communities) from U.K. settle in different parts of U.S. (on the east coast)?

Week 3: Morphology: Internal structure of words. How do we introduce new words into our language?

Week 4: Syntax, Semantics
How do we convey what we want to say to the others?

Week 5: Speech communities in the U.S. and in Hawai‘i
Value judgment we make based on different accents (people from outside of your own speech
communities)

Week 6: Pidgin and Creole. Speech communities in Hawai‘i
Interactions of people on the plantation, and interactions between people with different language
and cultural background

Week 7: Bilingualism/multilingualism. Do Americans speak American only?
Why do we code-switch?

Week 8: Register: Language use in different social context
In-group speech, legalese, slang, formal register, honorific language

Week 9: Language and gender
Do women and men talk differently? Do our social norms contribute in differences between the
speech of women and men?

Week 10: Sapir-Whorf hypothesis: language and cognition
Does your native language affect the way we think?
Does the physical and social environment of a speech community affect the way a language
changes and develops?

Week 11: Language endangerment and language revitalization
Why do people stop speaking their own native language? Why do people stop teaching their
own native language to their children?

Week 12: Kōhanga reo, language revitalization movement in New Zealand
Pūnana leo, language revitalization movement in Hawai‘i
Changes in social values

Week 13: Language and brain
Where is language stored?
Language acquisition: I am a native speaker of English, but I didn’t really learn how to speak
it before I went to school. I was able to speak with my classmates in English already when I
started kindergarten/elementary school. How did I pick up my English?
Can we learn a language besides your native language?

Week 14: Historical linguistics
How are different dialects/languages spoken in our community related linguistically?
When people move, they take their language with them, and the language of the speech
community they move to may influence it.

Week 15: Language families

Week 16: Review