



Universitat de Lleida

# DEGREE CURRICULUM **INTRODUCTION TO LINGUISTICS**

Coordination: VÁZQUEZ GARCÍA, MARIA GLÒRIA

Academic year 2021-22

Subject's general information

<b>Subject name</b>	INTRODUCTION TO LINGUISTICS			
<b>Code</b>	101250			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	1	COMMON	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON	Attendance-based
	Master's Degree in Applied Languages (M2016)		COMPLEMENTARY TRAINING	Virtual learning
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1		5
	<b>Number of groups</b>	1		1
<b>Coordination</b>	VÁZQUEZ GARCÍA, MARIA GLÒRIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	See Methodology			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan:50%; Spanish: 50%			
<b>Distribution of credits</b>	5 theory 1 practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
VÁZQUEZ GARCÍA, MARIA GLÒRIA	gloria.vazquez@udl.cat	6	Monday from 13 to 15h

## Learning objectives

- To acquire basic conceptual and methodological tools for the understanding of texts that deal with basic aspects related to English and language from different perspectives.
- To acquire an overview of the languages of the world and the place of the English language.
- To acquire the basic conceptual and methodological tools for the systematic analysis of some linguistic uses in the English language.
- To identify the gender patterns that govern communication, recognize the existence of different communicative styles, and develop interpretation guidelines.

## Competences

CG2 Analyze and synthesize data from different sources

CG5 Demonstrate individual work capacity.

CG15 Search and manage information and use diverse sources and documentation

CE4 Define the systematic aspects of the uses of the English language from different perspectives of analysis: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic, stylistic and sociolinguistic.

CE5 Analyze grammatically and stylistically oral and written texts in English.

CT1 Acquiring adequate comprehension and oral and written expression of Catalan and Spanish.

## Subject contents

### I LANGUAGE, LANGUAGE AND COMMUNICATION

#### 1. linguistics as a science

##### 1.1 Introduction: what is a science?

##### 1.2 Subject of study of linguistics

##### 1.3 Objectives of linguistics

##### 1.4 Methods of linguistics

##### 1.5 Models of linguistics

#### 2. Language: an instrument of communication

##### 2.1 Introduction: communication systems

2.2 Animal communication

2.3 Human communication

2.4 Origin of human language

2.5 Origin of writing

3. Language, mind and context

3.1 Introduction: neurolinguistics and psycholinguistics

3.2 Language and brain

3.3 Language and mind

3.4 Language, thought and reality

3.5 The acquisition of the language

3.6 Cognitive linguistics

II THE INTERLINGUISTIC VARIATION AND INTRALINGUISTIC

4. Language change and the evolution of languages

4.1 Introduction: diachronic and genetic linguistics

4.2 Methodologies

4.3 Typology of changes

4.4 Causes of change

4.5 Theories on the evolution of languages

4.6 Language families

5. Language types and universals

5.1 Introduction: the concepts of types and universal

5.2 Classes of universals

5.3 Stages in the development of a typology

5.4 Phonological types

5.5 Morphological types

5.6 Grammatical types

5.7 Semantic types

6. Language and society

6.1 Introduction: the border between language and dialect

6.2 Languages in contact

6.3 Geographical dialects

6.4 The social dialects

## III LEVELS OF LINGUISTIC ANALYSIS

7. Syntax

7.1 Introduction: objectives of the syntax

7.2 Analysis units

7.3 The categories

7.4 The structure of constituents

7.5 Syntactic Functions

7.6 The Argument Structure

7.7 The complex sentence

## **Contents for students who complete the training complements of the Master's in Applied Languages**

### I LANGUAGE, LANGUAGE AND COMMUNICATION

1. Linguistics as a science

1.1 Introduction: what is a science?

1.2 Subject of study of linguistics

1.3 Objectives of linguistics

1.4 Methods of linguistics

2. Language: an instrument of communication

2.1 Introduction: semiotics and communication theory

2.2 Animal communication

2.3 Human communication

2.4 The process of linguistic communication

2.5 Language functions

3. Language, mind and context

3.1 Introduction: neurolinguistics and psycholinguistics

3.2 Language and brain

3.3 Language and mind

3.4 Language, thought and reality

3.5 The acquisition of the language

## II THE INTERLINGUISTIC VARIATION AND INTRALINGUISTIC

4. Language change and the evolution of languages

4.1 Introduction: diachronic and genetic linguistics

4.2 Methodologies

4.3 Typology of changes

4.4 Causes of change

4.5 Theories on the evolution of languages

4.6 Language families

5. Language types and universals

5.1 Introduction: the concepts of types and universal

5.2 Classes of universals

5.3 Stages in the development of a typology

5.4 Phonological types

5.5 Morphological types

5.6 Grammatical types

5.7 Semantic types

6. Language and society

6.1 Introduction: the border between language and dialect

6.2 Languages in contact

6.3 Geographical dialects

6.4 The social dialects

## III THE HISTORY OF THE LINGUISTICS

7. From the beginning to the 19th century

7.1 Introduction: the different stages

7.2 Protohistory of linguistics

7.3 Linguistics in the Early Epoch

7.4 Linguistics in the Middle Ages

7.5 Linguistics from the 16th to the 18th centuries

7.6 Linguistics in the 19th century

8. Linguistics in the 20th century

8.1 Introduction: the century of linguistics

8.2 Against historicism

8.3 The Glossemàtica of Hjelmslev

8.4 Functionalism

8.5 American Structuralism

8.6 Generative-transformational Grammar and Minimalism

8.7 Cognitivism

## Methodology

### Table of training activities and time dedications of the student

Mixed system: combination of face-to-face classes and on-line contact and resources.

HP (horas presenciales): student's face-to-face hours.

HNP (horas no presenciales): non student's face-to-face hours. Two types:

- with the teacher's synchronous guide (synchron videoconference at the established time)
- student's autonomous work

TOTAL HOURS OF STUDENT DEDICATION	150 h (6 ECTS X 25h)	Contact Hours with teacher 60	Autonomous work 90
		Face-to-face 30 Videoconference 30***	

[\*\*\* If the situation changes during the course and all face-to-face teaching is done, the contact hours with the teacher in the classroom will become all (60) HP]

**Contact hours with teacher: 60**

TRAINING ACTIVITY (class or videoconference)	DESCRIPTION	HP+HNP1
Master class	For each topic there will be an oral explanation	40
Practice	Textual Diachronic Typological Sociolinguistic Syntactic	20

## Autonomous work: 90 (\*)

TRAINING ACTIVITY	DESCRIPTION	HNP
Short activities	Response to challenges posed by teachers Statement of difficulties during the learning process	20
Bibliographic reading	Readings, understanding and comprehension of the teaching material prepared by the teacher Readings from other documentary sources to complete and expand the student's baggage	30
Viewing of audiovisual material	Watching and understanding videos prepared by the teacher Viewing and understanding other videos to complete and expand the student's baggage	10
Essays	Search of information Syntactic analysis	30

(\*) For 20% of these HNPs2 (approximately 20 hours out of a total of 90 hours), **flipped class methodologies** will be applied with an impact on the assessment. The aim is to reward the student who invests time dedicating HNP to it and who can certify it to the teacher with the presentation of the work entrusted punctually to work at home.

### \*\*\*Students of the Master in Applied Linguistics: there are not HP:

- Bibliographic reading
- View of audiovisual material
- Essays
- Tests of assessment

## Development plan



	WEEK	MONDAY – FACE-TO-FACE	TUESDAY – ON-LINE
		UNIT	UNIT
1.	13-17/9	NO CLASS	T1
2.	20-24/9	T1	T1
3.	27/9-1/10	T1, T7	FESTIVO
4.	4-8/10	T7	T7
5.	11-15/10	T7	FESTIVO
6.	18-22/10	T7 <b>Essay A (1rst presentation): T7</b>	T7
7.	25-29/11	T2, T7	T2
8.	1-5/11	FESTIVO	T2 <b>Essay A (final presentation): T7</b>
9.	8-12/11	T3	T3
10.	15-19/11 <b>Post grades essay A</b>	T3	T3, T4
11.	22-26/11	<b>Exam 1: T1, T2, T3, T7</b>	T4
12.	29/11-3/12	T4	T5
13.	6-10/12	<b>FESTIVO</b>	<b>FESTIVO</b>
14.	13-17/12 <b>Post grades exam 1</b>	T5 <b>Essay B (1rst presentation): T4-5-6</b>	T5, T6
15.	20-22/12	T6	T6 <b>Essay B (final presentation): T4-5-6</b>
		<b>Post grades essay B Exam T4, T5, T6– fecha oficial Facultat Lletres Post grades exam 2: T4-T5-T6</b>	

## Evaluation

EVALUATION MECHANISMS	DESCRIPTION	%	%
<b>Exams</b>	Units 1, 2, 3, 7	25	45
	Units 4, 5, 6	20	

<b>Essays and activities out of class</b>	A – Essay: syntactic analysis about an extract of a text (*)	25	55
	B - Essay about one topic (*)	15	
	C- Short activities	15	
<b>TOTAL</b>		100	100

The tasks carried out during the HNP2 using the **flipped classroom methodology** (eg methodological axes) can increase the grade obtained from **activities A and B by 1 point**.

-->For the presentations of essays it is important to follow the **Style guide** of the Degree.

### Cases of plagiarism:

Any activity or evaluation test that includes evidence of plagiarism or fraudulent action will be rated 0.

The student who submits an evaluation test of dubious authorship must take a similar test in the presence of the teacher. In the event that the result proves a different level from that shown in the first activity delivered, or substantial differences in performance, the teacher may decide to apply the grade of the second activity or any other grade that includes a penalty for fraudulent action of the student.

**Alternative assessment:** Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

---

### Assessment for students who complete the training complements of the Master's in Applied Languages

EVALUATION MECHANISMS	DESCRIPTION	%	%
<b>Exams*</b> (Tests on line - time limited)	Units 1,2,3,4 Units 5,6,7,8	20	40
<b>Essays**</b>	Essay about one topic Revision of the essay	25 10	35
<b>Activities**</b>	Language form	25	25
<b>TOTAL</b>		100	100

\* **Exams (brief tests):** they will always be done through the CV. The teacher and the student will reach an agreement to make the exams (the exams will be done along a limited time).

\*\* **The rest of the activities and works:** they will be sent to the Activities area, except those for review, which will be sent to the teacher's mailbox just a week after the teacher's feedback is delivered. This implies that if the teacher delivers feedback. e.g., on Thursday, the student must return the corrected activity before next Wednesday at 11:59 p.m. The correction will consist on the resolution of **all** the aspects that have been marked in the document that the

professor returns to the student. This implies that the student must redo the activity by correcting all the errors. **Very important:** the student must mark all the changes made using the **Word change control tool** in the original document that the student delivered on the day of the first delivery.

**In all cases: if the student delivers any test, essay or activity delayed, this will not be taken into account in the final calculation.**

**Plagiarism** (TFG Faculty of Arts Regulations): The total or partial plagiarism of any of the parties to the TFG, like any other fraudulent procedure carried out in order to carry out the activities of the work, will lead to a grade of 0 (suspended) final qualification of the subject since it violates the respect to the intellectual property. Plagiarism is considered to be "Part of another's work inserted in one's own without an indication of the source" (DIEC). In addition, it is necessary to take into account the Student Statute (RD 1791/2010, of 30 December) which establishes between the duties of the student "Abstenerse de la utilización o cooperación en procedimientos fraudulentos en las pruebas de evaluación, en los trabajos que se realicen o en documentos oficiales de la universidad"

## Bibliography

**IMPORTANT NOTE:** If you consult the Library tag of the left menu of the subject in the Virtual Campus (link "Recommended bibliography"), you will directly access the tab of each document within the Library catalog, and thus you will know where to find it and if it is available.

### Compulsory readings

Reference of the document	Access	Contents
Saussure, Ferdinand de (1916). <i>Cours de linguistique générale</i> . - Translation to Catalan: <i>Curs de lingüística general</i> (1990). Joan Casas. Barcelona: Ed. 62. - Translation to Spanish: <i>Curso de lingüística general</i> (1980). Mauro Armiño. Madrid: Akal.	UdL Library	I-II (parts of the book: introduction, 1st and 2nd part)

### Basic readings:

Reference of the document	Access	Contents
Bernárdez, Enrique (1999). <i>¿Qué son las lenguas?</i> Madrid: Alianza Editorial.	UdL Library	I-II
Benítez Burraco, A. i L. Barceló-Coblijn (2015). <i>El origen del lenguaje</i> . Madrid: Síntesis	UdL Library	I

Crystal, David (1987, 1997). <i>The Cambridge encyclopedia of language</i> . Cambridge: Cambridge University Press. <i>Traducció a l'espanyol: Enciclopedia del lenguaje de la Universidad de Cambridge</i> (1994). Madrid: Taurus.	UdL Library	All
Fromkin, Victoria A., Rodman, Robert i Hyams, Nina (2007). <i>An Introduction to Language</i> . Heinle. 8a edició.	UdL Library	III
Pinker, Steven (1999, 2000). <i>Words and Rules. The Ingredients of Language</i> . Nova York: Perennial.	UdL Library	III
Tusón, Jesús (1999). <i>Introducció al llenguatge</i> . Barcelona: UOC	UdL Library	All
Yllera, Alicia et al. (1983). <i>Introducción a la lingüística</i> . Madrid, Alhambra	UdL Library	III
Yule, George (1985) <i>The Study of Language</i> . 3a edició.	UdL Library	III

Complementary readings

<b>Handbooks</b>		
<b>Reference of the document</b>	<b>Access</b>	<b>Contents</b>
Alonso-Cortés, Ángel (2002). <i>Lingüística</i> . Madrid: Cátedra	UdL Library	All
Aronoff, Mark i Janie Rees-Miller (ed.) (2001). <i>The handbook of linguistics</i> . Malden: Blackwell.	UdL Library	All
Fromkin, Victoria A. Ed. <i>Linguistics: An Introduction to Linguistic Theory</i> . WileyBlackwell. 1999.	UdL Library	III
Hudson, Grover (1998). <i>Essential Introductory Linguistics</i> . Oxford: Blackwell	UdL Library	All
López García, Ángel et al. (1990, 1999). <i>Lingüística general y aplicada</i> . Valencia: Universitat de València	UdL Library	All
Martín Vide, Carlos (ed.) (1996). <i>Elementos de lingüística</i> . Barcelona: Octaedro.	UdL Library	All

Mateu Fontanals, Jaume (2005). <i>Lingüística general II</i> . Barcelona: UOC	UdL Library	III
Moreno Cabrera, Juan Carlos (1981). <i>Curso universitario de lingüística general</i> . Vols I i II Madrid: Síntesis.	UdL Library	III
Pinker, Steven (1994, 2000). <i>The Language Instinct. How the Mind Creates Language</i> . Nova York: Perennial Classics.	UdL Library	II
Pinker, Steven (1999, 2000). <i>Words and Rules. The Ingredients of Language</i> . Nova York: Perennial.	UdL Library	III
Rojo, Guillermo (1983). <i>Aspectos básicos de sintaxis funcional</i> . Madrid: Cuadernos de lingüística	UdL Library	III
Trask, R. L. (1999). <i>Language: The Basics</i> . Routledge, 2a edició.	UdL Library	III

<b>Reference books</b>		
<b>Reference of the document</b>	<b>Access</b>	<b>Contents</b>
Bloomfield, Leonard (1933). <i>El llenguatge</i> . Barcelona: Seix Barral, 1978.	UdL Library	I-III
Chomsky, Noam (1988). <i>Language and the problems of knowledge</i> . Cambridge: The MIT Press. Traducció a l'espanyol: <i>El Lenguaje y los problemas del conocimiento</i> (2002). Claribel Alegría y D.J. Flakoll. Madrid: A. Machado Libros.	UdL Library- INEFC	II-III
Hjelmslev, Louis (1968, 1971, 1972). <i>El lenguaje</i> . Madrid: Gredos.	UdL Library	II-III
Jakobson, Roman (1975). <i>Ensayos de Lingüística general</i> . Barcelona: Seix Barral.	UdL Library	II-III
Jespersen, Otto (1922, 1969). <i>La llengua en la humanitat, la nació i l'individu</i> . Barcelona: Edicions 62.	UdL Library	II-III

Sapir, Edward (1921, 1954). <i>El lenguaje: introducción al estudio del habla</i> . México: Fondo de Cultura Económica. Sapir, Edward (1921, 1985). <i>El llenguatge: introducció a l'estudi de la parla</i> . Barcelona: Empúries.	UdL Library	II-III
--	-------------	--------

IMPORTANT NOTE: If you consult the Library space of the left menu of the subject in the Virtual Campus (link "Recommended bibliography"), you will directly access the tab of each document within the Library catalog, and thus you will know where to find the and if available.