



DEGREE CURRICULUM  
**INTRODUCTION TO LINGUISTICS**

Coordination: GRIFOL ALDABO, FLORA

Academic year 2023-24

## 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/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON/CORE	Attendance-based
	Master's Degree in Applied Languages		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>	GRIFOL ALDABO, FLORA			
<b>Department</b>	FOREIGN LANGUAGES AND LITERATURES			
<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			
<b>Distribution of credits</b>	5 theory 1 practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GRIFOL ALDABO, FLORA	flora.grifol@udl.cat	5	SCHEDULE to be agreed. 2.23
GRIFOL ALDABO, FLORA	flora.grifol@udl.cat	1	SCHEDULE to be agreed. 2.23
VAZQUEZ GARCIA, MARIA GLORIA	gloria.vazquez@udl.cat	0	

## 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

## Methodology

**Table of training activities and time commitments of the student.**

# INTRODUCTION TO LINGUISTICS 2023-24

The teaching will be face-to-face and independent work.

PH: contact hours of the student (physical classroom).

NPH: non-contact hours of the student (no physical classroom):

The latter will be autonomous and individual work if the teacher does not request some type of group.

TOTAL HOURS DEDICATION	(6 ECTS x 25 h.)	150
Whit the teacher (PH)	presential hours in the classroom with the teacher	43,5
Self work (NPH)	hours of work related to classes	14,5
	self-employment hours	92

## PRESENTIAL HOURS IN THE CLASSROOM

Training activity	Detail	43,5
Master class	Oral explanation of the contents	29
Practices	Text analysis Diachronic analysis Typological analysis Sociolinguistic analysis parsing	12,35
Tests at the end of the subject	Every two topics (with the exception of 7) will have an evaluation test. (6 x 1/2 h)	2,15

\*The tests will always be done 7 days after the end of the second topic between 8:45 and 9:30. However, you will not be able to enter the classroom later than 8:30 a.m. either on a test day or on a regular class day.

## HOURS OF SELF-EMPLOYED WORK

Training activity	Detail	106,5
Activities related to master classes	Review, organization and understanding of the notes given in the classroom. Marking doubts about the given topic.	14,5
	Study of the topics for the resolution of the test.	35
	Answers to challenges or questions raised by the teaching staff where the materials worked on in class can be used or it will have to be searched in the bibliography to be able to answer it.	12
Reading bibliography	Readings, understanding and assimilation of the teaching material prepared by the teaching staff. Readings and understanding of other documentary sources to complete and expand the student's background.	20
Viewing of audiovisual material	Viewing and understanding of videos prepared by teachers. Viewing and understanding of other videos to complete and expand the student's background	5
Works	Parsing	20

## Development plan

	day	unit	test	session	%
	12	no class			

Evaluation

# INTRODUCTION TO LINGUISTICS 2023-24

						EVALUATION MECHANISMS			
September	18	T1		1		<b>BLOCK 1.</b> <b>Mid-term exam</b>	Topics 1, 2 and 3	20 %	<b>20 %</b>
	19	T1		2					
	25	T1		3					
	26	T2		4					
October	2	T2		6		<b>BLOCK 2.</b> <b>Test</b>	T1 and T2 T3 and T4 T5 and T6	10 % 10 % 10 %	<b>30 %</b>
	3	T2		7					
	9	T3	<b>T1 &amp; T2</b>	8	<b>10 %</b>				
	10	T3		9		<b>BLOCK 3.</b> <b>Mid-term exam</b>	Topics 4, 5, 6 and 7	25 %	<b>25 %</b>
	16	T3		10		<b>BLOCK 4.</b> <b>Practical work</b>		15 %	<b>15 %</b>
	17	T4		11					
	23	T4		12					
	24	T4		13					
	30	T5	<b>T3 &amp; T4</b>	14	<b>10 %</b>	<b>Attendance at presential classes</b>		10 %	<b>10 %</b>
	31	T5		15					
						<b>TOTAL</b>		100	<b>100</b>
November	6	<b>Parcial Bloc I (units I, II i III)</b>		16	<b>20 %</b>	<b>Only BLOCKS</b> whose percentage is <b>equal to or greater than 30% can be recovered</b> , in this case, therefore, <b>BLOCK 2</b> . The subject is considered approved with a 5,0.			
	7	T5		17					
	13	T6		18					
	14	T6		19					
	20	T6		20					
	21	T7		21					
	27	T7	<b>T5 &amp; T6</b>	22	<b>10 %</b>				
	28	T7		23					
December	4	Practicum T7		24		<b>Absence</b> from face-to-face tests (exams or tests) must be justified with an official document (for example, medical leave) presented before the date indicated or on the same day of the test. Otherwise, that percentage will be left with a 0.			
	5	T7		25					
	11	T7		26					
	12	Practicum T7		27					
	19	Practicum T7		28					
	20	<b>Essay T7</b>			<b>15 %</b>	The <b>attendance</b> mark will be calculated <b>proportionally</b> according to the short or practical tests that have been carried out in the classroom without notice.			

**Plagiarism** (University Coexistence Regulations, article 9): When copying is detected:

- If copying or plagiarism is done by fraudulent means, the assessment activity is withdrawn (therefore **suspended**), a report and, if possible, the evidence of this copying will be sent to the Degree Coordination and to the heads of studies to start a disciplinary file. The applicable sanctions include, among others and depending on the seriousness of the fault, the loss of the right to be evaluated for the subject, the loss of enrollment for a semester or a course or expulsion for up to three years .
- If it is **spontaneously copied between students** (behaviors such as speaking in an exam, looking at a colleague's exam, etc.) **proportionate measures** must be applied which may lead to the withdrawal of the activity (therefore, it is suspended). A report must also be sent to the Degree Coordination and Heads of Studies if it is considered appropriate to open a disciplinary file.

**Alternative evaluation:** You can request it up to 5 calendar days after the beginning of the semester:

- students with **work-life balance problems** (the alternative assessment is **limited to 50%** of the credits of the degree, although the Study Committee can extend this limit in exceptional cases) and
- students who have **family reconciliation problems** (no restrictions).

The alternative evaluation will be a test that will account for **100% of the grade**.

## FORMAL ASPECTS RELATIVE TO THE PRESENTATION OF THE ACTIVITIES:

- Spelling and expression (syntactic structures, punctuation, cohesion, register, adequacy) must be careful.

- The formal presentation (margins, spacing between paragraphs) must be correct. The following minimums are required:
  - Initial page with a cover containing the name and surname of the student, faculty, subject, title and numerical reference of the activity.
  - line spacing: 1.5
  - letter size: 12

• Important: If the teacher considers that the spelling, expression or formal presentation are careless, the activity will not be corrected and will be suspended for this reason, with no alternative to a second presentation.

## 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

Handbooks		
Reference of the document	Access	Contents
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

Reference books		
Reference of the document	Access	Contents
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

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