



**PROGRAMA DE LA ASIGNATURA:** Introducción a la Lingüística

**CARRERA/S:** Profesorado de Inglés

**AÑO DE CURSADO:** Quinto

**ORDENANZA/S PLAN DE ESTUDIOS:** Ord. 430/09

**AÑO LECTIVO:** 2024

**RÉGIMEN DE CURSADA:**

*(Marcar con una X la opción correspondiente)*

**ANUAL**

**1° CUATRIMESTRE**

**2° CUATRIMESTRE**

☐☒☐

**CARGA HORARIA:** Total 64 hs. / Semanal 4 hs.

**DEPARTAMENTO:** Lingüística

**ÁREA:** Lingüística teórica

**ORIENTACIÓN:** Lingüística teórica

**EQUIPO DE CÁTEDRA:** PROFESOR ADJUNTO A CARGO *Javier Valdivia*

### **1. RATIONALE (MARCO REFERENCIAL Y FUNDAMENTACIÓN)**

Despite being one of the distinctive traits of the human species, language received scant attention from science until relatively recently. However, the development of linguistics since the late 19th century has positioned this discipline as one of the most fruitful intellectual endeavors within the humanities. The advances in this relatively short period of time have had a significant impact on the extensive and still incomplete work of elucidating the nature of the human mind. From the concepts established by Ferdinand de Saussure in his foundational courses on general linguistics in the early 20th century, through the revolution caused by the proposals of Noam Chomsky in the second half of the same century, and up to the latest advances in the fields of genetics and neurolinguistics, linguistics has given rise to numerous subdisciplines and branches that address the multiple facets of the language phenomenon. Among these subfields, various studies have focused on the interaction between languages and the societies in which they are used. Thus, sociolinguistics has been enriched with various proposals that seek to bridge the gap between the formal study of language and the analysis of concrete language use in real communication situations.

The subject aims to guide students through an exploration of the evolution of linguistic studies and several fundamental areas of language analysis. The approach strategy aims for practice and personal experience to serve as a source of material on which to work on the different concepts, categories of analysis, and other resources provided by different



linguistic currents. The proposed working methodology assumes an active role on the part of the student in carrying out inquiries about their native language, about English, and about human language in general, attempting to turn the classroom into a space for learning about linguistics *by doing linguistics*, in line with the proposals of Larson (2010), who talks about turning the classroom into a language laboratory. Consequently, it will be sought that future teachers develop capacities to identify linguistic phenomena and problems, that they can anticipate what types of language use their prospective students may face, and that they manage to foresee how the contributions of linguistics can be transferred and be functional in the resolution of linguistic problems they may encounter in their professional practice, such as intercultural contexts or contrasts of chronological or social language variants. For this to be carried out effectively, it is necessary to generate the intellectual skills that the disciplinary field requires, such as problem-solving, data collection, articulation of hypotheses with theoretical principles and data, prediction, corroboration, refutation or rectification of hypotheses, and coherent and explicit argumentation.

Given the undeniable multiplicity of subjects and cultures that future teachers will encounter in their professional activity, it is considered essential to emphasize certain areas of sociolinguistics of special interest in recent decades, such as issues of multilingualism and multiculturalism, the role of language policies in multicultural contexts, and the sociopolitics of teaching standard language variants, among others.

This subject is taught in the final year of the degree, which implies that students are expected to have consolidated a systematic approach to language analysis. The course provides a broad perspective that includes not only the organizational principles of language but also topics such as Historical Linguistics, morpho-syntactic analysis of various oral and signed languages, English variants that differ from the standard, Language Policies, and connections between the brain/mind and language. These topics are approached from a multidisciplinary perspective that involves physiological, computational, and psychological aspects of language.

Regarding the fundamental skills that have been considered relevant to instill in students taking Introduction to Linguistics, we highlight the following:

- Identification and resolution of grammatical/linguistic problems
- Collection and analysis of linguistic data
- Generation of working hypotheses
- Explicit and coherent written and oral argumentation



The collection, analysis, and observation of linguistic data have two main objectives. One of them is to promote linguistic awareness, that is, to value language as an object of study and not just as a tool of everyday communication. In this sense, the language student differs from the casual user, as they must have a deeper knowledge of the functioning of the language and its explanatory capacity. This leads us to the second objective: the development of methodological skills that favor the production of scientific knowledge, based on strategies such as generating working hypotheses, elaborating explicit and coherent arguments, obtaining consistent and valued bibliographic support, among others.

## **2. AIMS AND OBJECTIVES (PROPÓSITOS/OBJETIVOS)**

### **2.1 AIMS:**

This course serves as an introduction to linguistic theory, aiming to achieve at least two primary aims: first, to familiarize students with key domains of linguistic research; second, to cultivate their ability to analyze linguistic data from a range of world languages. It is expected that students:

- Establish connections between morpho-syntactic, phonological, semantic, and sociolinguistic studies with the acquisition and learning of languages.
- Deepen their metacognitive reflection strategies to allow for a critical and competent reading of linguistic academic discourse.
- Strengthen their argumentation skills and critical thinking abilities.
- Reflect on the place that linguistics occupies within the set of human sciences in the 20th and 21st centuries.
- Familiarize themselves with the methods of description and explanation that make linguistics a scientific discipline.

### **2.2 OBJECTIVES:**

Upon completion of the course, learners are expected to:

- Debate about certain language and language-related issues according to different linguistic perspectives.
- Demonstrate the capacity for critical, scientific reasoning by meticulously analyzing language structures and conventions, including comparative analyses of linguistic structures and conventions across diverse languages and dialects.
- Use technical language in their arguments with precision.
- Formulate questions and hypotheses about the functioning of language.



- Establish similarities and differences from a historical perspective between languages with a common origin, languages in contact, or synchronic stages of the same language (linguistic variation).
- Identify issues and apply sociolinguistic concepts to the linguistic reality of the country and its minority communities.
- Analyze and critically evaluate how languages relate to social status, bias, and worldview.

### **3. CONTENTS ACCORDING TO THE CURRICULUM (CONTENIDOS SEGÚN PLAN DE ESTUDIOS)**

Introducción a las escuelas lingüísticas más importantes del siglo XX (estructuralismo/funcionalismo, generativismo). Modelos de organización fonológica, morfológica, sintáctica y semántica, y los distintos niveles de representación. Vinculaciones entre el lenguaje, la sociedad y la cultura

### **4. ANALYTICAL CONTENTS (CONTENIDOS ANALÍTICOS)**

#### **Unit 1: Characteristics and properties of human language and its study**

Problematization of the object of study. Distinction between language and *a* language. Significance, communicated meaning and linguistic meaning. Disassociation between language and communication. The scientific study of language: descriptivism and empiricism. Aspects of language and the areas of study in linguistics that focus on them. Design features of language.

#### **Unit 2: Language modalities**

Spoken and signed languages. Primary and secondary systems of transmission. Writing systems and transcription of natural languages. Myths about sign languages: iconicity, universality, and correspondence to an oral language. History of the study of sign languages. Properties of sign languages: their syntax, morphology, and phonology.

#### **Unit 3: Sociolinguistics**

Social differentiation of language. Regional differences. Mixed languages. Speech situations. Languages, dialects, and linguistic varieties. Diglossia, lingua franca, language contact: (pidgins) and creoles. Language and discrimination. Ideology. Multilingualism and language contact. Language policies: language planning. Conflicts and linguistic attitudes. Teaching of foreign languages in Argentina. Language and identity.



#### **Unit 4: The brain and language**

The human brain. Brain lateralization. Holistic and modular views of language. Aphasia. Linguistic theory and aphasia. Where is language located? Critical period hypothesis for language acquisition. The potential dissociation between language and thought. Language and speech disorders: aphasia, agrammatism, lexical access disorders, dysarthria, dyslalia, nodules, polyps, Hutchinson's chorea, dementia, Specific Language Impairment.

#### **Unit 5: Psycholinguistics**

Studies of linguistic production and reception. Perception of linguistic sounds: top-down and bottom-up approaches. Problem of lack of invariance, categorical perception, and normalization processes. Lexical access and word recognition: phonological neighborhoods, semantic and morphological priming. Syntactic processing: structural ambiguity and garden-path sentences, minimal attachment, and late closure. Language processing models. Speech production: lexical selection, lexical production errors. Syntactic and morphological errors. Processing units.

#### **Unit 6: Cognitive linguistics**

Origins and key principles. Distinction from traditional linguistic theories. Categorization and Prototypes. Metaphor and Metonymy. Cognitive Grammar and Construction Grammar. Embodiment and Language. Mental spaces theory and conceptual blending.

#### **Unit 7: Historical Linguistics**

The nature of changes. Phonological, morphological, syntactic, lexical, and semantic changes. The diffusion of changes. The reconstruction of languages and proto-languages. Grammaticalization. The Great Vowel Shift in English. Irregular English verbs: morpho-phonological processes. Languages in contact.

### **5. COURSE METHODOLOGY (PROPUESTA METODOLÓGICA)**

The methodology of this course proposes introducing concepts and analytical categories through exercises, examples, and texts, as well as resorting to introspection on one's own language use, so that students can enhance their understanding with theoretical material. Data analysis and argumentation are the foundation for learning in this course. In the classroom, theoretical doubts are resolved, exercises are carried out and discussed, issues related to language use are debated and solved. In this regard, it is important to emphasize that, in accordance with the teaching philosophy of the degree program, the professor acts as a facilitator and moderator of the classes, which are largely driven by the active and dynamic participation of the students. This approach breaks away from the traditional image of the professor as a lecturing authority and instead seeks to transform the classroom into a cooperative learning space shared by students and professors. Lessons



will be delivered in-person at the University's premises. In exceptional cases, students and the teacher may agree on either synchronous videoconference lessons or asynchronous activities. If these activities require submitting homework or written assignments, they will be assessed using the same criteria as all other evaluation components (see section 6 below).

### **5.1 Practice**

Students must carry out practical work, both individually and in groups, some of which involves oral presentations. The evaluation of these assignments will consider the understanding of the topic, oral presentation (language level and clarity in explanation, use of audiovisual resources), integration with other topics, and the research conducted on the topic. All requested practical work will be assessed, either based on their content and / or compliance with the submission requirements (See section 6 below).

### **5.2 Tutorials**

During tutoring hours, whether in person or online, students can ask questions about any aspects of the syllabus they find unclear or strengthen their knowledge through supplementary reference materials. To facilitate the scheduling of tutoring appointments, students are kindly asked to contact the teacher in advance.

### **5.3 Communication**

The Comahue Distance Education Platform (PEDCo) will serve as a central hub for accessing course materials, exercises, messages, notes, and facilitating communication between students and instructors. Additionally, a dedicated WhatsApp group will be used for immediate messaging and seamless interaction among participants. Contact through any of the channels will be maintained only on weekdays during working hours, from 8 AM to 6 PM.

### **5.4 Participation**

Active participation is a crucial component of this course, as it directly reflects the teaching and learning process. Some of the core actions that will be included in the evaluation of this aspect of the course are the following:

- Posing questions during class discussions
- Responding to questions posed in class
- Bringing up topics or issues that extend beyond the material covered in lectures

### **5.4 Recording of Lectures**

Audio or video recording of lectures or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved



accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

## **6.ASSESSMENT CRITERIA AND EVALUATION CONDITIONS (CRITERIOS DE EVALUACIÓN Y CONDICIONES DE ACREDITACIÓN)**

### **6.1 ASSESSMENT**

Students are expected to:

- Critically analyze and interpret reading materials.
- Employ technical vocabulary precisely.
- Engage actively in class discussions.
- Establish correlations between theoretical concepts and empirical data.
- Examine linguistic data to identify patterns and generate overarching descriptions.
- Offer pertinent evidence to substantiate generalizations.
- Produce articulate pieces of argumentation.

### **6.2 POLICY ON AI-GENERATED WORK**

To maintain academic integrity and ensure that all students develop critical thinking and problem-solving skills, the use of Artificial Intelligence (AI)-generated content in assignments is strictly regulated. The following conditions apply:

- **Original Work Requirement:** All submitted work must be the student's own. Any use of AI tools (such as ChatGPT, Google Gemini, Microsoft Copilot, or any other AI text generators) to create responses, essays, reports, or other written assignments is not permitted unless explicitly authorized by the instructor.
- **Prohibited Submissions:** Students may not submit assignments that are entirely or partially AI-generated, unless the assignment specifically allows for AI-assisted work.
- **Use of AI for Assistance:** If AI is used for brainstorming, proofreading, or minor refinements, it must be disclosed in the assignment submission. Failure to disclose AI assistance will be considered a violation of academic integrity policies.
- **Consequences of Violation:** Submitting AI-generated work as one's own will be treated as academic misconduct and may result in penalties, particularly in assigning a failing grade for the assignment.
- **Instructor's Discretion:** The instructor reserves the right to use AI detection tools, conduct oral examinations, or require additional explanations to verify student authorship of submitted work.





### 6.3 CONDITIONS FOR COURSE PASSING

- **Practical work:** Submission and passing of at least 70% of practical works (written assignments, homework and oral presentations) on time. Passing grade: 6 (or higher).
- **Midterms:** Approval of both midterm exams with the option for a makeup exam. Passing grade: 4 (or higher).
- **Attendance and Participation:** Maintenance of a minimum attendance of 70% of the sessions and active participation in class activities. Absences covered by the valid reasons listed under Article 52 of Ordinance 273/18 will be considered justified. The student must notify the instructor by e-mail within two days and submit the corresponding proof within one week of the date of the absence.

### 6.4 CONDITIONS FOR COURSE PROMOTION

- **Practical Work:** Submission and passing of all practical work (written assignments, homework and oral presentations) on time, with a grade of 7 (or higher).
- **Midterms:** Passing of both midterm exams with no option for a makeup exam, with a grade of 7 (or higher).
- **Attendance and Participation:** Meeting a minimum attendance requirement of 70% of the sessions and actively participating in class activities.

#### 6.4.1 Grading scheme for course promotion

The final mark for course promotion will be calculated on the following basis

- Homework, presentations and practical assignments (20%)
- 1st Mid-term exam (35 %)
- 2nd Mid-term exam (35%)
- Class participation (10%)

To calculate the final grade of the student, the following formula will be applied (see Appendix A for a sample calculation):

$$\text{Final Grade} = (\text{PW Score} \times 0.20) + (\text{Midterm 1 Score} \times 0.35) + (\text{Midterm 2 Score} \times 0.35) + (\text{Participation Score} \times 0.10)$$

### 6.5 EVALUATION SCHEME FOR PRACTICAL ASSIGNMENTS, MIDTERMS, AND FINAL EXAMS

- |   |     |
|---|-----|
| • Does the work define and identify the key concepts learned in the course and apply them to the requested activity?  | 70% |
| • Does the work develop arguments that demonstrate solidity, coherence, and cohesion, using appropriate terminology and providing original examples and relevant supporting evidence? | 20% |





- Does the text show precise and appropriate use of language, especially in the case of the subject's specialized terminology? Does it comply with APA guidelines for citations and references? 10%

---

Final score

100%

## 6.6 ASSESSMENT MODE FOR FINAL EXAM

### 6.6.1 REGULAR STUDENTS

Regular students will undertake a written (in-person) exam that will cover the topics addressed during the course. The exam will consist of activities focusing on analysis, description, explanation, comparison, and hypothesis formulation regarding various properties and phenomena of language.

### 6.6.2 NON-REGULAR STUDENTS

The exam for non-regular students will comprise two parts: the first will be in written format and will involve completing a series of activities based on the topics included in the syllabus. The exam will emphasize the resolution of activities related to analysis, description, explanation, comparison, and hypothesis formulation regarding various properties and phenomena of language. If students achieve a grade equal to or higher than four (4) in the written section, they may proceed to the second part of the exam, an oral component where they will deliver a presentation of approximately 15 minutes on a topic of their choice from those included in the syllabus. It is essential that the examples used to illustrate the presented topic are authored or compiled by the student. Subsequently, they will respond to questions posed by the examining board.

## 7. TIMETABLE (DISTRIBUCIÓN HORARIA (clases y horarios de consulta))

The course is taught in person on Wednesdays from 10 AM to 12 PM and Fridays from 10 AM to 12 PM. In-person consultation hours are on Wednesdays from 9 AM to 10 AM and Fridays from 9 AM to 10 AM.

## 8. TENTATIVE SCHEDULE (CRONOGRAMA TENTATIVO)

March	April	May	June
Unit 1	Units 2 and 3	Units 4 and 5 first mid-term exam (early May)	Units 6 and 7 second mid-term exam make-up exams (late June)



Date	Topic	Material	Practice and evaluation activity
12/3 14/3	Introduction to the subject: organization, requirements, etc. <b>Unit 1:</b> Problematization of the object of study. Distinction between language and a language.	<i>Introducción a la lingüística 2025 course syllabus</i> <i>Extra material:</i> Pinker, S. (2011, October 10). <i>Linguistics as a window to understanding the brain</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Q-B_ONJIEcE">https://www.youtube.com/watch?v=Q-B_ONJIEcE</a>	
19/3 21/3	<b>Unit 1:</b> Areas of study in linguistics. Significance, communicated meaning and linguistic meaning. Disassociation between language and communication.	Anderson et al (2022). Chapter 1, sections 1.1 and 1.2 Dawson, H. & Phelan, M. (2016). Chapter 1.1. Riemer, N. (2010). Chapter 1, section 1.1. <b>Extra reading:</b> Pinker, S. (2015). Chapter 1.	- In-class mini presentations on areas of linguistics - PEDCo quiz on significance, communicated meaning and linguistic meaning
26/3 28/3	<b>Unit 1:</b> The scientific study of language: descriptivism and empiricism. Design features of language.	Anderson et al (2022). Chapter 1, section 1.3 Dawson, H. & Phelan, M. (2016). Chapter 1.3 Denham, K. & Lobeck, A. (2013). Chapter 1, pp 1-11.	Homework: analysis of communication systems
4/4 9/4	<b>Unit 2:</b> Spoken and signed languages. Primary and secondary systems of transmission. Writing systems and transcription of natural languages.	Anderson et al (2022). Chapter 3, section 3.1. Dawson, H. & Phelan, M. (2016). Chapter 1.5 Daniels, P. (2017). Writing systems. pp. 75-94	
11/4 16/4	<b>Unit 2:</b> Myths about sign languages: iconicity, universality, and correspondence to an oral language. History of the study of sign languages. Properties of sign languages: their syntax, morphology,	Dawson, H. & Phelan, M. (2016). Chapter 2.7 Baker, A. (2016). Sign languages as natural languages.	Written assignment on sign languages



	and phonology.		
23/4 25/4	<b>Unit 3:</b> Social differentiation of language. Regional differences. Mixed languages. Speech situations. Languages, dialects, and linguistic varieties. Diglossia, lingua franca, language contact: (pidgins) and creoles. Multilingualism and language contact.	Fromkin, V., R. Rodman y N. Hyams (Eds.) (2014). Chapter 7. Anderson et al (2022). Chapter 10.	Presentations on multilingualism and language contact
30/4 7/5	Language and discrimination. Ideology. Language policies: language planning. Conflicts and linguistic attitudes. Teaching of foreign languages in Argentina. Language and identity.	Anderson et al (2022). Chapter 2 Crystal, D. (2003). <i>English as a global language</i> . Chapter 5.	
9/5	<b>Units 1, 2 and 3</b>		1 <sup>st</sup> mid-term exam
14/5 16/5	<b>Unit 4:</b> The human brain. Brain lateralization. Holistic and modular views of language. Aphasia. Linguistic theory and aphasia. Where is language located? Critical period hypothesis for language acquisition. The potential dissociation between language and thought.	Anderson et al (2022). Chapter 13, section 13.4 (evidence for 'top-down' effects of word knowledge on perception) Ingram (2007) Chapters 1 and 3. Owens, R. C. Jr. (2020). Chapter 3, section "Central nervous system".	
21/5 23/5	Language and speech disorders: aphasia, agrammatism, lexical	American Speech-Language-Hearing Association. (n.d.). Child speech and language. ASHA. <a href="https://www.asha.org/public/speech/disorders/">https://www.asha.org/public/speech/disorders/</a>	Presentations on language and speech



	access disorders, dysarthria, dyslalia, nodules, polyps, Hutchinson's chorea, dementia, Specific Language Impairment.	<a href="#">childsandl/</a> Ingram (2007) chap 8. Disorders of auditory processing Radford et al (2009). Chapters 15 and 26	disorders. Pair work.
28/5 30/5	<b>Unit 5:</b> Studies of linguistic production and reception. Perception of linguistic sounds: top-down and bottom-up approaches. Problem of lack of invariance, categorical perception, and normalization processes. Lexical access and word recognition: phonological neighborhoods, semantic and morphological priming. Syntactic processing: structural ambiguity and garden-path sentences, minimal attachment, and late closure. Speech production: lexical selection, lexical production errors. Syntactic and morphological errors. Processing units	Anderson et al (2022) Chapter 13, section 13.4. Owen, R. E. Jr. (2020). Chapter 3. Sections “Language processing” and “Models of linguistic processing”. Radford et al (2009). Chapters 7, 14 and 25 Extra reading: Christianson, K. (2017). “Psycholinguistics”	Written assignment on Psycholinguistics
4/6 6/6	<b>Unit 6:</b> Origins and key principles. Distinction from traditional linguistic theories. Categorization and Prototypes. Metaphor and	Croft & Cruse (2004). Chapters 1 and 2 Ungerer & Schmidt (2006). Chapter 3.  <b>Extra reading:</b> Cuenca, M.J. & Hilferty, J. (2007). Chapter 2.	



	Metonymy. Cognitive Grammar and Construction Grammar. Embodiment and Language. Mental spaces theory and conceptual blending.		
11/6 13/6	Unit 7: The nature of changes. Phonological, morphological, syntactic, lexical, and semantic changes. The diffusion of changes. The reconstruction of languages and proto-languages. Grammaticalization. The Great Vowel Shift in English. Irregular English verbs: morpho-phonological processes. Languages in contact.	Fromkin et al (Eds.) (2014). Chapter 8. Joseph, B. (2017). "Historical Linguistics: Language Change Over Time"	Written assignment on historical linguistics.
18/6	<b>Units 4, 5, 6 and 7</b>		Second mid-term exam
25/6	All Units: review and integration		
27/6	Capstone session	t.b.a.	

## 9. BIBLIOGRAPHY (BIBLIOGRAFÍA OBLIGATORIA Y DE CONSULTA)

### 9.1 REQUIRED READINGS

#### Unit 1: Characteristics and properties of human language and its study

Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N., & Taniguchi, A. (2022). *Essentials of linguistics* (2nd ed.). eCampus Ontario. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>. Chapter 1, section 1.1

Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N., & Taniguchi, A. (2022). *Essentials of linguistics* (2nd ed.). eCampus Ontario. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>. Chapter 1, section 1.2



- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N. & Taniguchi, A. (2022). *Essentials of Linguistics*. eCampus Ontario. Chapter 1, section 1.3.
- Dawson, H. & Phelan, M. (2016). *Language files: Materials for an introduction to language and linguistics*. The Ohio State University Press. Chapter 1, sections 1.1, 1.2 and 1.3.
- Denham, K. & Lobeck, A. (2013). *Linguistics for everyone: An introduction*. Cengage Learning. Chapter 1.
- Riemer, N. (2010). *Introducing semantics*. CUP. Chapter 1, section 1.1.
- Pinker, S. (2015). *Words and rules: the ingredients of language*. Basic Books. Chapter 1.

### **Unit 2: Language modalities**

- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N. & Taniguchi, A. (2022). *Essentials of Linguistics*. eCampus Ontario. Chapter 3, section 3.1.
- Baker, A. (2016). Sign languages as natural languages. In Baker, A., B. van der Bogaerde, R. Pfau & T. Schermer (eds.) *The linguistics of sign language*. John Benjamins Publishing Company. pp. 1-24.
- Daniels, P. (2017). Writing systems. In M. Aronoff & J. Rees-Miller (eds.) *The handbook of Linguistics*. Wiley-Blackwell. pp. 75-94.
- Dawson, H. & Phelan, M. (2016). *Language files: Materials for an introduction to language and linguistics*. The Ohio State University Press. Chapter 1.5.
- Dawson, H. & Phelan, M. (2016). *Language files: Materials for an introduction to language and linguistics*. The Ohio State University Press. Chapter 2.7.
- VER LAS SECCIONES DEL CAP. 15 DE DAWSON & Phelan (2016), vol. 2

### **Unit 3: Sociolinguistics**

- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N., & Taniguchi, A. (2022). *Essentials of linguistics* (2nd ed.). eCampus Ontario. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>. Chapter 2.
- Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N. & Taniguchi, A. (2022). *Essentials of Linguistics*. eCampus Ontario. Chapter 10.
- Crystal, D. (2003). *English as a global language*. Cambridge University Press. Chapter 5.
- Fromkin, V., R. Rodman y N. Hyams (Eds.) (2014). *An Introduction to Language*. Tenth edition. Wadsworth. Chapter 7.

### **Unit 4: The brain and language**

- American Speech-Language-Hearing Association. (n.d.). *Child speech and language*. ASHA. <https://www.asha.org/public/speech/disorders/childsandl/>
- Ingram, J. C. L. (2007). *Neurolinguistics: an introduction to spoken language processing and its disorders*. CUP. Chapter 1.



Ingram, J. C. L. (2007). *Neurolinguistics: an introduction to spoken language processing and its disorders*. CUP. Chapter 3.

Owens, R. C. Jr. (2020). *Language development: An introduction* (9<sup>th</sup> edition). Pearson. Chapter 3, section “Central nervous system”.

Radford, A., M. Atkinson, D. Britain, H. Clahsen y A. Spencer (2009). *Linguistics. An introduction*. Second edition. Cambridge University Press. Chapter 15.

Radford, A., M. Atkinson, D. Britain, H. Clahsen y A. Spencer (2009). *Linguistics. An introduction*. Second edition. Cambridge University Press. Chapter 26.

### **Unit 5: Psycholinguistics**

Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., Sanders, N., & Taniguchi, A. (2022). *Essentials of linguistics* (2nd ed.). eCampus Ontario. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>. Chapter 13, section 13.4.

Christianson, K. (2017). “Psycholinguistics” en Aronoff, M. y J. Rees-Miller (Eds.) *The handbook of linguistics*. Second edition. Wiley-Blackwell.

Owen, R. E. Jr. (2020). *Language development: An introduction* (9<sup>th</sup> edition). Pearson. Chapter 3. Sections “Language processing” and “Models of linguistic processing”.

Radford, A., M. Atkinson, D. Britain, H. Clahsen y A. Spencer (2009). *Linguistics. An introduction*. Second edition. Cambridge University Press. Chapter 7

Radford, A., M. Atkinson, D. Britain, H. Clahsen y A. Spencer (2009). *Linguistics. An introduction*. Second edition. Cambridge University Press. Chapter 14

Radford, A., M. Atkinson, D. Britain, H. Clahsen y A. Spencer (2009). *Linguistics. An introduction*. Second edition. Cambridge University Press. Chapter 25

### **Unit 6: Cognitive linguistics**

Croft, W. & D.A. Cruse (2004). *Cognitive linguistics*. CUP. Chapter 1.

Croft, W. & D.A. Cruse (2004). *Cognitive linguistics*. CUP. Chapter 2.

Cuenca, M.J. & Hilferty, J. (2007). *Introducción a la lingüística cognitiva*. Editorial Ariel. Chapter 2.

Ungerer, F. & Schmidt, H-J. (2006). *An introduction to cognitive linguistics*. Second edition. Pearson-Longman. Chapter 3.

### **Unit 7: Historical Linguistics**

Fromkin, V., R. Rodman y N. Hyams (Eds.) (2014). *An Introduction to Language*. Tenth edition. Wadsworth. Chapter 8.

Joseph, B. (2017). “Historical Linguistics: Language Change Over Time” in Aronoff, M. y J. Rees-Miller (Eds.) *The handbook of linguistics*. Second edition. Wiley-Blackwell.





## 9.2 FURTHER READINGS

- Aitchison, J. (1991). *Language Change: Progress or Decay?* CUP.
- Allan, K. (Ed.) (2016). *The Routledge handbook of Linguistics*. Routledge.
- Aronoff, M. y J. Rees-Miller (Eds.) (2017). *The handbook of linguistics*. Second edition. Wiley-Blackwell.
- Bourhis, R. (1982). "Language policies and language attitudes: le monde de la francophonie" in Ryan, E. B. and H. Giles (eds) *Attitudes towards Language Variation: Social and Applied Contexts*. Edward Arnold. pp.34-62.
- Braid, S. (1999). *The Acquisition of Second Language Syntax*. London: Arnold.
- Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA: The MIT Press.
- Ciaspuscio, G. y A. Adelstein (Coords.) (2021). *La lingüística. Una introducción a sus principales preguntas*. EUDEBA.
- Clark, V. (Ed.) (2008) *Language: Introductory Readings*. Seventh edition. St. Martins
- Comrie, B. (1989). *Language Universals and Linguistic Typology*. Blackwell.
- Coupland, N. (2009). *New sociolinguistics reader*. Palgrave.
- Damico, J., Müller, N. & Ball, M. J. (2021). *The handbook of language and speech disorders*. 2<sup>nd</sup> edition. Wiley-Blackwell
- Dawson, H. & Phelan, M. (2016). *Language files: Materials for an introduction to language and linguistics*. The Ohio State University Press.
- Denham, K. & Lobeck, A. (2013). *Linguistics for everyone: An introduction*. Cengage Learning.
- Fromkin, V., R. Rodman y N. Hyams (Eds.) (2014). *An Introduction to Language*. Tenth edition. Wadsworth.
- Geeraerts, D. & H. Cuyckens (2007). *The Oxford handbook of cognitive linguistics*. OUP.
- Gould, S.J. (2002). *The Structure of Evolutionary Theory*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Hauser, M., N. Chomsky & W. T. Fitch (2002). "The language faculty: What is it, who has it, and how did it evolve?" *Science* Vol 298, pp.1569-1579.
- Hoffmann, C. & J. Ytsma (eds) (2004). *Trilingualism in Family, School and Community*. Multilingual Matters.
- Jackendoff, R. (1993). *Patterns in the Mind*. Harvester Wheatsheaf.
- Jackendoff, R. (1997). *The Architecture of the Language Faculty*. Cambridge, MA: MIT Press.
- Katamba, F. (2006). *Morphology*. Second edition. Palgrave MacMillan Ltd.
- Kelly Hall, J. & W.G Eggington (eds) (2000). *The Sociopolitics of English Language Teaching*. Multilingual Matters.
- Kenstowicz, M. (1994). *Phonology in Generative Grammar*. Blackwell
- McMahon, A. (1994). *Understanding Language Change*. CUP.
- O'Grady, W. & J. Archibald (2015). *Contemporary Linguistic Analysis. An Introduction*. Eighth edition. Pearson Canada.



Pfau, R., Steinbach, M. & Wol, B. (Eds.) (2012). *Sign Language: An international handbook*. De Gruyter Mouton.

Radford, A. (2009). *Analysing English Sentences. A Minimalist Approach*. CUP.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (2009). *Linguistics. An introduction*. Second edition. CUP.

Stockwell, P. (2007). *Sociolinguistics: A resource book for students*. Second edition. Routledge. Chapter A.

**Prof. Javier Valdivia**

**DNI 28210938**

**Mgtr. Paola M. Scilipoti & Prof. M. Leticia Tacconi**

**Departamento de Lingüística**

**FadeL - UNCo**



**Appendix A: Example Calculation of the grading formula:**

If a student has the following scores:

Homework & Assignments = 8,5

1st Midterm = 7,8

2nd Midterm = 9

Participation = 8

The final grade would be:

$$(85 \times 0.20) + (78 \times 0.35) + (90 \times 0.35) + (80 \times 0.10) = 17 + 27.3 + 31.5 + 8.0 = 83.8\%$$

So, the student's final grade is 83.8%, rounded up to 9 for a 1 to 10 scale.