



**UNIVERSIDAD DE COSTA RICA  
SEDE DE OCCIDENTE  
CIUDAD UNIVERSITARIA CARLOS MONGE ALFARO  
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS  
SECCIÓN DE LENGUAS MODERNAS**

**CARRERA:** BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**CICLO LECTIVO:** II-2016

**DOCUMENTO:** Programa de curso semestral

**CURSO:** IO5310 Lingüística

**CRÉDITOS:** 03

**HORAS POR SEMANA:** 04 (Lunes: 8:00 a 11:50)

**AULA:** 306

**REQUISITO:** IO5309 Fonología

**NIVEL:** V Ciclo

**DOCENTE:** Dra. Luz Marina Vásquez

**HAE:** Martes: 13:00 a 16:00 & Jueves: 13:00 a 16:00

**DESCRIPCIÓN DEL CURSO:** Curso teórico-práctico de nivel intermedio, donde el/la estudiante se inicia en el estudio de los conceptos teóricos y descubrimientos importantes en el campo de la lingüística.

**OBJETIVOS GENERALES**

Al finalizar el curso, el estudiante será capaz de:

1. Conocer el desarrollo de la corriente lingüística y los aspectos básicos del estudio de los diferentes componentes del lenguaje.
2. Identificar y describir los componentes del estudio lingüístico (Ej. sintáctica, morfología, semántica, pragmática).
3. Identificar y describir teorías sobre la adquisición y el desarrollo del lenguaje como medio de comunicación.

**OBJETIVOS ESPECÍFICOS**

Al finalizar el curso, el estudiante será capaz de:

1. Comprender el desarrollo de la lingüística como ciencia.
2. Analizar diferentes teorías sobre el origen del lenguaje humano.



3. Comprender diferentes propiedades y componentes de la lengua.
4. Distinguir los aspectos que hacen del lenguaje un sistema versátil y permeable.
5. Analizar los aspectos de cambio del lenguaje.
6. Comprender los fundamentos básicos de las diferentes disciplinas lingüísticas.

## CONTENIDOS

1. The nature of human language
2. Animal communicationsystems
3. Grammaticalaspects of language
4. Syntax: The sentence Patterns of Language
5. Semantics: TheMeanings of Language
6. Morphology: Word structure and formation
7. Social aspects of Language
8. Pragmatics
9. DiscourseAnalysis
10. Brain and language
11. FirstLanguageAcquisition
12. Secondlanguageacquisition

## METODOLOGÍA

Las unidades de estudio se desarrollarán en clase con base a discusiones de las lecturas asignadas. Cada estudiante deberá leer el material asignado ANTES de la clase, de tal manera que pueda participar en la discusión de cada tema. En cada lección se trabajará en grupos y se discutirán preguntas de comprensión de lectura brindadas por la profesora *previo* la lectura. Además, con la guía de la profesora, los y las estudiantes realizarán ejercicios prácticos donde aplicarán los temas estudiados; dichas prácticas *constituirán las evaluaciones* y se llevarán a cabo *en clase*. **Solamente se permitirá reemplazar tales tareas con una justificación médica la cual debe ser presentada a más tardar 3 días hábiles después de que el/la estudiante se re-integre al curso.**



## ACTIVIDADES

Los y las estudiantes participarán activamente en discusiones y mesas redondas sobre los varios temas a tratar; la profesora por su parte propiciará espacio para la discusión.

**Aquellos y aquellas estudiantes que no lean el material con anticipación tendrán dificultades a la hora de participar en los debates y discusiones y de realizar las tareas en clase.** En algunas ocasiones (Ej. sintáctica) la profesora ofrecerá clases magistrales por ser el contenido complejo; para entenderlo es necesario que la profesora exponga los diferentes componentes. En tales casos, no obstante, los y las estudiantes deberán realizar trabajos prácticos de aplicación en clase y en sus casas.

Las actividades evaluativas tienen un valor *sumativo* para efectos de calcular la nota que obtendrá el estudiante. No obstante, todas las actividades que se realizarán a lo largo del curso (Ej., presentaciones grupales, tareas de aplicación, ensayos) son de carácter *formativo* por cuanto el estudiantado tiene oportunidad de monitorear su propio proceso de aprendizaje y realizar ajustes necesarios para lograr los objetivos propuestos a través de tales actividades.

Asimismo, las discusiones que se llevarán a cabo sobre todos los temas de estudio, abordarán el *componente ético* por cuanto se discutirá la relevancia que tiene cada tema para la sociedad en general y para el estudiantado en particular, especialmente como se aplican los temas estudiados en el rol de cada estudiante como futuro educador y formador.

## EVALUACIÓN

2 Ensayos sobre los temas estudiados; estos serán escritos *en clase*) 20% (10% cada uno)

- Essay 1: Language and Communication: how they are similar or different
- Essay 2: Second Language Acquisition: what aspects affect the SLA process.

3 Quizes de aplicación de conocimientos *en clase*(en parejas) 30% (10% cada uno)

- Quiz 1: Syntax
- Quiz2: Morphology



• Quiz3: Semantics

3 Tareas grupales *en clase* (investigaciones) 50%

Tarea 1: Non-Human communication systems (15%): In small groups, students research about how specific animals and plants communicate (bees, birds, chimpanzees, dolphins, plants)

- Tarea 2: First Language Acquisition (20%): In small groups, students conduct a Research Project whereby they observe the language developmental stage of at least five children of comparable ages.
- Tarea 3: Brain & Language (15%): In small groups, students research about how brain disorders affect language development.

TOTAL 100%

**NOTES:**

The essays might be written in pairs or individually

If a student obtains a poor grade on any of his/her essays, he/she will have a chance to re-write the essay, as long as this is done within a week after the assignment is handed back by the teacher.

Es esencial recordar que *el plagio* es una falta muy grave, según el Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica, artículos 4 y 9, y de ser comprobada, se penaliza con suspensión del estudiante regular “no menor de seis meses calendario, hasta por seis años calendario”.

En caso de que el estudiante obtenga una nota de 6.00 o 6.50, este(a) tendrá derecho a hacer un examen de ampliación. Este examen será de toda la materia estudiada en el semestre. Si aprueba este examen, su nota final será de 7.00.

**BIBLIOGRAFÍA OBLIGATORIA:**

O’Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2005). *Contemporary Linguistics: An Introduction*. (5th Edition). New York: Bedford, Saint Martin’s Press.

O’Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2010). *Contemporary Linguistics: An Introduction*. (6th Edition). New York: Bedford, Saint Martin’s Press.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., and Spencer, A. (1999). *Linguistics: An Introduction*. United Kingdom: Cambridge University Press.

Yule, G. (2000). *The Study of Language*. USA: Cambridge University Press-

**BIBLIOGRAFÍA COMPLEMENTARIA:**



UNIVERSIDAD DE  
COSTA RICA



Departamento de Filosofía, Artes y Letras  
Sección de Lenguas Modernas

---

Lyons, J. (1981). *Language and Linguistics*. USA: Cambridge University Press.



| SCHEDULE OF ACTIVITIES                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>(August 8)                         | Discussion of course syllabus and course policies<br><i>Introduction to Language and Linguistics</i>                                                                                                                                                                                                                                                                                                                                                                |
| Week 2 August<br>15                          | Mother's Day (NO CLASS)                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 3<br>(August 22)                        | Reading selections: <ul style="list-style-type: none"> <li>• Lyons; Chapters 1&amp;7 (p. 1-33 &amp; 216-237)</li> <li>• O'Grady et al.; Chapter 1 (p. 1-14)</li> </ul> <p><b>Homework assignment #1 (10%):</b> Non-Human communication systems: In groups, students describe a non-human communication system previously assigned by the professor. The presentation should include a section on whether or not the system described evidences <i>language</i>.</p> |
| Weeks 4 & 5<br>(August 29<br>& September 5)  | <i>Non-Human Communication Systems</i><br>Reading selections: <ul style="list-style-type: none"> <li>• O'Grady et al. (Fifth Edition); Chapter 17 (p. 555-586)</li> <li>• Yule; Chapter 4 (p. 30-39)</li> </ul> <p><b>Homework Assignment #1 due</b></p> <p><b>In class Essay #1 (10%):</b> Write a five-paragraph essay where you describe how language and communication are alike and how they are different.</p>                                                |
| Weeks 6, 7 & 8<br>(September 12,<br>19 & 26) | <i>Grammatical Aspects of Language / Syntax</i> (the sentence patterns of language) <ul style="list-style-type: none"> <li>• O'Grady, Chapter 5 (p. 155-202)</li> <li>• Radford et al. Part 3 (p. 279-337) (Chapters 17, 18, 19, 20, 21)</li> </ul> <p><b>Quiz #1:</b> September 26 (Syntax)</p>                                                                                                                                                                    |



|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 9 & 10<br>(October 3 & 10)                   | <p><i>Morphology: The Analysis of Word Structure</i></p> <p>Reading selections:</p> <ul style="list-style-type: none"> <li>• Radford et al.; Chapters 8 – 11 (p. 145-192)</li> <li>• O’Grady et al.; Chapter 4 (p.115-153)</li> </ul> <p><b>Quiz #2:</b> October 10 (Morphology)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 11<br>(October 17)                            | <p><i>Semantics: The Meanings of Language</i></p> <p>Reading selections:</p> <ul style="list-style-type: none"> <li>• O’Grady et al.; Chapter 6 (p. 203-244)</li> <li>• Radford et al.; Chapter 12 (193-210)</li> </ul> <p><b>Quiz #3:</b> Semantics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Week 9 (October 24)                                | <p><i>Sociology/ Pragmatics/ Discourse analysis/ Dialectology</i></p> <p>Reading selections:</p> <ul style="list-style-type: none"> <li>• O’Grady et al.; Chapter 15 (p. 485-526)</li> <li>• Yule; Chapters 12 &amp; 13 (p. 127-150)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Weeks 10, 11 & 12<br>(October 31, November 7 & 14) | <p><i>First &amp; Second Language Acquisition</i></p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> <li>• O’Grady et al.; Chapters 11 &amp; 12 (p. 351 – 428)</li> <li>• The Critical Period Hypothesis</li> </ul> <p><b>Homework Assignment 2:</b> First Language acquisition: In groups, students conduct a <i>mini-research project</i> where they observe the language of at least 5 young children and establish each child’s stage of language development at the semantic, morphological, phonological, pragmatic, or syntactic levels. The project includes both a written report (introduction; theoretical basis; procedures and setting; results) as well as an oral presentation of the results.</p> <p><b>In class Essay #2:</b> (November 14) Second language acquisition: Write a five-paragraph essay on the aspects that are involved in SLA.</p> |



|                                         |                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                                                                                                                                                                                                                                                                     |
| Weeks 13 & 14<br>(November 21 &<br>28 ) | <i>Brain and Language</i><br>Reading Assignments: <ul style="list-style-type: none"><li>• O'Grady et al.; Chapter 14 (p. 459-484)</li></ul><br><b>Homework Assignment #3:</b> Brain and Language: In groups, students present on a language impairment that evidences how language is organized in the human brain. |
| Week 15<br>(December 5)                 | General Review<br>Courseevaluation                                                                                                                                                                                                                                                                                  |



### General guidelines for Oral Presentations

Students will work in groups of three or four (depending on the size of the class) and they will give a 20 to 30-minute formal presentation on a topic previously assigned in class. For the presentation, students shall use not only the data provided in the reading assigned for each topic; they will go beyond the basic reading to research on the topic assigned and will provide well-supported data to develop each topic (specific details are indicated for each presentation depending on the topic). Grades will be assigned on an individual basis, although the presentations should be designed as a group.

#### Presentation 1: Non-Human Communication Systems

Each group will be assigned a non-human communication system to present on. In addition to getting information on the topic assigned from the reading included in the course anthology, students shall research on their own to provide a detailed description of the communication system assigned. They will design a formal Power Point Presentation to be used as a way to make their presentation more interesting and easy to follow, NOT TO READ FROM! The Slides shall be free from grammatical and spelling mistakes; hence, they must be checked before the presentation is due. Pictures and short video clips might be used to support the presentation, if needed.

Each presentation shall include the following sections:

- 1) **Introduction:** the communication system assigned is introduced by providing relevant background information.
- 2) **Development of the topic:** Development of the topic through well-supported information, statistical data, and any other materials required for a thorough understanding (videos, pictures, graphs, etc.)
- 3) **Conclusion:** arguments on whether or not the communication system described evidences human language features and why are thoroughly discussed.



| Evaluation Rubric: Non-Human Communication Systems (15%)                                                                                                                        |           |                 |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|----------|
| Aspect Evaluated                                                                                                                                                                | Value     | Points Obtained | Comments |
| <b>Content Development:</b><br>The student properly presents the topic by providing well-supported arguments, definitions, and concrete examples.                               | 65 points |                 |          |
| <b>Grammatical form:</b> The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.                         | 10 points |                 |          |
| <b>Fluency:</b> The student makes correct use of segmental and suprasegmental features throughout the presentation.                                                             | 10 points |                 |          |
| <b>Vocabulary:</b> The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas. | 15 points |                 |          |



## Presentation 2: Child Language Development

Each group will analyze the acquisition of one or two language components (phonology, syntax, morphology, semantics, pragmatics) in the speech by five children of comparable ages.

In order to conduct this research project, students must read the chapters on first language acquisition as to identify the normal developmental patterns through which children acquire their L1. If needed, they shall read beyond the course anthology.

Once you are knowledgeable about the FLA process, choose the topic or topics which you would like to observe in the child data:

- a) Phonology: the acquisition of a specific phoneme, the acquisition of phonological process such as reductions and deletion, etc.
- b) Syntax: MMW (Mean Length of Utterance per Morpheme), word order patterns, information questions, complex structures, use of connectors, etc.
- c) Semantics: use or perception of meaning of various words, concepts, expressions, etc. (this topic is more appropriate for children younger than four)
- d) Morphology: conjugation of verbs, adjectives, nouns, pronouns, articles (subject-verb and number agreement).
- e) Pragmatics: appropriateness in the use of idiomatic expressions, sayings, etc.

If you decide to focus on *one* of these language components, then your analysis shall be more thorough, including multiple instances of that component. Instead, I recommend that you analyze more than one linguistic component (phonology and semantics, for instance).

Once you decide on the topic or topics to be addressed, design the instruments needed to collect the data for the analysis; you might use a naturalistic approach (i.e., observation of natural interaction) or an experimental approach (i.e., tasks designed to assess a specific linguistic component). You will coordinate this with your teacher well before the data collection takes place.

Now, find a group of five children of comparable ages to collect the data from (preferably children younger than 6). The children might be younger siblings, cousins, nieces and nephews, or other relatives or friends. If you look for children in a formal context such as a day care center, make sure that you design a proper consent form, as required. To ensure validity, and if possible, include boys and girls.

Once you have the group of children, schedule at least two sessions (at least 20 minutes each; the sessions shall include all the children at the same time or smaller groups) wherein you will collect the data by using the instruments previously designed.

Once the data are collected, prepare a 30-minute oral presentation to present your findings to the class. You may use any audio-visual materials to portray the information (e.g., PP Presentation, videos, audio recordings, etc.).



Each presentation shall include the following sections:

- 1) Introduction: A formal description of the acquisition of the linguistic component(s) selected (e.g., how is word order normally acquired by Spanish speaking children?; what deletion processes are used by young children?).
- 2) Methodology:
  - a. Subjects and Context: a thorough description of the setting in which the data were collected as well as of the participating children (number, ages, gender, etc.).
  - b. Data collection: a thorough description as to *how* the data were obtained (i.e., the instruments used) and how they were analyzed.
- 3) Results: a thorough analysis of the data obtained based on the topics studied on FLA (e.g., stage of acquisition, patterns, violations to rules, evidence of learning, etc.)
- 4) Conclusion: A concluding statement regarding what you learned from this research project.

| Evaluation Rubric: First Language Acquisition (20%)                                                                                                                                                                                                  |           |                 |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|----------|
| Aspect Evaluated                                                                                                                                                                                                                                     | Value     | Points Obtained | Comments |
| <b>Content Development:</b> The student properly presents the findings by providing key definitions, concrete examples from the data collected, and arguments supported not only through the data analysis but also through theoretical information. | 65 points |                 |          |
| <b>Grammatical form:</b> The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.                                                                                              | 10 points |                 |          |
| <b>Fluency:</b> The student makes correct use of segmental and suprasegmental features throughout the presentation.                                                                                                                                  | 10 points |                 |          |
| <b>Vocabulary:</b> The student uses appropriate technical                                                                                                                                                                                            | 15 points |                 |          |



|                                                                                                                       |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------|--|--|--|
| and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas. |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------|--|--|--|

### Presentation 3: Brain and Language

Each group will be assigned a language or cognitive impairment (e.g., Specific Language Impairment, Language Savants, Aphasia) in order to analyze how language is represented in the human brain. Presentations will be 20-minutes long.

In order to conduct this research project, students must read the chapters on Brain and Language and research on the language or cognitive impairment assigned.

You are encouraged to design a PP Presentation and to include any other audio-visual resources (i.e., video-clips, pictures, graphs, etc.) to aid in the full understanding of your topic.

Each presentation shall include the following sections:

- 1) Introduction: A formal description of the language or cognitive impairment assigned.
- 2) Concrete examples to illustrate the language or cognitive impairment described.
- 3) Conclusion: A concluding statement regarding what you learned about how language is distributed throughout the human brain.

| Evaluation Rubric: Grain and Language (15%)                                                                                                                                                                        |           |                 |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|----------|
| Aspect Evaluated                                                                                                                                                                                                   | Value     | Points Obtained | Comments |
| <b>Content Development:</b><br>The student properly presents the topic at hand by providing relevant definitions, concrete examples, and data provided in the theoretical information and the literature reviewed. | 65 points |                 |          |
| <b>Grammatical form:</b> The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex                                                                       | 10 points |                 |          |



|                                                                                                                                                                                 |           |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|--|
| sentences.                                                                                                                                                                      |           |  |  |
| <b>Fluency:</b> The student makes correct use of segmental and suprasegmental features throughout the presentation.                                                             | 10 points |  |  |
| <b>Vocabulary:</b> The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas. | 15 points |  |  |

### Evaluation Rubric for Essays

In order to write each essay, students shall refer to the handout on how to write an academic essay. Each essay shall be at least five-paragraphs long, and it shall contain all the parts required (introduction, supporting paragraphs, conclusion).

Additionally, the essay shall not only include personal opinions and examples but information taken from academic sources; these shall be cited by using an APA format.

Plagiarism will not be tolerated; if spotted, the student(s) will obtain a zero (0) for a grade.

Grades will be given according to the following scale:



| Evaluation Rubric: Essays (10%)                                                                                                                                                      |           |                 |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|----------|
| Aspect Evaluated                                                                                                                                                                     | Value     | Points Obtained | Comments |
| <b>Introduction:</b> The essay contains a proper introduction, which includes a clear thesis statement. The introduction clearly foretells what the essay is about.                  | 10 points |                 |          |
| <b>Body:</b> The essay includes at least three paragraphs in which the topic at hand is thoroughly described by means of proper definitions, examples, and well-supported arguments. | 50 points |                 |          |
| <b>Coherence:</b> The paragraphs are logically connected and the arguments are logically and clearly presented.                                                                      | 5 points  |                 |          |
| <b>Grammatical form and mechanics:</b> The essay is free from grammatical and punctuation mistakes. It contains simple as well as compound and complex sentences.                    | 15 points |                 |          |
| <b>Vocabulary:</b> The vocabulary used is appropriate to develop the topic at an academic level.                                                                                     | 15 points |                 |          |
| <b>Conclusion:</b> the essay contains a proper concluding paragraph, which summarizes the main arguments presented.                                                                  | 5 points  |                 |          |



UNIVERSIDAD DE  
COSTA RICA



Departamento de Filosofía, Artes y Letras  
Sección de Lenguas Modernas