



**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-2019

**DOCUMENTO:** Programa de curso semestral

**CURSO:** IO5310 Lingüística

**CRÉDITOS:** 03

**HORAS POR SEMANA:** 04 Lunes: 07:00 a 10:50

**AULA:** 501

**REQUISITO:** IO5309 Fonología

**NIVEL:** V Ciclo

**DOCENTE:** Dra. Luz Marina Vásquez

**HAE:** Martes: 13:00 a 15:00

**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	ESPECÍFICOS
Al finalizar el curso, el/la estudiante será capaz de:	Al finalizar el curso, el/la estudiante será capaz de:
<ol style="list-style-type: none"> <li>1. Conocer el desarrollo de la corriente lingüística y los aspectos básicos del estudio de los diferentes componentes del lenguaje. (cognitivo)</li> <li>2. Identificar y describir los componentes del estudio lingüístico (Ej. sintáctica, morfología, semántica, pragmática). (cognitivo)</li> <li>3. Identificar y describir teorías sobre la adquisición y el desarrollo del lenguaje como medio de comunicación. (cognitivo)</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprender el desarrollo de la lingüística como ciencia. (cognitivo)</li> <li>2. Analizar diferentes teorías sobre el origen del lenguaje humano. (cognitivo/actitudinal)</li> <li>3. Comprender los fundamentos básicos de las diferentes disciplinas lingüísticas. (actitudinal)</li> <li>4. Comprender diferentes propiedades y componentes de la lengua. (actitudinal)</li> <li>5. Distinguir los aspectos que hacen del lenguaje un sistema versátil y permeable. (cognitivo/actitudinal)</li> <li>6. Analizar los aspectos de cambio del lenguaje.</li> </ol>





	(actitudinal)
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### CONTENIDOS:

1. The nature of human language
2. Animal communication systems
3. Syntax: The sentence Patterns of Language
4. Semantics: The Meanings of Language
5. Morphology: Word structure and formation
6. Social aspects of Language/**minority languages**
7. Pragmatics
8. Brain and language
9. First Language Acquisition
10. Second language acquisition

### 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*. El estudiantado deberá realizar presentaciones orales grupales las cuales conllevan investigación sobre temas específicos; al compartir tal información, se pretende que el estudiantado logre asimilar la información y además, transmitirla a los demás.

**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; morfología) la profesora ofrecerá clases mayormente 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 cómo se aplican los temas estudiados en el rol de cada estudiante como futuro educador y formador.

### EVALUACIÓN:

Formativa/Sumativa: Aunque las actividades evaluativas todas reciben una nota numérica, en realidad consisten en actividades formativas que el/la estudiante realiza en grupos o en parejas; en tales actividades se pretende que el estudiantado ponga en práctica conceptos estudiados, que busque información adicional sobre un tema dado y que realice presentaciones en clase para enseñar a los demás. Es por ello que se describen como actividades formativas y sumativas a la vez.

2 Ensayos so

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

2 in-class-Quizes de aplicación de conocimientos *en clase* (en parejas) 20% (10% cada uno)

- Quiz 1: Syntax
- Quiz 2: Morphology & Semantics

3 Tareas grupales (oral presentations which involve research) 60%

- Homework assignment 1: Non-Human communication systems (15%): In small groups, students research about how specific animals and plants communicate (bees, birds, chimpanzees, dolphins, plants)
- Homework assignment 2: Sociolinguistics (15%): minority languages in Costa Rica: In small groups, students are assigned to research on a given minority language spoken in Costa Rica.
- Homework assignment 3: First Language Acquisition (15%): In small groups, students conduct a mini-Research Project whereby they observe the language developmental stage of at least five children of comparable ages.
- Homework assignment 4: Brain & Language (15%): In small groups, students research about how brain disorders affect language development.

TOTAL

100%



**NOTES:**

If a student obtains a poor grade on any of their 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. (2010). *Contemporary Linguistics: An Introduction*. (6th Edition). New York: Bedford, Saint Martin’s Press.

**BIBLIOGRAFÍA COMPLEMENTARIA:**

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.

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.

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



<b>SCHEDULE OF ACTIVITIES</b>	
Week 1 (August 12)	Discussion of course syllabus and course policies <i>Introduction to Language and Linguistics (How do language and communication compare to one another?)</i>
Week 2 (August 19)	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>In class Essay #1 (September 6; 10%):</b> Write a five-paragraph essay where you describe how <i>language</i> and communication are alike and how they are different.</p>
Weeks 3 & 4 (August 26 & September 2)	<i>Non-Human Communication Systems</i>
Weeks 5, 6 & 7 (September 9, 16 & 23)	<i>Grammatical Aspects of Language / Syntax (the sentence patterns of language) Part I</i>
Weeks 8 & 9 (September 30 & October 7)	<i>Morphology: The Analysis of Word Structure</i>
Week 10 October 14	<b>HOLIDAY</b>
Weeks 11 & 12 (October 21 & 28)	<i>Semantics: The Meanings of Language</i>



	<ul style="list-style-type: none"> <li>• Radford et al.; Chapter 12 (193-210)</li> </ul> <p><b>Quiz #2:</b> Morphology &amp; Semantics (October 28)</p>
<p>Weeks 13 &amp; 14 (November 4 &amp; 11)</p>	<p style="text-align: center;"><i>Sociology/Pragmatics</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> <li>•</li> </ul> <p><b>Homework Assignment 2:</b> Sociolinguistics: In small groups, students are assigned to research on a minority language spoken in Costa Rica. They give a 20-minute presentation on each language group which shall include at least: social group, geographic location, number of speakers, current status, threat of endangerment. DUE November 11)</p>
<p>Weeks 15 &amp; 16 (November 18 &amp; 25)</p>	<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 3:</b> First Language acquisition: In groups, students conduct a <i>mini-research project</i> where they observe the acquisition of one language component (i.e., semantic, morphological, phonological, pragmatic, or syntactic) in at least 5 young children of comparable ages and establish each child’s stage of language development. The project includes both a written report (introduction; theoretical basis; procedures and setting; results) as well as an oral presentation of the results. (Due November 18)</p> <p><b>In class Essay #2:</b> (Due November 25) Second language acquisition: Write a five-paragraph essay on the aspects that are involved in SLA.</p>
<p>Weeks 17 &amp; 18 (December 2&amp;9)</p>	<p style="text-align: center;"><i>Brain and Language</i></p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> <li>• O’Grady et al.; Chapter 14 (p. 459-484)</li> </ul> <p><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. (Due December 9)</p>



### 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 (i.e., the course anthology); they shall 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 thoroughly checked before the presentation is due. Pictures and short video clips might be used to support the presentation, if needed. Student participation shall be balanced among group members.

Each presentation must 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.



Oral Presentation 1

Evaluation Rubric: Non-Human Communication Systems (15%)			
Aspect Evaluated	Value	Points Obtained	Comments
<b>Content Development:</b> The student properly presents the topic by providing correct well-supported arguments, definitions, and concrete examples.	60 points		
<b>Grammatical form:</b> The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	20 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.	10 points		





**Presentation 2:** Sociolinguistics (15%): minority languages in Costa Rica:

In small groups, students are assigned to research on a given minority language spoken in Costa Rica. Based on their own research, students give a 20 to 30-minute presentation on each language group. The presentation shall refer to at least the following criteria:

- a) An introduction about minority languages (definition, challenges, etc.)
- b) The assigned minority language:
  1. Social group: a description of the population who speaks the minority language selected (Bribri, Cabecar, Maleku, Afro-limonense Creole, etc.); number of speakers, status of the language (endangered?), transmission of the minority language, etc).
  2. Geographic location: a description of the region(s) wherein the language is spoken.
  3. Description of the language *per se* (oral/written system; morpho-syntactic structure, phonetic structure, etc.)

Although you will be given some readings to base your presentation on, part of your role is to research beyond that as to give a thorough presentation on the assigned topic.

<b>Evaluation Rubric: Sociolinguistics: minority languages in Costa Rica (15%)</b>			
<b>Aspect Evaluated</b>	<b>Value</b>	<b>Points Obtained</b>	<b>Comments</b>
<b>Content Development:</b> The student properly presents the information about the minority language assigned. There is a clear introduction with definition of key terms. The presentation includes plenty of information on the minority language (i.e., population, geographic distribution, number of speakers, status of the language, description of the language etc.). There is use of pictures/graphs to illustrate. The presentation closes adequately.	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	10 points		



suprasegmental features throughout the presentation.			
<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 3: Child Language Development

Each group will analyze the acquisition of one language component (phonology, syntax, morphology, semantics, pragmatics) in the speech by three to five children of comparable ages (each group will be assigned one language component).

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, you will collect data in order to analyze the language component which you were assigned, namely:

- 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.

Your analysis shall include multiple instances of that component as well as a logical comparative analysis across the four/five children as to establish the stage of development for each child or for the group as a whole.

Once you are assigned the topic, 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.

You must find a group **of at least four 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 sub-groups) wherein you will collect the data by using the instruments previously designed.

Once the data are collected, prepare a 20 to 30-minute oral presentation to share your findings with 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 assigned (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 (15%)			
Aspect Evaluated	Value	Points Obtained	Comments
<b>Content Development:</b> The student properly presents the findings by providing a clear introduction to the topic, definition of key concepts, 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 and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	15 points		



**Presentation 4:**

**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 and how lesions to any area of the brain result in language impairments. 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.

<b>Evaluation Rubric: Brain and Language (15%)</b>			
<b>Aspect Evaluated</b>	<b>Value</b>	<b>Points Obtained</b>	<b>Comments</b>
<b>Content Development:</b> The student properly presents the topic at hand by giving 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 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	15 points		



the topic assigned. He/she does not hesitate in search for words to develop ideas.			
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**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 ought to be at least five-paragraphs long, and it should 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 rationally 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, clearly introduced by adequate transition words.	15 points		
<b>Vocabulary:</b> The vocabulary used is appropriate to develop the topic at an academic level; it shows understanding of the topic at hand.	15 points		
<b>Conclusion:</b> the essay contains a proper concluding paragraph, which summarizes the main arguments presented as well as the students' point of view.	5 points		



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