



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

DOCUMENTO: Programa de curso semestral

CURSO: IO5310 Lingüística **GRUPO** 01

TIPO DE CURSO: Propio

MODALIDAD: regular semestral; curso Bajo Virtual

CICLO LECTIVO: II-2023

REQUISITO: IO5309 Fonología **CO-REQUISITO:** ninguno

CRÉDITOS: 03

NIVEL: VI Ciclo, 3er año

HORARIO: Martes 8:00 a.m. a 11:50 a.m.

HORAS CONTACTO POR SEMANA: 04

HORAS ESTUDIO INDEPENDIENTE: 5

HAE: Lunes 14:00 a 15:00 (las HAE se realizarán en el CIDICER)

AULA: 501

DOCENTE: Luz Marina Vásquez, Ph.D. (luz.vasquez@ucr.ac.cr). Tel. 25119022

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

El curso es presencial, pero las lecturas, las guías para el desarrollo de las mismas y algunas actividades asincrónicas, especificadas en el cronograma, serán ubicadas en la Plataforma virtual institucional **Mediación Virtual**.

OBJETIVOS GENERALES:

Al finalizar el curso, la persona estudiante será capaz de:

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





OBJETIVOS ESPECÍFICOS:

Al finalizar el curso, la persona estudiante será capaz de:

1. Comprender el desarrollo de la lingüística como ciencia. (*cognitivo*)
2. Analizar diferentes teorías sobre el origen del lenguaje humano. (*cognitivo/actitudinal*)
3. Comprender los fundamentos básicos de las diferentes disciplinas lingüísticas. (*actitudinal*)
4. Comprender diferentes propiedades y componentes de la lengua. (*actitudinal*)
5. Distinguir los aspectos que hacen del lenguaje un sistema versátil y permeable. (*cognitivo/actitudinal*)
6. Analizar los aspectos de cambio del lenguaje. (*actitudinal*)

CONTENIDOS:

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

METODOLOGÍA

La metodología es una metodología participativa en la que las temáticas teóricas serán desarrolladas primordialmente por la docente, con participación activa de las personas estudiantes, quienes realizarán la mayoría de las actividades de manera presencial y algunas de manera virtual y asincrónica, según se especifica en el cronograma de actividades. Tanto el trabajo en el aula como el trabajo en línea será cooperativo, pues se trabajará en grupos pequeños y en parejas.

Solamente se permitirá reemplazar las tareas asignadas con una justificación médica la cual debe ser presentada a más tardar 5 días hábiles después de que la persona estudiante se reintegre al curso (Ver apartado de Reglamentos abajo).

ACTIVIDADES

Aunque la docente estará a cargo de explicar en detalle los conceptos principales de cada contenido, las personas estudiantes participarán activamente en discusiones y mesas





redondas sobre los varios temas a tratar y llevarán a cabo investigaciones acerca de algunos de los temas por tratar, como se especifica en el cronograma de trabajo.

Papel de la persona estudiante: Se espera que cada persona estudiante realice la lectura del material asignado *antes* de cada clase, pues esto le permitirá realizar preguntas aclaratorias acerca de cada tema, a fin de poder realizar las tareas asignadas en clase o en línea. Asimismo, se deberá trabajar en grupos en los cuales la evaluación se hará de manera individual, por lo que cada persona estudiante deberá tener participación comprobada. Además de realizar algunos ejercicios de comprensión de lectura, se asignarán ejercicios prácticos e investigaciones grupales y en parejas, según el contenido.

Papel de la docente: La docente, como experta en el tema, llevará a cabo presentaciones para cada tópico donde explicará los conceptos básicos. Asimismo, asignará tareas concretas de comprensión de lectura o de resolución de problemas sobre cada tema, así como también investigaciones sobre temáticas específicas. Durante cada sesión, procurará la reflexión acerca de las interrelaciones entre cada aspecto de la lengua y los procesos de adquisición/enseñanza de una lengua.

Componente ético: En las diferentes discusiones, se abordará la ética tanto en los procesos de enseñanza-aprendizaje de una lengua como en los procesos y temáticas de investigación que se asignen para diferentes contenidos (Ej., sociolingüística, SLA, etc.).

EVALUACIÓN:

La evaluación es formativa y sumativa, como se describe a continuación:

Formativa: Para cada tarea/presentación oral, las personas estudiantes recibirán retroalimentación individual y grupal y tendrán oportunidad de corregir algunas de las tareas asignadas. Específicamente, en aquellos trabajos de tipo ensayístico donde la persona estudiante obtenga una nota baja (menor a 7), se dará oportunidad de mejorar y presentar de nuevo, a fin de garantizar un aprendizaje formativo y corregir conceptos básicos y estilo de la escritura. Asimismo, se proporcionará retroalimentación con relación a las presentaciones grupales, específicamente sobre conceptos medulares que se relacionen directamente con el aprendizaje-enseñanza de una lengua.





Sumativa:

ASSIGNMENT	PERCENTAGE
Assignment #1: Individual or Pair-work: essay on language vs communication.	10%
Oral presentation #1: <i>Non-Human communication systems:</i> group project to research how specific animals and plants communicate (bees, birds, chimpanzees, dolphins, plants).	15%
Assignment #2: Pair work: Semantics (problem-solving and key concepts; essay-type of questions).	10%
Assignment #3: Pair work: Morphology (problem-solving and key concepts; essay-type of questions).	10%
Assignment #4: Pair work: Syntax (problem-solving and key concepts; essay-type of questions).	15%
Oral presentation #2: <i>First Language Acquisition:</i> In small groups, students conduct a research project on child language development	20%
Oral presentation #3: <i>Brain & Language:</i> In small groups, students research how brain disorders affect language development.	20%

NOTES:

- En las tareas que incluyen respuestas ampliadas tipo ensayo, así como en las investigaciones para realizar presentaciones orales, NO SE PERMITIRÁ el “plagio”; por tanto, las personas estudiantes deberán proporcionar sus propias definiciones de conceptos clave, o bien citar las referencias según los lineamientos establecidos en APA (*Ver lineamientos acerca del plagio en el apartado de Reglamentos abajo*).
- En caso de que la persona estudiante obtenga una nota de 6.00 o 6.50, 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. (2017). *Contemporary Linguistics: An Introduction*. (7th Edition). Massachusetts: Bedford, Saint Martin’s Press. (410.C761c7)





O'Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2011). Chapter 17: Animal Communication. In *Contemporary Linguistics: An Introduction*. (6th Edition). New York: Bedford, Saint Martin's Press. (pp.547-580) (Available on PDF format at the Language Lab)

NOTE: The Chapters to be read from these books will be available on the Mediacion Virtual platform as pdf files.

BIBLIOGRAFÍA COMPLEMENTARIA:

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

REGLAMENTOS

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación:

ARTÍCULO 24. Cuando la persona estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que la persona estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

REGLAMENTO DE ORDEN Y DISCIPLINA DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE COSTA RICA

ARTÍCULOS 4 y 9. El plagio es una falta muy grave, según el Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica; de ser comprobada, se penaliza con suspensión del estudiante regular "no menor de seis meses calendario, hasta por seis años calendario".





SCHEDULE OF ACTIVITIES

Week 1: August 15	• Teacher introduction and welcoming message • Presentation and approval of course syllabus and course policies • Introductory Motivational Videos • Students' collaborative work: self-introductions and general questions about language and communication based on videos. • Reading assignment x next class: O'Grady, Archibald, Arnoff, and Rees-Miller (2017), Chapter 1: Language: A Preview (p.1-15) • <i>Reading comprehension guidelines for Chapter 1</i>
Week 2: August 22	<i>Communication vs Human Language</i> • Introductory presentation by teacher • Group work: comprehension questions • Assignment #1 (10%): individually or in pairs, students write a five-paragraph essay where they establish the main differences between communication and language DUE August 29 • Reading assignment x next class: O'Grady et al. (2011); Chapter 16: Non-human Communication Systems (p. 547-580) • <i>Reading comprehension guidelines for Chapter 16</i>
Week 3: August 29	<i>Non-Human Communication Systems</i> • Introductory short videos. • Teacher introduction to the topic: animal versus human communication systems • Assignment #1 DUE • Oral presentation #1 (15%): In groups of three or four, students do research on and prepare a presentation about a non-human communication system previously assigned. The presentation should include the distinguishing features present in each non-human communication system (refer





	to rubric and specific guidelines provided at the end of this document). DUE September 5
Week 4 September 5	<i>Non-Human Communication Systems</i> • Oral Presentation #1 DUE: Students present on non-human communication systems (collaborative work). • Reading assignment x next class: O'Grady et al. (2017), Chapter 6: Semantics: The Analysis of Meaning (p. 217-260). • <i>Reading comprehension guidelines for Chapter 6</i>
Week 5: September 12	<i>Semantics: How meaning is learned</i> • Teacher introductory activity • Presentation on Semantics, an introduction to key concepts • Assignment #2 (10%): Semantics: problem-solving and key concepts; essay-type of questions). DUE September 19 • Reading assignment x next class: O'Grady et al. (2017). Chapter 4: Morphology: The Analysis of Word Structure (p. 121-165) • <i>Reading comprehension guidelines for Chapter 4</i>
Weeks 6 & 7: September 19 / 26	<i>Morphology: The Analysis of Word Structure</i> • Teacher introductory activity • Presentation on word formation processes • Practice on word formation • Assignment #2 DUE September 19 • Assignment #3 (10%): Morphology (problem-solving and key concepts; essay-type of questions). DUE October 3 • Reading assignment x next class: O'Grady et al. (2017). Chapter 5: Syntax: The Analysis of Sentence Structure (p. 167-216) • <i>Reading comprehension guidelines for Chapter 5</i>





Weeks 8, 9 & 10: October 3, 10 & 17	• Assignment #3 (10%): Morphology DUE <i>Syntax: phrase, clause, and sentence structure</i> • Teacher formal presentation on the topic • In-class exercises on tree structures for simple clauses • In-class exercises on tree structures for simple sentences, complex sentences, complementizers, and movement • Assignment #4 (15%): Syntax (problem-solving and key concepts; essay-type of questions). DUE October 24 • Reading assignment x next class: O'Grady et al. (2017). Chapter 13: Language in Social Contexts (p. 483-530) • Reading comprehension guidelines for Chapter 13
Week 11 October 24	<i>Sociolinguistics/Pragmatics</i> • Teacher's initial presentation • Group work based on discussion questions • Assignment #4 DUE: Syntax (15%) • Reading Assignment x next class: O'Grady et al. (2017). Chapter 10: Second Language Acquisition (p. 389-423). • Reading comprehension guidelines for Chapter 10
Week 12 October 31	<i>Second Language Acquisition</i> • Teacher's initial presentation • Group work based on discussion questions • The Critical Period Hypothesis • Reading Assignment x next class: O'Grady et al. (2017). Chapter 9: First Language Acquisition (p. 447 - 388) • Reading comprehension guidelines for Chapter 9
Week 13: November 10	<i>First Language Acquisition</i> • Teacher-s presentation • Motivational videos





	• Oral presentation #2 (20%): In groups of three or four, students conduct a study wherein they observe the natural language development process by at least 3 children between ages 2 and 5 (refer to rubric and specific guidelines provided at the end of this document). DUE November 21
Week 14: November 17	Students work asynchronously on the FLA project
Week 15: November 21	• Students- presentation on FLA DUE • Reading Assignment x next class: O'Grady et al. (2017). Chapter 12: Brain and Language (pages 455-481) • <i>Reading comprehension guidelines for Chapter 12</i>
Week 16: November 28	<i>Brain and Language</i> • Teacher presentation on Brain and Language • Oral presentation #3 (20%): Brain and Language (20%). In groups of three or four, students do research and prepare a presentation about brain disorders that result in language impairment (aphasia, language savants; SLI; dyslexia; dysgraphia; agrammatism). Refer to specific guidelines and evaluation rubric at the end of this document. DUE December 5 • Assignment #5 DUE
Week 17 December 5	• Oral presentation #3 DUE: Brain and Language





General Guidelines for Oral Presentations

Students will work in groups of three or four (depending on the size of the class) and they will prepare a 25-minute formal presentation on a topic previously assigned in class. For the presentation, students shall use **not only the information provided in the reading assigned** for each topic; they need to go beyond the basic reading to research the topic assigned and will provide well-supported data to develop each topic (specific details are indicated for each presentation depending on the topic).

The APA format must be used for references and citations. Grades will be assigned on an individual basis, although the presentations should be designed as a group.

Oral Presentation # 1: Non-Human Communication (15%)

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 must 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 (not to replace it!). Student participation should be balanced among group members.

Each presentation must include the following sections:

- 1) **Introduction:** the communication system/phenomenon assigned is introduced by providing relevant background information.
- 2) **Development of the topic:** Development of the topic through extensive well-supported information, the definition of key concepts, 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 (20%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: The student properly presents the topic by providing correct thorough well-supported arguments, definitions, and concrete examples. APA citation format is used	60 points		
Grammatical form: The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	20 points		
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	10 points		
Vocabulary: 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		





Oral Presentation #2: Child Language Development

In groups of three or four students, analyze the acquisition of one language component (phonology, syntax, morphology, semantics, pragmatics) in the speech by three to five children of comparable ages.

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

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

- a) Phonology: the acquisition of a specific phoneme, the acquisition of phonological processes 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 the 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); formation of new words.
- e) Pragmatics: appropriateness in the use of idiomatic expressions, sayings, etc.

Your analysis must be thorough to include multiple instances of that component. You might combine two or more of the processes described above.

Once you decide on the topic(s) to be analyzed, 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 at least three 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 daycare 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 should 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-minute oral presentation to present your findings to the class. Rely on the use of any audio-visual materials to portray the information (e.g., PP Presentation, videos, audio recordings, etc.).

Each presentation must include the following sections:





- 1) Introduction: A formal description of the acquisition of the linguistic component selected (e.g., how is word order normally acquired by Spanish-speaking children?; what deletion processes are used by young children?, etc.).
- 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 of 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
Content Development: 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		
Grammatical form: The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	10 points		
Fluency: The student makes correct use of segmental and	10 points		





suprasegmental features throughout the presentation.			
Vocabulary: 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		

Oral Presentation #3: Brain and Language (20%)

Each group will be assigned a language or cognitive impairment (e.g., Specific Language Impairment, Language Savants, Aphasia, etc.) in order to analyze how language is represented in the human brain and how lesions to any area of the brain result in language impairment. Presentations will be 25 minutes long.

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

Power Point Presentations are to be used as a way to make your 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 uploaded. Pictures and short video clips might be used *to support* the presentation, if needed. Student participation should be balanced among group members.

Each presentation must include the following sections:

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

Evaluation Rubric: Brain and Language (20%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: The student thoroughly	65 points		





presents the topic at hand by giving relevant definitions, concrete examples, and data provided in the theoretical information and the literature reviewed. APA citation format is used			
Grammatical form: The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	10 points		
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	10 points		
Vocabulary: 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		

