

<p><b>Title</b></p>	<p><b>BCLNG2 <u>Language and Mind</u></b></p> <p><b>Maximum student capacity: 150</b></p> <p><b>Credits: 5 ECTS</b></p>
<p><b>Course aims and objectives</b></p>	<p>Steven Pinker suggests that one of the reasons people are so curious about language is that it is the most accessible part of the mind. And there is much to be curious about. How does language emerge so quickly and effortlessly in children? How do children manage to develop complex grammars without formal instruction which allow them to reliably interpret sentences that they have never heard before? How is it that people can use language with great skill, though they have little or no awareness of its underlying logic? These achievements are all the more remarkable given that the vast majority of sentences we speak or understand involve new combinations of words.</p> <p>Chomsky’s explanation is that as humans we are innately equipped with a universal grammar, common to the grammars of all languages, that allows us to identify the syntactic patterns in our parents’ speech. Language cannot be simply a repertoire of responses, as B. F. Skinner once claimed, but must involve a mental grammar that can build an unlimited set of sentences from a finite set of words. Central to an understanding of the intellectual origins of these insights about the nature of language itself, and about the relationship between language and mind, is some familiarity with the new approach to linguistic analysis and description which originated in the work of Chomsky.</p> <p>This general course provides an introduction to key concepts and developments in modern linguistics, and in related areas of applied linguistics and psychology. Among the questions we consider are the following.</p> <ul style="list-style-type: none"> <li>• What are the essential components of language?</li> <li>• What are the basic linguistic categories and structures?</li> <li>• How do we analyse and describe speech sounds?</li> <li>• What are the universal features in the phonological, morphological and syntactic systems of language?</li> <li>• How does language convey meaning?</li> <li>• Is language unique to humans?</li> <li>• What are we to make of attempts to teach other animals to use language?</li> <li>• What are the social and linguistic mechanisms of language change over time?</li> <li>• How do we construct our interpretation of speech as we participate in conversations?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do we acquire second and foreign languages?</li> <li>• Why do adults find languages so hard to learn?</li> <li>• How does language compare with other human endeavours such as music - assuming that language and music might be compared with each other at all?</li> </ul> <p>The course complements the account of <i>Language, the Individual and Society</i> presented in BCLNG1 but assumes no previous study of linguistics.</p>
<b>Course Outline</b>	<p>Week 1 Introduction / Is language unique to humans? – Prof. Kallen</p> <p>Week 2 Learning language: children, chimps, and other primates. – Prof. Kallen</p> <p>Week 3 Language and music: are they comparable and/or compatible? - Prof. Tien</p> <p>Week 4 Semantics: how words and sentences mediate meaning. – Prof. Tien</p> <p>Week 5 Pragmatics: linguistic meaning and linguistic action in context. – Prof. O’Rourke</p> <p>Week 6 Models of second language acquisition. – Prof. O’Brien</p> <p>Week 7 READING WEEK – NO LECTURES</p> <p>Week 8 The psychology of the language learner. – Prof. O’Brien</p> <p>Week 9 Sounds of languages: initiation, phonation and articulation. – Dr Yanushevskaya</p> <p>Week 10 Phonological concepts and analysis. – Dr Yanushevskaya</p> <p>Week 11 Dynamics of language change. – Prof. Kallen</p> <p>Week 12 Linguistic universals: morphology and syntax. – Prof. Kallen</p>
<b>Learning outcomes</b>	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the basic relationships between language, mind and the brain.</li> <li>• Identify the key features of human language and problematise the question of whether language is unique to humans.</li> <li>• Define basic semantic relations and categories and perform simple semantic analysis.</li> <li>• Assess different psycholinguistic accounts of how words are identified and meaning constructed as we participate in conversations.</li> <li>• Identify what factors impact on the rate and route of acquisition of second and foreign languages.</li> <li>• Understand the basic principles of the phonetic description of speech sounds and perform basic phonetic analysis.</li> <li>• Discuss the basic concepts of phonemic analysis.</li> <li>• Evaluate the ways in which different languages use the structure of words and the ordering of linguistic elements to convey the speaker's communicative intent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify universal features in the phonological, morphological and syntactic systems of language</li> <li>• Understand the social and linguistic dynamics of language change over time.</li> </ul>
<b>Lecture timetable and venues</b>	<p>The course is taught in Hilary term and involves a total of 22 hours of lectures.</p> <p>It will be taught at 1pm on Mondays and at 1pm on Tuesdays in Lecture Theatre (DOST2.57). This lecture room is in the School of Nursing and Midwifery on D'Olier Street.</p> <p>Notes for each lecture and supporting documentation will be posted on Blackboard to support independent study and self-paced learning.</p>
<b>Recommended texts</b>	<ul style="list-style-type: none"> <li>• William O'Grady, John Archibald, and Francis Katamba. 2011. <i>Contemporary Linguistics: An Introduction</i>. 2nd ed. London: Longman.</li> <li>• Fromkin, V., Rodman, R. and Hyams, N. (2007) <i>An introduction to language</i>. Boston, MA: Thomson Wadsworth.</li> </ul> <p>A number of copies of these texts are available in the library. Lecturers may also recommend supplementary readings each week and a reading list per topic will be issued during the course.</p>
<b>Assessment requirements</b>  <b>Dates for submission</b>	<p>Students are required to submit an essay of not more than 4,000 words. Essay titles will be announced in the second week of the teaching term.</p> <p>The essay submission deadline is <b>3pm on Friday 6<sup>th</sup> April 2018</b> in CLCS Office Arts Building Rm. 4091.</p> <p>An identical electronic version must be uploaded by <b>6pm on Friday 6<sup>th</sup> April 2018</b> using the TurnItIn submission management and originality-checking system; a link will be provided in Blackboard.</p>

<b>Additional information</b>	<p>If you have any queries relating to the course you can contact the course coordinator via email (see below for details).</p> <p>If you have a query that relates to a specific lecture, you should mail the lecturer in question or ask at the end of class.</p> <p><b>Course Coordinator</b> Prof. O'Rourke: <a href="mailto:breffni.orourke@tcd.ie">breffni.orourke@tcd.ie</a></p> <p><b>Individual lecturers</b> Prof. Kallen: <a href="mailto:jkallen@tcd.ie">jkallen@tcd.ie</a> Prof. Tien: <a href="mailto:tiena@tcd.ie">tiena@tcd.ie</a> Prof. O'Brien: <a href="mailto:sarah.obrien@tcd.ie">sarah.obrien@tcd.ie</a> Dr Yanushevskaya: <a href="mailto:yanushei@tcd.ie">yanushei@tcd.ie</a></p>
-------------------------------	---