

Intro to Linguistics

Ling 2100, Fall 2026

Class Meetings (fully in-person)

Please see Canvas for date/time.

Instructor

[New Hire TBA]

Please see Canvas for office location/hours.

Description and Objectives [HUMANITIES credit]

This course introduces the study of language, a key defining feature of humanity which constitutes the substance of all our social interactions as well as the literature, laws, and historical records of all human cultures. This course teaches facts, theories, and technical terms used to analyze diverse languages at the level of sounds, words, sentences, conversations, and macro-social groups.

Students will be able to....

- Describe key, motivating facts in the main subfields of theoretical linguistics: phonetics, phonology, morphology, syntax, semantics/pragmatics, sociolinguistics, language typology, acquisition.
- Appreciate linguistic diversity, analyze cross-linguistic data, and reflect meta-linguistically on one's own language(s).
- Communicate clearly on technical topics: use precise vocabulary to make implicit knowledge of language explicit; state claims clearly with examples and supporting evidence; and contextualize ideas within a bigger picture.
 - [valuable for many career paths]
- Combine and appreciate the value of both 'scientific' and 'humanistic' perspectives (on language and ideally in general).
- Contribute to and benefit from a vibrant socio-intellectual community. Recognize that many questions remain open; feel empowered and welcome as potential junior researchers.

Humanities IMPACTS statement from the USG

*This is a Core IMPACTS course that is part of the **Humanities** area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.*

This course should direct students toward a broad Orienting Question:

- *How do I interpret the human experience through creative, linguistic, and philosophical works?*

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical reasoning
- Information literacy
- Intercultural competence

Materials

- *Language Files*, by the Ohio State University Department of Linguistics, 11th edition or later – not required, but a helpful supplement.

Grading Criteria (90s=A, 80s=B, etc)

| Assignment | Description/Notes | Frequency | Percent |
|----------------------------|--|------------------|----------------|
| Exams | Pencil-and-paper, multiple choice. | 3 | 35% |
| Homework | Auto-graded Canvas quizzes with a short written portion. Canvas takes off 10% per day late. | 4 | 20% |
| Portfolios | One group presentation (throughout semester; 5 minutes per group; 7.5% of final grade). One group video (5 minutes; 7.5% of grade). | 2 | 15% |
| Quizzes | In case of an Institute-approved absence, you must email the teaching team <i>before the quiz takes place</i> and complete a makeup (for a max score of 85%) within <i>one week</i> . Canvas drops your lowest quiz score. | 10 | 15% |
| Attendance | Calculated from records for quizzes and responses to peers' group presentations. Canvas drops your lowest week. | throughout | 10% |
| Academic Engagement | Attend a research talk OR participate in a research study OR other opportunities TBA; submit a reflection on Canvas. 150 words min; more not necessarily better. | 2 | 5% |

Wellness Resources

At Georgia Tech, you are recognized as a human being navigating life's ups and downs. You may experience negative stressors that can impact both your academic journey and your personal

wellness. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, finances, etc.

If you are experiencing disruptive challenges, seeking help is a courageous thing to do for yourself and those who care about you. A comprehensive list of student services and resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-Being, and you can find access that list here:

<https://students.gatech.edu/student-resource-guide>

- In an emergency, please call Georgia Tech Police Department at 404- 894-2500 or 911.
- For immediate mental health support, you can call the Center for Mental Health Care and Resources at 404-894-2575.
- Each College at Georgia Tech has an on-call counselor at various locations around campus: <https://mentalhealth.gatech.edu/clinical-services/satellite-counselors>
 - These people are paid to help you!
- You can call or text 988 or chat at 988lifeline.org.

Policies and Links

- **Attendance**
 - Learning takes place in the classroom. Therefore, you should attend class unless you have a documented Institute-approved absence. Attendance counts for 10% of your grade.
- **Late work**
 - Canvas is set to automatically deduct 10% per day on late work.
- **AI policy**
 - You may not present an LLM's work as your own. You must cite and disclose usage of any LLM tool.
 - Many of my assignments are designed to be LLM-resistant.
 - If you use an LLM to simulate the appearance of thinking or knowledge inside your own brain, you have cheated academically, and you have also cheated yourself out of an opportunity to learn.
- **Georgia Tech Honor Code**
 - Be honest about your work and your data. Never lie. Give credit to people for their ideas. Don't present anyone else's work as your own. Don't help anyone else violate the Honor Code. Don't cheat yourself out of learning by copying someone else.
 - You must complete all individual work without assistance from anyone else.
 - You must not present an LLM's output as your original work.
- **Georgia Tech's student-faculty expectations**
 - We all have a right to be treated with respect and professionalism, and a responsibility to treat others the way we want to be treated.
- **Resources for student success**
 - Don't struggle alone with school; there are resources to help you!
- **Office of Disability Services**

- Students with disabilities are very welcome in this class. Please contact ODS to make the class more accessible for you.
- [Growth Mindset Wikipedia page](#)
 - Your mind is a muscle that grows with exercise. Don't say "I can't do that," say "I can't do that *yet*."

Week-by-week schedule:

Please see Canvas or check back for updates; as of the time of writing (April 2026), the week-by-week schedule has not yet been set.