

Intro to Linguistics

Ling 2100

Fall 2026

Class Meetings (fully in-person)

Tuesday/Thursday 9:30-10:45

Scheller Tower 0270

Instruction team

- Dr. Lelia Glass | lelia.glass@modlangs.gatech.edu | “she”
 - **Tips** for emailing faculty members here!
 - Faculty members who hold a PhD are formally addressed as “Dr.” or “Professor,” not “Mrs./Ms./Miss/Mr.”
- **Office:** Swann 331
- **Student hours:** Tuesdays 12-2pm -- please send an Outlook calendar invite
- **Graders!** - Calvin Clark, Joni Isbell, Cody Page

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 *in-person*, **low-screen** 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

Grading Criteria (90s=A, 80s=B, etc) - note that the automatic export from Canvas to Banner truncates rather than rounding grades, such that an 89.9% is still a B!

Assignment	Description/Notes	Frequency	Percent
Exams	September 24; October 29; December 14 (three equal, non-cumulative exams) - pencil-and-paper, multiple choice.	3	45%
Attention checks	In case of an Institute-approved absence, you must email the teaching team <i>before the Attention Check takes place</i> and complete a makeup (for a max score of 85%) within <i>one week</i> .	11 (but I drop lowest score)	15%
Homework	Auto-graded canvas Attention Checks with a short written portion. Canvas takes off 10% per day late.	4	10%
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%
Attendance	Calculated from records for Attention Checks and responses to peers' group presentations.	throughout	10%
Academic	Attend a research talk OR participate in a research	2	5%

Engagement	study OR other opportunities TBA; submit a reflection on Canvas. 150 words min; more not necessarily better.		
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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

- **Late work**
 - Canvas is set to automatically deduct 10% per day on late work.
- **Low-screen policy [new!]**
 - At approved times, students are asked to use their personal devices. Apart from those approved times, you are expected to *put away your devices*, toward our learning goal of creating a socio-intellectual community where people learn from one another. *Violation of this policy can detract from one's attendance grade.*
- **AI policy**
 - You may not present an LLM's work as your own. You must cite and disclose usage of any LLM tool.
 - 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 (just as you would be cheating the rules and cheating yourself if you biked a 10k foot race instead of running it).
 - I work hard to design assignments that are relatively resistant to the use of AI.
- [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 Attention Checks/homeworks 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!
- [Resources for student mental health](#)
 - Don't struggle alone with mental health; there are resources to help you!
- [Diversity Statement of the Ivan Allen College of Liberal Arts](#)
 - We are committed to a diverse, inclusive, anti-racist environment where all students feel welcome and where we work to correct past and present injustices.
- [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	Tuesday	Thursday	To Do
Week 1 Week of August 24 <i>First week of class!</i>	Intro	Intro	Homework 1 released - including intro slide
Week 2 Week of August 31	Discuss Portfolio 1 IPA chart activity!	Phonetics - Consonants Attention Check 1 - including syllabus!	Homework 1 due Tuesday
Week 3 Week of September 7	Phonetics - Consonants Presentations	Phonetics - Vowels Attention Check 2	Homework 2 released
Week 4 Week of September 14	Phonology Presentations	Phonology Attention Check 3	
Week 5 Week of September 21	Loose ends Presentations	Exam 1 50 questions, 75 minutes <i>[compare AP US Government exam: 55 questions, 80</i>	Homework 2 due Tuesday - including initial feedback

		<i>minutes]</i>	
Week 6 Week of Sept. 28	Morphology Presentations	Morphology Attention Check 4	
Week 7 Week of October 5	No Class (Fall Break)	Syntax Attention Check 5	
Week 8 Week of October 12	Syntax Presentations	Loose ends Attention Check 6	Homework 3 released - including mid-semester feedback
Week 9 Week of October 19	Semantics Presentations	Semantics Attention Check 7	
Week 10 Week of October 26 (October 31 is the withdrawal deadline)	Pragmatics Presentations	Exam 2	Homework 3 due Tuesday
Week 11 Week of November 2 (Grade substitution deadline)	(Election Day) Acquisition Discuss Portfolio 2! Presentations	Acquisition Attention Check 8	
Week 12 Week of November 9	Sociolinguistics Presentations	Sociolinguistics Attention Check 9	
Week 13 Week of November 16	Language change Presentations	Language families Attention Check 10	Homework 4 released - including wrap-up reflection
Week 14 Week of November 23	Endangered languages Presentations	No Class (Thanksgiving) (words for turkey !)	
Week 15 Week of November 30	Loose ends Presentations	Text as data Attention Check 11	
Week 16 Week of December 7	(Last instructional day) Wrap-up Best video, best presentation! (attendance is tracked!)	No Class (exams)	Homework 4 due Tuesday Academic Engagements due Thursday (2 of them)
Week 17 Week of December 14	Final exam (not cumulative) Monday, December	No Class (exams)	Have a wonderful holiday! Thank you for learning with me!

	14, 8-11am (determined by GT exam grid)		
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List of papers for video presentation (you will choose one):

Phonetics and sound symbolism

- Dingemanse, Mark. 2018. Redrawing the margins of language: Lessons from research on ideophones. *Glossa*.
- D'Onfrio, Annette. 2014. Phonetic detail and dimensionality in sound-shape correspondences: Refining the *bouba-kiki* paradigm. *Language and Speech*.
- Hye-Young Bang, Morgan Sonderegger, Yoonjung Kang, Meghan Clayards, Tae-Jin Yoon. 2018. The emergence, progress, and impact of sound change in progress in Seoul Korean: Implications for mechanisms of tonogenesis. *Journal of Phonetics*.
- Jurafsky, Dan. 1996. Universal tendencies in the semantics of the diminutive. *Language*.
- Reilly, Jamie, Alexandra Kelly, Bonnie M. Zuckerman, Peter P. Twigg, Melissa Wells, Katie R. Jobson, and Maurice Flurie. 2020. Building the perfect curse word: A psycholinguistic investigation of the form and meaning of taboo words. *Psychonomic Bulletin and Review*.
- Ting, Connie, Meghan Clayards, Morgan Sonderegger, and Michael MicCauliffe. 2025. The crosslinguistic distribution of vowel and consonant intrinsic Fo effects. *Language*.
- Winter, Bodo, Marcus Perlman, Lynn K. Perry and Gary Lupyan. 2017. Which words are most iconic? Iconicity in English sensory words. *Interaction Studies*.

Syntax/Semantics/Pragmatics

- Coleman, Linda and Paul Kay. 1981. Prototype semantics: The English word "lie." *Language*.
- Glass, Lelia. 2022. Quantifying relational nouns in corpora. *English Language and Linguistics*.
- Grice, H. Paul. 1975. Logic and conversation. Originally published in Cole, Peter and Jerry L. Morgan (eds), *Syntax and semantics, volume 3: Speech acts: 41-58*.
- Harris, Jesse A. and Christopher Potts. 2009. Perspective-shifting with appositives and expressives. *Linguistics and Philosophy*.
- Lu, Jiayi, Dingyi Pan, and Judith Degen. 2025. Evidence for a discourse account of manner-of-speaking islands. *Language*.
- Nunberg, Geoffrey, Ivan A. Sag, and Thomas Wasow. 1994. Idioms. *Language*.
- Scontras, Gregory, Judith Degen, and Noah D. Goodman. 2017. Subjectivity predicts adjective ordering preferences. *Open Mind*.
- Traugott, Elizabeth C. 1989. On the rise of epistemic meanings in English: An example of subjectification in semantic change. *Language*.

Language and social justice

- Eberhart, Maeve. 2017. Gendered representations through speech: The case of the Harry Potter series. *Language and Literature*.
- Kitinger, Celia and Frith, Hannah. 1999. Just say no? The use of conversation analysis in developing a feminist perspective on sexual refusal. *Discourse & Society*.
- Kotek, Hadas, Rikker Dockum, Sarah Babinski, and Christopher Geissler. 2021. Gender bias and stereotypes in linguistic example sentences. *Language*.

- Lippi-Green, Rosina. 1994. Accent, standard language ideology, and discriminatory pretext in the courts. *Language in Society*.
- Rickford, John R. and Sharese King. 2016. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language*.

Diverse languages

- Boroditsky, Lera. 2001. Does language shape thought?: Mandarin and English speakers' conceptions of time. *Cognitive Psychology*.
- Evans, Nicholas and Stephen C. Levinson. 2009. The myth of language universals: Language diversity and its importance for cognitive science. *Behavioral and Brain Sciences*.
- Frank, Michael C., Daniel L. Everett, Evelina Fedorenko, and Edward Gibson. 2008. Number as a cognitive technology: Evidence from Pirahã language and cognition. *Cognition*.
- Majid, Asifa and Niclas Burenhult. 2014. Odors are expressible in language, as long as you speak the right language. *Cognition*.
- Majid, Asifa, Melissa Bowerman, Sotaro Kita, Daniel B.M. Haun, and Stephen C. Levinson. 2004. Can language restructure cognition? The case for space. *TRENDS in Cognitive Science*.
- Martin, Laura. 1986. "Eskimo words for snow": A case study in the genesis and decay of an anthropological example. *American Anthropologist*.

Probability and information theory

- De Ruiter, Jan-Peter, Holger Mitterer, and Nick J. Enfield. 2006. Projecting the end of a speaker's turn: A cognitive cornerstone of conversation. *Language*.
- Bell, Alan, Dan Jurafsky, Eric Fosler-Lussier, Cynthia Girand, Michelle Gregory, and Daniel Gildea. 2003. Effects of disfluencies, predictability, and utterance position on word form variation in English conversation. *Journal of the Acoustical Society of America*.
- Benor, Sarah and Roger Ley. 2006. The chicken or the egg? A probabilistic analysis of English binomials. *Language*.
- Mahowald, Kyle, Evelina Fedorenko, Steven T. Piantadosi, and Edward Gibson. 2013. Info/information theory: Speakers choose shorter words in predictive contexts. *Cognition*.
- Mahowald, Kyle, Evgeniia Diachek, Edward Gibson, Evelina Fedorenko, and Richard Futrell. 2023. Grammatical cues to subjecthood are redundant in a majority of simple clauses across languages. *Cognition*.
- Maurits, Luke, Amy Perfors, and Daniel Navarro. 2011. Why are some word orders more common than others? A uniform information density account. In John Lafferty, Chris Williams, John Shawe-Taylor and Richard Zemel, and Aron Culotta (eds). *Advances in Neural Information Processing Systems (NeurIPS)*.
- Piantadosi, Steven T, Hal Tily, and Edward Gibson. 2012. The communicative function of ambiguity in language. *Cognition*.

Politics

- Acton, Eric K. 2019. Pragmatics and the social life of the English definite article. *Language*.
- Bleich, Erik, Husam AlZubaidy, Andrey Cao, Abigail Chang, Nikki Sadat, Abby Ward, and A. Maurits van der Veen 2025. The politics of language: Politicized semantic change, pejoration and the case of "woke." *Political Studies*.
- Glass, Lelia. 2025. Moderate versus extreme interpretations of political slogans. *Journal of Pragmatics*.
- D'Onofrio, Annette and Amalia Stecker. 2022. The social meaning of stylistic variability: Sociophonetic (in) variance in United States presidential candidates' campaign rallies. *Language in Society*.

Applications of linguistics to other domains

- Freedman, Joshua and Dan Jurafsky. 2011. Authenticity in America: Class distinctions in potato chip advertising. *Gastronomica: The journal of food and culture*.
- Shoemaker, Grace, Ekaterina Andreevna Khlystova, and Jessica Rett. 2025. Linguistic Framing in “Cancer” and “Cancer”-Adjacent Terms. *Health Communication*.

Child language

- Chouinard, Michelle M. and Eve V. Clark. 2003. Adult reformulations of child errors as negative evidence. *Journal of Child Language*.
- Jasbi, Masoud, Akshy Jaggi, Eve V. Clark, and Michael C. Frank. 2022. Context-dependent learning of linguistic disjunction. *Journal of Child Language*.

Sociolinguistics

- Bell, Alan. 1984. Language style as audience design. *Language in Society*.
- Dinkin, Aaron J. 2018. It's no problem to be polite: Apparent-time change in responses to thanks. *Journal of Sociolinguistics*.
- Eberhardt, Maeve and Corinne Downs. 2015. “(r) You Saying Yes to the Dress?”: Rhoticity on a bridal reality television show. *Journal of English Linguistics*.
- Esposito, Lewis and Chantal Gratton. 2020. Prosody and ideologies of embodiment: Variation in the use of pitch and articulation rate among fitness instructors. *Language in Society*.
- Rickford, John R., Thomas Wasow, Arnold Zwicky, and Isabelle Buchstaller. 2007. Intensive and quotative “all”: Something old, something new. *American Speech*.