

**SIMON FRASER UNIVERSITY**

**MEMORANDUM**

**To:** Senate **From:** J.W.G. Ivany  
Chair, SCAP

**Subject:** Department of Linguistics - **Date:** November 17, 1988  
Curriculum Revisions

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Action undertaken by the Senate Committee on Academic Planning/Senate Committee on Undergraduate Studies gives rise to the following motion:

Motion: that Senate approve and recommend approval to the Board of Governors change in requirements and curriculum revisions in the Department of Linguistics as set forth in S.88-71 including

- 1) New course LING 220-3 Introduction to Linguistics
- 2) Deletion of LING 240-3 Theory and Analysis in Linguistics

and

- 3) the proposed Certificate in English as a Second Language (ESL) Linguistics.

SIMON FRASER UNIVERSITY

C. 88-24

MEMORANDUM

*Thomas A. Perry*

To: Ellen Gee  
Assoc. Dean of Arts

From: T.A. Perry, Chairman  
Linguistics Department

Subject: Curriculum Revisions

Date: September 14, 1988

Attached you will find proposed curriculum revisions for the Linguistics program which were recently passed by the Department. Please place them on the Agenda for the next FACC meeting.

These revisions represent adjustments to the major curriculum revisions which went into effect a year ago. Our experience has shown that the structure of our lower division course stream and requirements needs to be revised to provide for an optimum pedagogical effect at that level.

Please note that the revisions call for reinstatement of LING 220 which was dropped in the previous revisions. This is intentional; students with credit for the former 220 should not re-take this new course for credit. ~~We also request special permission to begin offerings of new LING 220 in 89.~~

If you need any further information, please let me know.

TAP/hc  
Encl.

OFFICE OF THE DEAN  
SEP 15 1988  
FACULTY OF ARTS

## I. COURSE CHANGES

[NEW COURSE/COURSE DELETION]

- FROM:**        **LING 240-3 Theory and Analysis in Linguistics**  
A survey of the field of linguistics integrating all facets of linguistic structure and identifying key issues in linguistic inquiry.  
*Prerequisites: LING 221, 222.* (Lecture/Tutorial)
- TO:**         **LING 220-3 Introduction to Linguistics**  
An introduction to linguistic analysis.  
*Prerequisite: None. Students with credit for LING 240 may not take this course for further credit.* (Lecture/Tutorial)
- RATIONALE:** LING 240 was intended to serve as an integrative course at the end of lower division work in linguistics, to help bridge the gap between lower division and upper division courses. This model called for the course to follow two introductions to specific fields within the discipline. It was instituted in Fall of 1987, and it has quickly become clear that this approach has not been a curricular success. In addition, an important recruitment function of a 200-level introductory course was lost (LING 240 replaced such a course, but in a different place in the sequence). The Department therefore proposes to return to a more traditional structure of lower-division course interrelationships and requirements (general-to-specific).
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## II. CHANGES IN COURSE REQUIREMENTS

- FROM:**        **REQUIREMENTS FOR A MAJOR IN LINGUISTICS**  
  
**Lower Division:**  
LING 100-3, 130-3, 221-3, 222-3, and 240-3.
- TO:**         **REQUIREMENTS FOR A MAJOR IN LINGUISTICS**  
  
**Lower Division:**  
LING 130-3, 220-3, 221-3, 222-3, and 3 additional credit hours in 100 and 200-level Linguistics courses.
- RATIONALE:** This change reflects the replacement of LING 240 by the proposed 220, and makes course selection more flexible in the lower division requirements by allowing one lower-division elective. LING 100 is no better preparation for further study than 110, and some students with specialized interests may wish to take other 200-level courses as electives. The previous requirements provided 2 100-level entry points in any case (100 and 130); some students have entered through the 130-221 sequence and then 'gone back' to 100. Since LING 100 did not provide a strong streaming effect, there is no reason to maintain rigid sequencing throughout all the lower division requirements.
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- FROM:**        **REQUIREMENTS FOR AN HONORS DEGREE IN LINGUISTICS**  
  
**Lower Division:**  
LING 100-3, 130-3, 221-3, 222-3, and 240-3.

**TO: REQUIREMENTS FOR AN HONORS DEGREE IN LINGUISTICS****Lower Division:**

LING 130-3, 220-3, 221-3, 222-3, and 3 additional credit hours in 100 and 200-level Linguistics courses.

**RATIONALE:** [SEE THE RATIONALE FOR THE MAJOR REQUIREMENTS, PAGE 1]

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**FROM: REQUIREMENTS FOR A MINOR IN LINGUISTICS****Lower Division:**

LING 100-3, 130-3, and 9 additional credit hours in 100- and 200-level Linguistics courses.

**TO: REQUIREMENTS FOR A MINOR IN LINGUISTICS****Lower Division:**

LING 130-3, 220-3 and 9 additional credit hours in 100- and 200-level Linguistics courses.

**RATIONALE:** Since minor requirements are already quite flexible in the lower division, substitution of proposed LING 220 for LING 100 as a specified requirement will insure better course selection by giving minor students a good basis of prerequisites, since it is proposed to make 220 a prerequisite course where LING 100 was formerly required (see below, CHANGE OF PREREQUISITES).

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**III. CHANGE OF PREREQUISITES AND OTHER CHANGES****SUMMARY:**

<u>COURSE</u>	<u>OLD PREREQUISITE</u>	<u>NEW PREREQUISITE</u>	<u>OTHER</u>
LING 221	LING 130	LING 130, 220	
LING 222	LING 100	LING 220	
LING 250	LING 100, 130	None	Change of Title
LING 360	LING 100, 130	LING 220; LING 130 strongly rec.	
LING 362	LING 100, 130	LING 220; LING 130 strongly rec.	
LING 440	LING 221, 222, 240	LING 220, 221, 222	

**RATIONALE:** The prerequisite system of the present course sequence was built on the assumption that LING 100 provided major, minor, and honors students with entry-level familiarity with the field. At the same time, LING 100 fulfills a role as a general-interest course for the students not necessarily interested in continuing in Linguistics. These two goals have proven difficult to achieve within one course, so it is proposed to return to a separation of 'special' and 'general' introductions to the field. This permits all prerequisites in ongoing courses to refer to the specialist introduction. LING 100 can still count toward lower division program requirements as the proposed elective. The two introductions do not duplicate one another, since LING 100 is a topical survey, while LING 220 is a problem-solving and skill development course.

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FROM: **LING 221-3 Introduction to Phonology**  
The principles of phonological analysis.  
*Prerequisites: LING 130; LING 110 recommended.* (Lecture)

TO: **LING 221-3 Introduction to Phonology**  
The principles of phonological analysis.  
*Prerequisites: LING 130, LING 220* (Lecture)

RATIONALE: Proposed LING 220 is intended to serve as the anchor for lower division requirements and hence is added to the prerequisites for this required course. See also the summary rationale above.

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FROM: **LING 222-3 Introduction to Syntax**  
The principles of syntactic analysis.  
*Prerequisite: LING 100.* (Lecture)

TO: **LING 222-3 Introduction to Syntax**  
The principles of syntactic analysis.  
*Prerequisite: LING 220.* (Lecture)

RATIONALE: Proposed LING 220 is intended to serve as the anchor for lower division requirements and hence is added to the prerequisites for this required course. See also the summary rationale above.

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FROM: **LING 250-3 Linguistic Aspects of Language Acquisition**  
Introduction to the study of language acquisition from the point of view of linguistic structure.  
*Prerequisites: LING 100, 130.* (Lecture/Tutorial)

TO: **LING 250-3 Introduction to Language Acquisition**  
Introduction to the study of language acquisition from the point of view of linguistic structure.  
*Prerequisites: None* (Lecture/Tutorial)

RATIONALE: Although this course treats a topic for which there is demand from both within and outside the department, the prerequisites proved to be a factor in discouraging students from taking it at this level. The level was probably set too high for the lower division; hence the prerequisites are being dropped and the objectives scaled back somewhat, as reflected in the revised title.

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FROM: **LING 360-3 Linguistics and Language Teaching: Theory**  
Theoretical aspects of second language learning.  
*Prerequisites: LING 100, 130; LING 221 recommended.* (Lecture/Tutorial)

TO: **LING 360-3 Linguistics and Language Teaching: Theory**  
Theoretical aspects of second language learning.  
*Prerequisites: LING 220, LING 130* (Lecture/Tutorial)

RATIONALE: The introduction of new LING 220 will permit consolidation of prerequisites in courses such as this; the level at which 220 will be taught will permit it to be sufficient for entry into this course, although LING 130 should remain a strong recommendation so as to establish the need for 'catch-up' work in phonetics for those entering the course with lesser skills in that area.

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**FROM:** **LING 362-3 English as a Second Language**  
Application of linguistic principles to the teaching of English as a second language.  
*Prerequisites: LING 100, 130; LING 221 recommended.* (Lecture/Tutorial)  
*Note: Students with experience in teaching English as an additional language may be exempted from these prerequisites with consent of the instructor.*

**TO:** **LING 362-3 English as a Second Language**  
Application of linguistic principles to the teaching of English as a second language.  
*Prerequisites: LING 220; LING 130* (Lecture/Tutorial)  
*Note: Students with experience in teaching English as an additional language may be exempted from these prerequisites with consent of the instructor.*

**RATIONALE:** [SEE THE SUMMARY RATIONALE AND THE RATIONALE FOR LING 360 ABOVE]

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**FROM:** **LING 440-3 History and Philosophy of Linguistics**  
Historical and ontological development of linguistic concepts; issues in the philosophy of science pertaining to linguistic theory; the source of linguistic ideas in philosophical theories and their place in intellectual history.  
*Prerequisites: LING 221, 222, 240.* (Lecture/Tutorial)

**TO:** **LING 440-3 History and Philosophy of Linguistics**  
Historical and ontological development of linguistic concepts; issues in the philosophy of science pertaining to linguistic theory; the source of linguistic ideas in philosophical theories and their place in intellectual history.  
*Prerequisites: LING 220, 221, 222.* (Lecture/Tutorial)

**RATIONALE:** LING 240 is to be replaced in the prerequisites of this course with the only comparable course, the one which replaces it (proposed LING 220).

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NEW COURSE PROPOSAL FORM

1. Calendar Information Department Linguistics  
 Abbreviation Code: LING Course Number: 220 Credit Hours: 3 Vector: 2-1-0

Title of Course: Introduction to Linguistics

Calendar Description of Course:

An introduction to linguistic analysis

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

None. Students with credit for LING 240 may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: LING 240

2. Scheduling

How frequently will the course be offered? Every semester

Semester in which the course will first be offered? 89-2

Which of your present faculty would be available to make the proposed offering possible? DeArmond, Lincoln, Perry, Roberts

3. Objectives of the Course

To provide an introduction to the field for students interested in further work in Linguistics.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library NONE

Audio Visual

Space

Equipment

5. Approval

Date: 17 Sept 88 11/15/88

Thomas A. Perry  
Department Chairman

RC Brown  
Dean

RS  
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

# SAMPLE COURSE OUTLINE

## LINGUISTICS DEPARTMENT

### LING 220-3 INTRODUCTION TO LINGUISTICS

*Course Chairman:* T. Perry

*Office:* CC 8206

*Telephone:* 291-3554

This course explores the structure, variation and development of language. These aspects of language will be approached through practical analysis of linguistic material and the examination of linguistic theories. This work will include explorations in the following sub-fields of Linguistics: phonetics and phonology, morphology, syntax, semantics, language development, linguistic variation (in social groups, geographic space, and time), and language universals.

*Evaluation:*

Quizzes - 80%

Other assignments and class participation - 20%

*Required Text(s):*

W. O'Grady and M. Dobrovolsky, Contemporary Linguistic Analysis.  
Toronto: Copp Clark Pittman, 1987.



## PROPOSAL FOR A CERTIFICATE IN ESL LINGUISTICS

Many of the 35 Majors and 20 Minors in Linguistics structure their course selections so as to qualify as much as possible for a specialization in English as a Second Language. This is easy to do as a sub-part of the overall requirements. Our advising experience has shown that it would be useful to make the set of courses needed to such an option within the program an identifiable curricular goal. Aside from providing structured course selection for students who would have tried to do this anyway, it will provide an incentive for students to gain preparation in this area with an eye towards future work. One of its functions will be qualification for advanced work in this area, such as an Extended Studies Diploma or graduate work in Applied Linguistics.

By itself, this Certificate would constitute appropriate background for graduates who want to teach English as a Second Language to adults. The demand for teachers capable of teaching English as a Second Language is driven by an increase in the number of adult ESL programs here and abroad. As a result, the Department has experienced a considerable demand recently for formal preparation and qualification specifically in Linguistics for ESL purposes. This preparation is presently not available in any of the other B.C. universities, and in fact the only formal alternative available is a Vancouver Community College program.

The curricular basis for the Certificate is already in place. All the courses required for the Certificate are already existing courses in the SFU curriculum. The Certificate can thus be established without additional program costs.

TAP/hc  
Oct. 4, 1988

**NEW PROGRAM PROPOSAL****Title: Certificate In ESL\* Linguistics****CALENDAR DESCRIPTION**

The Department offers a Certificate in Linguistics for students preparing to teach English as a Second Language. While the Certificate by itself is not a specific employment credential, it constitutes preparation for advanced study in applied Linguistics and ESL, and, when combined with appropriate professional certification, provides the specialized linguistic knowledge necessary for teaching English language skills in an environment in which some or all of the students are not native speakers of English.

The program will normally take four to five semesters to complete. The Certificate may be earned concurrently with a major or minor in Linguistics.

*Monolingual students who have never studied any language other than English are strongly advised to take at least two courses (6 credit hours) in a language other than English.*

**PROGRAM REQUIREMENTS:**

The program requires successful completion of 28 credit hours as set out below, with a minimum grade point average of 2.0 calculated on the basis of grades in the specified required courses.

**Lower Division.***Required Courses (15 credit hours)*

LING 110-3	The Wonder of Words.
LING 130-3	Practical Phonetics
LING 220-3	Introduction to Linguistics **
LING 222-3	Introduction to Syntax.

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\* English as a Second Language

**LING 250-3** Introduction to Language Acquisition.\*\*

*Recommended Courses:*

**LING 221-3** Introduction to Phonology.

**LING 260-3** Language, Culture, and Society

**EDUC 220-3** Psychological Issues in Education

**Upper Division**

*Required Courses*(13 credit hours)

**LING 360-3** Linguistics and Language Teaching: Theory.

**LING 361-3** Linguistics and Language Teaching: Practice.

**LING 362-3** English as a Second Language.

**EDUC 467-4** Curriculum and Instruction in Teaching English as a Second Language.

*Recommended Courses:*

**EDUC 468-4** Recent Advances in Teaching English as a Second Language.

*Prerequisite* :**EDUC 467-4**

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\*\* Subject to approval. (LING 220 is a proposed course; a change of title has been proposed for LING 250).