

# Glendale College

## Course Outline of Record Report

Course ID 010767  
Revision - November 2025

### LING105 : Introduction to World Languages

#### General Information

Author:	<ul style="list-style-type: none"> <li>• Elis Lee</li> <li>• Kaye, Zohara</li> <li>• Vera, Paul</li> </ul>
Course Code (CB01) :	LING105
Course Title (CB02) :	Introduction to World Languages
Department:	LING
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1501.10) Linguistics
CIP Code:	(16.0102) Linguistics.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000653708
Curriculum Committee Approval Date:	11/12/2025
Board of Trustees Approval Date:	06/17/2025
Last Cyclical Review Date:	04/23/2025
Course Description and Course Note:	LING 105 explores the methods used to classify the diversity of world languages into families and types, as well as the socio-cultural and political forces driving the development of world languages. The course introduces students to tools used for the genetic, typological, and sociolinguistic classification of languages with a focus on how languages differ and relate to each other structurally and historically. Students examine historical and structural similarities and differences among languages worldwide. Other topics addressed are language contact, creation, endangerment, and revival; macro-families; and a discussion of related ethical and socio-political issues.
Justification:	Transferability/C-ID Change
Academic Career:	<ul style="list-style-type: none"> <li>• Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>• In-Person</li> <li>• Remote</li> <li>• Hybrid</li> <li>• Proctored Online</li> <li>• Online</li> </ul>
Author:	No value
Course Family:	No value

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>• Linguistics</li> </ul>
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Alternate Discipline: No value

Alternate Discipline: No value

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Grade with Pass / No-Pass Option

**Course Support Course Status (CB26)**

Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cal-GETC**

Area 3B: Humanities

**Area**

Humanities

**Status**

Pending

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Pending

No value

**GCC General Education Requirements**

Area 3: Arts and Humanities

**Area**

Arts and Humanities

**Status**

Pending

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Pending

No value

### Units and Hours

**Summary**

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact Hours)** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Credit / Non-Credit Options**

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

**Course Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

**ENGLC1000E - Academic Reading and Writing**

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

**ENGLC1000H - Academic Reading and Writing - Honors**

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

**Entry Standards**

Entry Standards	Description
No value	No value

**Course Limitations**

Cross Listed or Equivalent Course	Description

No value	No value
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**Requisite Validation**

**Upload Statistical Validation and/or other documents (if necessary)**

No Value

**Specifications**

<b>Methods of Instruction</b>	
Methods of Instruction	Collaborative Learning
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Presentations
Methods of Instruction	Lecture

- Out of Class Assignments**
- A linguistics research paper in which a student analyzes, compares and contrasts the main aspects of two selected languages (one can be the student’s native/heritage language) including the phonological, morphological, lexical, and syntactical features of the selected languages, as well as their different linguistic and geographic language areas.
  - A small group class-presented project consisting of original world language data collection and/or research into an area relevant to the field.
  - A presentation illustrating a specific example of language change, language contact, language competition, language spread, or language death.
  - An essay summarizing the salient features of a language family.
  - Reflective responses addressing critical debates pertaining to historical linguistics.

Methods of Evaluation	Description of Activity/Interaction
Exam/Quiz/Test	Evaluation of quiz answers on definitions and their applications, and written exams that require students to examine and articulate the breadth of language diversity around the world.
Project/Portfolio	Group projects showcasing linguistic research skills in the analysis of the world’s languages.
Presentation (group or individual)	

Presentation on theoretical frameworks that showcase similarities and differences among the world's languages.

Writing Assignment

Written responses (short answer, essay, reflective responses) on theoretical notions related to historical linguistics and application of the various structures of diverse families of languages.

### Textbook Rationale

An Introduction to the Languages of the World by Lyovin, et al. (2016); Languages in the World by Andersen and Carter (2016); and The Power of Babel: A Natural History of Language (2003) are still in use and are deemed seminal works.

### Textbooks

Author	Title	Publisher	Date	ISBN
Asya Pereltsvaig	Languages of the World: An Introduction. 4th ed.	Cambridge University Press	2024	9781009338653
Anatole Lyovin, Brett Kessler, & William Leben	An Introduction to the Languages of the World. 2nd ed.	Oxford University Press	2016	9780195149883
Julie Tetel Andresen and Phillip M. Carter	Languages in the World: How History, Culture, and Politics Shape Language.	Wiley Blackwell	2016	9781118531280
John McWhorter	The Power of Babel: A Natural History of Language	Harper Perennial	2003	9780060520854
Alexandra Y. Aikhenvald and R. M. W. Dixon (eds.)	The Cambridge Handbook of Linguistic Typology	Cambridge University Press	2020	9781107464889

### Other Instructional Materials (i.e. OER, handouts)

<b>Description</b>	Ethnologue, an on-line catalog of languages
<b>Author</b>	Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.)
<b>Citation</b>	Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2025. Ethnologue: Languages of the World. Twenty-eighth edition. Dallas, Texas: SIL International. Online version: <a href="https://www.ethnologue.com/">https://www.ethnologue.com/</a>
<b>Online Resource(s)</b>	<a href="https://www.ethnologue.com">https://www.ethnologue.com</a>

<b>Description</b>	LINGUIST List: The aim of the list is to provide a forum where academic linguists can exchange linguistic information, including information about jobs, publications and conferences.
<b>Author</b>	Linguistic Research Infrastructure at the University of Zurich.
<b>Citation</b>	No value

Online Resource(s)	<a href="https://linguistlist.org">https://linguistlist.org</a>
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Description	Linguistic Society of America
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Author	No value
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Citation	No value
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Online Resource(s)	<a href="https://www.lsadc.org">https://www.lsadc.org</a>
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Description	The World Atlas of Language Structures (WALS) is a large database of structural (phonological, grammatical, lexical) properties of languages gathered from descriptive materials (such as reference grammars) by a team of 55 authors.
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Author	Dryer, Matthew S. & Haspelmath, Martin (eds.)
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Citation	No value
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Online Resource(s)	<a href="https://wals.info">https://wals.info</a>
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## Learning Outcomes

### Course Objectives

Research a single language, including collecting data using appropriate scientific methodologies.

Analyze, compare and contrast the main features, differences, and similarities of two languages selected by a student (one may be the student's native/heritage language).

Explain how language, dialects, pidgins, and creoles are formed.

Discuss socio-linguistic issues, including ethical issues, related to linguistic minorities and languages in contact.

### SLOs

Use methods from the fields of semantics, phonetics, morphology, syntax, semantics, and/or lexicon to analyze linguistic structures systematically. Expected Outcome Performance: 70.0

Describe the diversity of family types and the geographical distribution of the world's language according to the principles of linguistic classification and analysis. Expected Outcome Performance: 70.0

Summarize topics connected to genealogical relatedness between languages taking into account macro-family theories versus theories of language contact and mixed languages. Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

**Course Content****Lecture Content****Introduction (7 hours):**

- Genetic classification of languages
- Typological classification of languages
- Genetic classification of writing systems
- Typological classification of writing systems

**Languages of Europe (7 hours):**

- Indo-European
- Armenian
- Languages of the Caucasus area
- Basque
- Russian
- Finno-Ugric
- Uralic
- Other languages of Europe and related topics

**Languages of Asia (6 hours):**

- Turkic
- Korean
- Semitic
- Japanese
- Mongolian
- Tungusic
- Ainu
- Hmong-Mien
- Tai-Kadai
- Paleosiberian
- Altaic
- Sino-Tibetan
- Dravidian
- Austroasiatic
- Other languages of Asia and related topics

**Languages of Africa (8 hours)**

- Afro-Asiatic
- Nilo-Saharan
- Niger-Congo
- Khoisan
- Berber
- Swahili
- Other languages of Africa and related topics

**Languages of Oceania (7 hours):**

- Austronesia
- Australian
- Hawaiian
- Dyirbal
- Papuan area
- Other languages of Oceania and related topics

**Languages of the Americas (6 hours):**

- North American area
- Mesoamerican area
- South American area

**Languages in contact (7 hours):**

- Mixed languages
- Constructed languages
- Artificial languages
- Pidgins
- Creoles
- Language endangerment, death, and revival
- Lingua franca
- Geo-linguistics
- Language and global inequality, cultural prestige, colonialism, and imperialism

**Signed languages (2 hours)****Language relatedness (proposed hypotheses) (4 hours):**

- The Dene-Yeniseian Hypothesis
- Altaic and Uralic
- Nostratic and Euroasiatic Hypothesis
- Other remaining proposed macro families

**Total hours: 54****Additional Information****Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):**

Yes

**What term(s) will this course be offered?**

Fall/Winter/Spring/Summer

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value