

LING/ENGL 1200 - Section 090
Introduction to the Study of Language
Fall 2020 – 3 Credit Hours

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Office Hours	By appointment		TBD

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Updated August 12, 2020

Course Description

Course Catalogue: The Foundation Course is an introduction to the nature of human language from the perspective of modern linguistics. Focuses on sounds, words, and sentences through analysis of data from various languages. Additional topics may include: social and geographic variation, language change through time, first- and second-language acquisition, language and culture.

Expansion: This course provides an introductory level survey of the field of Linguistics, a discipline concerned with the knowledge, acquisition, and use of language by humans. In the course we will explore properties of the human language system, exploring how the complex internal structures of language are organized at various levels of representation (e.g. sounds, words, sentences, meanings, etc), how these properties change over time, and how they are acquired with apparent ease by children. At every level we will ask: What is it that humans unconsciously know about their language(s)?

General Education

This course meets the Social/Behavioral Science Exploration (BF) requirement, addressing the following Intellectual and Practical Skills Learning Outcomes: *Inquiry and Analysis, Critical Thinking.*

Course Materials

- **Textbook Used for the Course** (available at the campus bookstore or [here](#)):
Language Files: Materials for an Introduction to Language & Linguistics, 12th Edition. Ohio State University Press, 2016, ISBN 978-0-8142-5270-3 or 978-0-8142-7578-8. = **LF** on the course schedule.
 - **Please note: The publisher has made errata available [here](#).** Do keep these available and correct your copy of the text before (or as) you read each part.
- **Other Readings:**
In addition to the required text, additional readings (i.e. articles and chapters) may be assigned where appropriate. These materials will be made available on Canvas.

Department and University Policy Notices

Commitment to Diversity and Inclusion

Our classrooms provide opportunities to embrace diversity and promote equity. As educators, we commit to engaging all students in higher education. This commitment requires that we are willing to listen, learn and change; that our classrooms challenge assumptions; and that all members of our community are responsible for creating and maintaining a safe space for learning and growth. Respectful debate and civil disagreement are encouraged and expected; mocking, belittling, and bullying will not be tolerated.

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veterans status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.
4. ***Academic Conduct.*** You are expected to be familiar with and follow the University of Utah's policies on [Student Academic Conduct \(Section V\)](#). Cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriate collaboration will not be tolerated; that is, all work you turn in must be your own. In accordance with this policy, a first instance of academic misconduct will result in a grade of zero for the relevant assignment; a second instance will result in a failing grade for the course. A student's rights of appeal of these academic sanctions are elaborated in the policy.
5. ***Equal Access.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability and Access](#), 162 Olpin Union Building, 801-581-5020. The CDA will work with the student and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability and Access](#).

Course Webpage

The course webpage is on Canvas. Schedule updates, assignments, announcements, resources and grades will be posted here. Please check the site regularly and ensure that you are set up to receive all class

notifications and emails in a timely manner.

Course Goals:

- to survey *some* of the main subareas in linguistics and to learn about the basic questions that linguists ask within these subfields.
- to learn about the basic methodology used by linguists to answer these questions.
- to gain an appreciation for the diversity among languages while at the same time discovering elements common to all languages.
- to gain an appreciation for the complexity of language and for the language learning problem.
- to understand the nature of human language and ways in which it differs from other systems of communication.

Learning Outcomes:

- Students will demonstrate the ability to analyze datasets from phonology, morphology and syntax.
- Students will be able to compare different languages and dialects in terms of their sound, word, and sentence structures.
- Students will demonstrate an understanding of major theories and hypotheses of how language is acquired, how it changes, and how these relate to the analyses mentioned in previous bullets.

Course Requirements

Assessment

This online course allows students a great deal of flexibility in when to complete the required graded elements of evaluation, but the flexibility is not infinite. There are deadlines for submissions, and they occur a steady pace. Student should look at the deadlines and plan their work accordingly. Early submissions are welcome and encouraged, so that no unexpected circumstances would interfere with meeting any deadline. The evaluation of students' performance in this course is divided into four major categories, with the corresponding weights seen below:

EXPERIMENT PARTICIPATION	5%
PARTICIPATION IN DISCUSSIONS	25%
TASKS	65%
FINAL EXAM	5%
TOTAL	100%

Experiment Participation Requirement:

Five percent (5%) of your final grade depends on learning about how linguistics works by experiencing an experiment that is seeking to create new knowledge and understanding of the human capacity for Language. If for any reason you are not comfortable participating in Linguistics studies via the Speech Lab for credit in this course, you can choose a course-internal alternative: a reading, thinking, and writing assignment is also available

You are required to earn 1 (Speech Lab) credit (worth 5% of your final grade) for participation in Linguistics studies this semester. After you participate, you will write a 1 page (typed double-spaced) description of one of the studies in which you participated, detailing: [a] What you were asked to do, and [b] How you think it relates to topics we are covering in class. This report is officially due on the last day of class (**December 3**), but may be turned in on Canvas as soon as it is complete. **You**

are strongly encouraged to sign up early, rather than wait to the end of the semester to participate. For more information and to sign up for linguistics studies, please visit [Speech Lab Participant Sign-up](#). If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a Sona account and then email us at speechacquisitionlab@gmail.com. Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at speechacquisitionlab@gmail.com

If for any reason you are not comfortable participating in Linguistics studies via the Speech Lab for credit in this course, an alternative reading, thinking, and writing assignment is also available. Please visit the Canvas page for details.

Participation in Discussions:

25% of your final grade will depend on your participation on the graded discussion threads, for which there will be one for each section of the course. Good quality participation consists of asking questions about the readings, the videos, the powerpoints, the assignments, and/or other course content. It may, but does not necessarily, include responding to other students' questions, providing additional information, links, etc, and initiating conversations related to the course material or linguistics in general.

Every student must post at least once, even if only to state something like "I have understood everything related to this chapter/topic." This is indeed satisfactory participation, and will get full credit. Any reasonable, relevant questions will also get full credit. Some extra credit may be received if posts are particularly helpful to other students' learning (instructor's judgment is final). Not posting anything will receive zero (0) points for that discussion topic.

It is intended that you come to the discussion with questions, so you should first do the readings, look at the other materials available, think about the topic and formulate your questions. The discussion thread will be blocked to students before they post, so you can not simply sit back and watch your class-mates learn for you. For this reason, the first post for each student must contribute real content, as described in the previous paragraph. Posting a single character, gibberish, or other non-content just to open the thread to view will be counted as posting nothing and will receive zero (0) points for that discussion topic.

Discussion threads will be a main area where students' active learning will occur, so they should read the thread actively and often, and contribute as much as they can. The threads will remain open throughout the course, so that we all can continue to discuss the issues involved, but there will be a due date for first posts to the thread.

Tasks:

This group is the major contributor to final grades for the course (65%), and comes in a variety of forms. Some tasks have time-limits on how long students have to complete them, require entering answers directly to Canvas (multiple choice, etc), and are listed in the Quizzes tab to the left. These tasks may sometimes give you more than one opportunity for completing them, but they will not always have the questions each time you take them. Only the best score will count toward a student's final grade for the course. Other tasks require work on longer problems (short answers, other prose, examination and explanation of linguistic data, etc), must be submitted as pdfs to Canvas, and are listed in the Assignments tab to the left (Quizzes are also listed in the Assignment tab). Students should look at these tasks early, so they can focus their attention on the target during their preparations.

Final Exam:

There will be a final exam, which will be a short writing assignment in which students will reflect on what they have learned during the course, what aspects of the material interested or surprised them the most (and why), and/or where they see important implications of what they have learned (and why).

Extra credit opportunity:

There are two possible types of extra credit available, and only these two. The first is explained in the Experiment Participation section of this syllabus. The second involves active, relevant, supportive, and substantive contributions and participation in the online discussion threads (see Participation in Discussions above).

Grading Scale

	87 – <90	B+	77 – <80	C+	67 – <70	D+	
94 – 100	A	84 – <87	B	74 – <77	C	64 – <67	D
90 – <94	A-	80 – <84	B-	70 – <74	C-	60 – <64	D-
					< 60	E	

Additional Student Responsibilities:

- Attend class regularly. [Attendance Policy](#) in the catalog/regulations.
- Arrive on time, and silence and store your cellphones/other devices during class.
- Participate in class discussion with thoughtful and constructive comments and questions.
- Avoid distracting behavior (e.g. chatting, checking email, texting, or browsing the web).
- Complete assignments and exercises thoroughly and on time.
- Communicate (as early as possible) about (un-)anticipated troubles, and emergencies.

Writing Help

This course requires a significant amount of expository writing. Clarity in your writing will count toward your exam and assignment grades. If you need support and guidance with respect to writing, you should contact the Writing Center (<http://writingcenter.utah.edu/>).

Want more linguistics?

If you find yourself really enjoying linguistics, and are considering pursuing linguistics as your major or minor, please come talk to me and/or make an appointment with the Linguistics undergraduate advisor (<http://linguistics.utah.edu/undergraduate/lingacademicadvisor.php>).