



LING50 Introduction to Linguistics

Department of Linguistics - UC Santa Cruz
Summer Session II 2020 (July 27 - August 28)

REMOTE INSTRUCTION DURING THE COVID-19 PANDEMIC

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Staff

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Goals

Linguistics is the science of language. It's a big field of study that encompasses many different kinds of questions, researchers, and methods. This course is designed to address three major goals:

- To **orient you**: What are some of the major questions and findings in Linguistics? Also, what is it like to study linguistics at UCSC?
- To **train you**: You will gain practical experience using the International Phonetic Alphabet (IPA) to transcribe speech sounds
- To **bust myths**: There are a lot of ideologies surrounding language, and they are often used to underwrite racism and other forms of discrimination. You will learn to recognize and defeat these ideologies.

In the service of these goals, we will survey several areas within Linguistics, including:

- phonetics & phonology
- morphology, syntax & semantics
- sociolinguistics
- psycholinguistics

By the end of the course, you should be able to explain what kind of problems each of those “subdisciplines” works on.

Style

LING50 SSII is a blended, virtual instruction course.

It is mostly **asynchronous**. That means you will primarily interact with the course staff and other students through your assignments and on Canvas discussion boards. You are also encouraged to join the course [Slack](#). The course material is organized into modules that you progress through each week.

I request you attend two **synchronous** meetings each week, one on Tuesday, and the other on Thursday.

Synchronous Activities: Lecture, Section & Office Hours

Tuesday Lecture

80 minutes, large-group activities, lecture and demonstration.

There are two “seatings”:

- 9:30 - 10:50am
- 1:00 - 2:20pm

You can attend whichever is most convenient for you. You can attend both. Will be recorded and automatically deposited in Canvas.

Thursday Section

50 minutes, small-group activities (~ “section”)

- 9:00 - 9:50 am
- 10:00 - 10:50 am
- 11:00 - 11:50 am
- 1:00 - 1:50 pm

You will be assigned to a section [after indicating your preference via a survey](#). This will let us work together in small groups of about 12-13. These

will **not** be recorded, to encourage participation.

Attendance is not mandatory, but it is strongly encouraged [particularly for intended LING/LANG majors].

Office Hours

Both Matt & Netta will hold live Office Hours during the week, at times TBD (when they are, we will include them here; and on Canvas; -MW, 7/22/20).

We will also be reachable via several modes of [communication](#).

Asynchronous Activities

The asynchronous portion of the course is managed through Modules in Canvas. They take the form of the following activities: for graded activities, the percentage indicated in parentheses is how much weight it carries in assigning your final grade.

Readings & Textbook

You will be assigned readings in the text [Essentials of Linguistics](#), by Catherine Anderson (2018; McMaster University). This text is an open-access online textbook; there is nothing to purchase.

Bite-sized lectures & progress quizzes (25%)

In each module, there are a number of 5-10 minute topical videos, each with a brief quiz at the end. These substitute for what would ordinarily be a lecture series delivered in the classroom. You receive full credit for watching the video and answering the quiz questions embedded in it. You will receive feedback on the questions, but wrong answers won't count against you.

Project & reflect (20%)

Each week you will write a "projection" and then reflect on it later in the discussion boards. Usually, this will ask you to think about what you already know about a topic, and then reflect on how your knowledge

changed based on the week's activities.

Module quizzes (30%)

In each module, a longer graded Canvas quiz will probe your understanding. You have the opportunity to take this quiz twice.

Portfolio projects (25%)

- Your Linguistic Autobiography (7%). Write a guided essay on your language background. [2-3 pp].
- Language Report (8%). Prepare a presentation on a language of your choosing, commenting on facets of its grammar as identified in class. [~10 slides]¹.
- Transcription Exercises (10%). Complete a series of IPA exercises.

Communication

- Official **Announcements** will be made on Canvas. Make sure you receive notifications from Canvas.
- We will open the **Discussion Boards** on Canvas for general Q&A, and also to post targeted questions for discussions (as part of [Project & Reflect](#) activities).
- For more informal communication, you can join the **Course Slack** by following this link: [Join Slack](#). You can use this venue to hang out and engage spontaneously with other course participants; ask a quick question; or DM course staff.
- The course staff can also be e-mailed directly. See our contact info [here](#).

Update: Matt & Netta have [an explicit communication plan](#), to help manage expectations about replies.

Ethos

¹ Originally, the Language Report was in the form of a research paper, but this was modified to be a presentation in Week 3.

Linguistics is a collaborative, scientific discipline. We embrace the value of open, respectful exchange among all course participants.

The course staff want you to feel welcome and unafraid to contribute candidly to class discussions. Do not engage in any behavior that would make others feel uncomfortable or the subject of ridicule. If I detect any such behavior, I will call it out.

As an important facet of this atmosphere, it is important that all course participants -- students and instructional staff alike -- prepare thoughtfully for their interactions with other another. This includes synchronous meetings and asynchronous interactions (Discussion Board, Slack).

If you have any questions or concerns about the above, at any time during the course, please do not hesitate to get in touch with one of the course staff. This is a challenging and topsy-turvy time. But we are dedicated to setting up easy, frequent communication between you, the course staff, and your coursemates. Suggestions are very welcome, and we are open to making adjustments or adaptations to our practices as the course unfolds.

Grading

We will assign your grade based on the named activities listed above under [Asynchronous Activities](#). These fall into two broad categories:

- **Participation and formative assessments (65%).** Lectures and Progress Quizzes. Project & Reflect. Module Quizzes.
- **Portfolio projects (35%).** For the three projects listed under [Portfolio Projects](#), you will have the opportunity to work through multiple drafts across the class. As a consequence, you will have the opportunity to improve initial submission based on feedback. You will start the Linguistic Profile essay in Week 1, the Transcription Exercises in Week 2, and the Language Report presentation in Week 3.

Timeliness and “late work”

Although this class is asynchronous, timeliness is still important to keep you moving through the material in a structured, well-paced manner.

There are target deadlines for all activities and modules. However, we will always create flexibility around the deadline. In almost all cases, you will be able to earn at least some credit whenever you turn in the work.

For any activity that accrues points toward your grade - Project & Reflect, Module Quizzes, Portfolio Projects - we will spell out in the Assignment/Module the policy for assigning credit to work submitted after the deadline.

Extra-credit Opportunity

You can earn 1-2% extra points on your total grade if you participate in a Linguistics experiment or in a research alternative.

If you participate in **1** credit (up to 1 hour) you will earn 1%; in **2** credits (up to 2 hours) you will earn 2%.

To participate in the experiment, sign up for an account here. Be sure to select “LING50 SU20” as your course when you sign up:

<https://ucsc-ling.sona-systems.com/>

It is your responsibility to be on the look-out for studies that award course credit and to complete a study by the end of Summer Session. All studies are conducted online during the pandemic.

You are eligible to participate in all course-credit studies if you are 18 or older. There are no other requirements that researchers can impose. For example, researchers cannot require English be your native language, even if the study is conducted in English.

In Week 4 of the Summer Session II, we will release a research alternative. If you prefer - for any reason, whatsoever - not to take part in a Linguistics experiment, or are under the age of 18, or cannot find a study time to suit you, you will be given a chance to hear a research talk and turn in a report.

of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on Monday, June 22nd and tutoring will begin Wednesday, June 24th. Students only have to sign up once for tutoring and their appointments will repeat weekly. **Sign-ups will close on Friday, August 14th** for all Summer Session Sign-Ups. This means that after August 14th, no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up by visiting the LSS website: <https://lss.ucsc.edu/index.html>.

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's

transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Title IX

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.