

The science of language: An Introduction to Linguistics for Non-majors

LING 80S - UCSC Department of Linguistics - Summer 2020

Version date: June 25, 2020 (grade scale added)

Meetings

Who we are

Jess H.K. Law Instructor

Office Hours

Th 10-11AM

Zoom ID

url: [here](#)

Meeting ID: 894 1911 0012

Password: ling80S-j

Anelia TA

Mo 10-11AM

url: [here](#)

Meeting ID: 989 7534 8578

Password: ling80S-a

Why we're here & what we will do

Linguistics is a big field because it brings into focus so many aspects of our experience with language— as individuals, as communities, and as a species. It poses some broad questions, like:

- What does it mean to know a language? What does that knowledge consist of? How do we acquire it and use it?
- How do languages work *in general*? Is that a sensible question to ask — are there specific features that all languages share? How different can any one language be from another? [Why do only humans have language?]
- How do we use language to participate in our communities, to serve as emblems of our affiliation, and to create our identity?

In this course we will spend time with each of those questions. At the end of the quarter, course participants will gain the following knowledge and skills:

1. An overview and familiarity with many of the basic subfields of linguistics, including phonetics, phonology, morphology & syntax. Includes beginning competence with the International Phonetic Alphabet (IPA).
2. Insight into the methods that you can use to create new knowledge in linguistics, including hands-on practice with distributional analysis and making judgments of acceptability; and familiarity with other methods, such as experimental techniques.
3. An ability to put a broader frame around why questions about language structure and language function are important. Deflation of several common but persistent 'language

myths'. The background to recognize language both as a genetically-constrained aspect of our minds/biology; as well as a tool; and a social object or tool used in our interactions with others.

We will approach the material through video lectures, course readings, several kinds of assignments, and regular online assessments.

This is an entirely online course. All videos, readings, assignments, and assessments are available on the Canvas page for this course. The dates for you to complete each piece of work are provided in the course calendar. Please examine the calendar thoroughly and keep up to date on what is due when. Because this is an online course, we do not have the benefit of in class reminders about upcoming deadlines. We may alert you by Canvas announcement, but the calendar will always have the upcoming deadlines.

Course Schedule

1 Textbook

Our major supporting text will be an Open Access electronic textbook:

Anderson, Catherine (2018, Mar 15). *Essentials of Linguistics*. McMaster University.
<https://essentialsoflinguistics.pressbooks.com>

Supplemental readings will be indicated for certain topics. **You do not need to buy any text.**

All readings can be accessed in the Assignment

2 Course Lectures

The course is structured as 8 sequential units, covering the following important topic areas in linguistics: an introduction to viewing language as science, phonetics (the study of how we make the sounds of the world's languages), phonology (the study of the abstract structure of sounds), morphology (the study of words), syntax (the study of phrases), semantics (the study of meaning), psycholinguistics (the study of real-time processing of syntactic structures), and sociolinguistics (the study of language use and identity). All videos are available in the **Module** component of Canvas.

Within each unit, there are several videos. Each video is 15-20 minutes long, and after each there is a **short graded assessment** to help you gauge your understanding of the content of the video. In order to help you make orderly progress in this course, the video assessments are **due on the Friday (11:59PM) of each week**. It is important to follow this schedule closely, as the material is cumulative and you cannot make up late assessments, except in extreme circumstances.

3. Communicating with us

3.1 Getting in touch

We will use Canvas as the official means of communicating with you. Be attentive to notifications and course announcements. Please use Canvas to communicate with the course staff. This will help us give you the most rapid response. If you have a question about course material, a question about policy, or grading, your first line of contact should be your TA.

3.2 Office Hours

Please join us in online Office Hours, as listed on page 1. We like meeting you one-on-one, and are always happy to talk about any issues raised by course material — even if it's just to satisfy your curiosity.

We can guarantee you that students who come to office hours feel more a part of the course, learn more and improve their course performance. Feel free to come by without a specific question and just introduce yourself.

4 Work of the course and how you will be graded

4.1 Grade Components

50%	Video Assessments	(60-70 total)
25%	Weekly Assignments	(5 total)
15%	Transcription Training	(4 total)
10%	Research responses	(2 total)

Grade Scale

Total score (%):	Letter Grade	Descriptive adjective
[97, 100]	A+	outstanding
[93, 97)	A	excellent
[90, 93)	A-	very good
[87, 90)	B+	quite good
[83, 87)	B	good
[80, 83)	B-	just above average
[77, 80)	C+	average
[73, 77)	C	satisfactory
[70, 73)	C-	below average
[67, 70)	D+	marginal
[63, 67)	D	poor
[60, 63)	D-	inadequate
[0, 60)	F	unsatisfactory, or not turned in
**Upon request	I	incomplete

Notation: "[x, y)" = "from (and including) x points up to (and excluding) y points"

**An incomplete grade must be requested in advance and granted by the instructor.

4.2 Video Assessments (50%)

After every video lecture, there is a short, automatically graded assessment (1-3 questions) in Canvas. In general, each of these questions is worth 1-2 points. These are due on the Friday of each week. These are designed to be completed in at most 30 minutes, but you may take up to one (continuous) attempt for up to 480 minutes. [They cannot be saved and resumed later].

4.3 Weekly Assessments (25%)

There will be 5 weekly assignments (one a week) throughout the quarter. **They are distinct from the video assessments and are due also on the Friday of each week.** Each assignment will ask you to apply the skills you have learned over that week to a concrete task or problem. Examples include transcribing nursery rhymes in the International Phonetic Alphabet, marking up parts of speech in *Jabberwocky*, performing some morphological analysis of an unfamiliar language, or analyzing dialectal data. Unlike the video assessments, these will be substantive 1-3 page full text responses and will be evaluated by our team.

4.4 Transcription Training (15%)

From Week 2 onwards, you will have to do a small 10-20 minute exercise designed to help you better learn the International Phonetic Alphabet (IPA), the worldwide standard for representing the sounds of the world's languages. Each exercise is worth 3% of your grade, and will be graded according to a participation model: we will grade for effort and completion of the task, not accuracy.

4.5 Research Responses (10%)

There will be two research response assignments during the quarter, each worth 5%. For these responses, you will be asked to read a short academic or popular press article on a topic related to the content covered so far in the course. You will be given a prompt relating to that article and will be asked to write a roughly 500 word response.

4.6 Late Work Policy

In general, late work will not be accepted for this course. Since the video assessments are each worth very little, we will not allow you to make them up. The other assignments can only be made-up due to unforeseeable emergencies, *at the discretion of the instructor*. In general, we advocate that you submit something, however imperfect, over nothing.

5. University Policies

5.1 DRC Accommodations [<http://drc.ucsc.edu>]

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your [Academic Access Letter](#) from the Disability Resource Center (DRC) to the instructor privately during office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week.

We also encourage you to discuss with us ways we can ensure your full participation in this course. We encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet in-person with a DRC staff member. The phone number is 831-459-2089, or email drc@ucsc.edu.

5.2 Title IX [<http://titleix.ucsc.edu>]

Please be aware that under the UC Policy on Sexual Violence and Sexual Harassment, faculty and student employees, including Teaching Assistants, Readers, Tutors, etc., are “responsible employees” and are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required. The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact the Title IX Officer at (831) 459-2462, or use this [online reporting link](#).

5.3 Unauthorized sale of notes

Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

There is a (non-commercial) note taker program affiliated with the DRC. The DRC hires note takers for eligible students with disabilities who need notes for a specific class. See the DRC website for more information.

5.4 Academic Misconduct

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.

5.5 [Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students of concern and develop an action plan focusing on retention through provision of support and resources. UCSC's Slug Support Program is a two-part, comprised of both an individual Slug Support Coordinator and the Slug Support Team. While the Slug Support Program does not provide counseling directly to students, we work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are a student or know a student who is in need of support and/or resources, you can start by navigating to the referral page for instructions on making a referral for our services.

This site has been established to make the UCSC Slug Support Program and available resources more accessible to students, faculty, staff and community members. If you have questions or would like more information on the Slug Support Program, please contact the Dean of Students Office at 831-459-4446 or you may send an email to deanofstudents@ucsc.edu.

5.6 Undocumented Students

The UC system is committed to providing undocumented students with a safe and supportive learning environment. To learn about the resources available to undocumented students at UCSC, see https://eop.ucsc.edu/undocumented_student_services/index.html and <http://undoc.universityofcalifornia.edu/>, or contact Valeria Chavez-Ayala, the UCSC Undocumented Student Services Coordinator (vchaveza@ucsc.edu, 831-459-2296).

Students at immediate risk of deportation should contact Anna Campos (alcampos@ucsc.edu, 831-459-3048), or Pablo Reguerin (831-428-2839).