Introduction to Linguistics
LING50 - UCSC Department of Linguistics - Fall 2019

Meetings

Lecture  
Tu/Th, 9:50 - 11:25

Sections  △ Required. Section begins to meet in Week 2 (starts 9/30).

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<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>A</td>
<td>8:00AM-9:05AM</td>
<td>Oakes Acad 106</td>
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<td>B</td>
<td>10:40AM-11:45AM</td>
<td>Oakes Acad 106</td>
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<td>C</td>
<td>7:10PM-8:15PM</td>
<td>Oakes Acad 106</td>
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<td>G</td>
<td>12:00AM-1:05PM</td>
<td>PhysSci 130</td>
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<td>PhysSci 130</td>
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<td>6:40PM-7:45PM</td>
<td>PhysSci 130*</td>
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Who we are

Matt Wagers  Instructor  
Lisa Hofmann  T.A.  H, F, G  
Max Kaplan  T.A.  C, D, I  
Nick Van Handel  T.A.  A, B, E  

Office Hours

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<tbody>
<tr>
<td>W</td>
<td>1:40 - 3:10pm</td>
<td>Stevenson 231</td>
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<tr>
<td>T</td>
<td>2-3pm</td>
<td>Stevenson 265</td>
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<tr>
<td>M</td>
<td>1-2pm</td>
<td>Stevenson 265</td>
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<tr>
<td>F</td>
<td>11-12am</td>
<td>Stevenson 265</td>
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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 participatory class meetings (lecture + activities), course readings, weekly sections, and regular online assessments.

About the syllabus

This is a pretty verbose syllabus (I know). But it is explicit and exhaustive for your benefit. Policies are written to provide you with strong rights as a course participant and to protect the integrity of the class.
Course Schedule

The Course Schedule should be accessed via Canvas on the Syllabus page. It is dynamic and subject to change.
1 Textbook

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


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

2 In Class

2.1 Daily schedule: Lecture start and end

Our class meets from 9:50 - 11:25am. I have designated a sharp “lecture start time” as 9:55pm.

The five minutes between your expected arrival time (9:50) and the lecture start time (9:50) will everyone time to get settled and prepared for the class ahead. Please use this time to your benefit. **The sharp lecture start time is fixed.** You should not arrive at this time, you should be **ready** by this time.

I have designated the “lecture end time” as 11:20pm and will reserve the last 5 minutes of class for you to talk to the TAs or the instructor one-on-one.

2.2 Participation and Courtesy

We are a big group. And we all respond in different ways to a classroom setting. Let us be mindful of each other’s presence in the following ways:

- **Participate freely.** This is your classroom, and it’s important that we help each other create an environment in which anyone feels free to ask
questions, raise concerns, make points, etc. So, please: don’t keep yourself from asking a question because you think will sound stupid or unsophisticated or obvious. And do not engage in any behavior (laughter, gestures, eye-rolls) that would make others feel uncomfortable or the subject of ridicule.

- **Arrive on time.** Late arrival is usually disruptive. At the same time, class schedules and the geography of campus are real challenges; and we often have “tight connections.” So if you need to enter/exit the hall while class is in progress for any reason, prepare yourself and be aware of your surroundings, e.g., remove notebooks/pens from your bag ahead of time.

- **Do not prepare to leave until dismissed.** Gathering your belongings to leave in anticipation of the class ending is a contagious disruption. Wait ’til the instructor clearly signals that the lecture is over before gathering your belongings. Because lecture is scheduled to conclude 5 minutes before the designated class end time, there will never be cause to rush.

- **Don’t distract yourself or others with devices.** You have the opportunity to use a web-enabled device as a tool to participate in the course (§2.3). But I invite you to seriously reflect on how your attention, and the attention of your classmates, can be disabled if you also text, surf the web, etc., while class is going on. You are unwittingly sabotaging your ability to learn. The course staff will not police device use, but if you are creating a persistent visible/audible distraction, you may be asked to leave.

- **Participate freely.** This one’s important, so I’m repeating it. Don’t keep yourself from asking a question because you think will sound stupid or unsophisticated or obvious. I hereby declare that there are no stupid questions in LING50.

### 2.3 Audience Response System (PollEverywhere)

In class we will use an Audience Response System called PollEverywhere.
• This is free for you: you do not need to buy any hardware or pay for a membership. You will need either a web-enabled device, like a smartphone or laptop, or an SMS-enabled device (most all mobile phones).
• During class you can point your device to https://pollev.com/ling50 to provide answers to a question being asked, pose questions of your own or give feedback. There will also be an SMS option, so you can text your response.
• You can participate anonymously, or not at all. You might prefer not to use an electronic device in class in any capacity, and that is fine with me (see §2.2). Anonymous participation, or lack of participation, in these in-class polls will not negatively affect your grade. Above all, I encourage you to participate (anonymously or not).
• If you participate in these polls, you can receive extra-credit. But to receive extra-credit, you must register, as detailed in §4.7 below.

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 rapidest response.

If you have a question about course material, a question about policy, or grading, your first line of contact should be your T.A.

3.2 Office Hours
Please join us in 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.

I can guarantee you, from years of experience, 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

15% Participation
   { Attendance and active participation in section 10%
   { Experiment participation or research alternative 5%
70% Quizzes
15% Final

4.2 Participation in section (10%)

We expect you will attend all lectures and discussion sections. While we will not take attendance in lecture, The lectures will regularly contain material that is not covered in the reading; all material presented in the reading, in class, or in section is fair game for quizzes and exams.

If you cannot attend a section due to illness or an unexpected emergency, you should email the instructor at your earliest possible convenience to explain your absence. Points will be deducted from your participation grade for unexcused absences. For section, full participation credit requires you to actively participate, not to just be physically present.

Your first section begins in Week 2 (September 30 onward).
4.3 Quizzes (70%)

• Eight online quizzes will be given using Canvas. Strictly speaking, all quizzes and exams are cumulative. However, in general, the material on the quiz will focus on the reading, lecture, and section material that has been presented since the last quiz.

• The eight quizzes will be on-line. You may make one (continuous) attempt for up to 90 minutes. [They cannot be saved and resumed later]. You will have 7 days to complete each quiz once they are assigned.

• The scores of your seven best quizzes will be used to calculate the quiz grade, which is 70% of the course grade. In other words, you could conceivably miss one quiz (but you don’t have to, of course; and it is not recommended).

• The extended 7-day period for every quiz is provided in case you cannot always complete the quizzes the very next day after they are posted. But completing quizzes the day that immediately follows the day they are posted is highly recommended. You will have been exposed and should have learned the relevant material before the day that the quizzes are posted.

• Quizzes can only be made-up due to unforeseeable emergencies, at the discretion of the instructor.

  It is pretty unlikely to experience an unforeseeable emergency of such a magnitude that it is impossible for you to complete the quiz at some point during the 7-day period you are provided with. If you have an unforeseeable emergency that prevents you from taking the quiz in the 7-day period, you must email the instructor as soon as possible with an explanation. At their discretion, the instructor will set up a time for a make-up.

4.4 Final (15%)

There will be an online final during the assigned final period. You’ll get more information on that later in the quarter. It will be administered on
Canvas and be identical in format to the quizzes — but it will be more comprehensive (and longer).

4.5 Grading Scale

Quizzes and Exams will be assigned a score on the 0-10 point scale, with the following general interpretation.

<table>
<thead>
<tr>
<th>Points:</th>
<th>Letter Grade</th>
<th>Descriptive adjective</th>
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<tbody>
<tr>
<td>[9.7, 10]</td>
<td>A+</td>
<td>outstanding</td>
</tr>
<tr>
<td>[9, 9.3]</td>
<td>A-</td>
<td>very good</td>
</tr>
<tr>
<td>[8.7, 9]</td>
<td>B+</td>
<td>quite good</td>
</tr>
<tr>
<td>[8.3, 8.7]</td>
<td>B</td>
<td>good</td>
</tr>
<tr>
<td>[8, 8.3]</td>
<td>B-</td>
<td>just above average</td>
</tr>
<tr>
<td>[7.7, 8]</td>
<td>C+</td>
<td>average</td>
</tr>
<tr>
<td>[7.3, 7.7]</td>
<td>C</td>
<td>satisfactory</td>
</tr>
<tr>
<td>[7, 7.3]</td>
<td>C-</td>
<td>below average</td>
</tr>
<tr>
<td>[6.7, 7]</td>
<td>D+</td>
<td>marginal</td>
</tr>
<tr>
<td>[6.3, 6.7]</td>
<td>D</td>
<td>poor</td>
</tr>
<tr>
<td>[6, 6.3]</td>
<td>D-</td>
<td>inadequate</td>
</tr>
<tr>
<td>[0, 6]</td>
<td>F</td>
<td>unsatisfactory, or not turned in</td>
</tr>
</tbody>
</table>

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

If you are taking LING50 to satisfy a requirement in your program, please be aware of the relevant rules. You may need a particular grade (e.g., C+ or higher) for the course to satisfy that requirement. When in doubt, ask your program advisor.
4.6 Linguistics Experiment or Research Alternative (5%)

5% of your grade depends on whether or not you participate either in a Linguistics experiment or in a research alternative. To participate in the experiment, sign up for an account here. Be sure to select LING50 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 Week 10. Many studies require you to go a lab in Stevenson College; occasionally there are also online studies.

• 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 the second half of the quarter, 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.

This is all-or-none credit — as long as you participate in one Linguistics experiment, or turn in a satisfactory research alternative report — you will receive the 5%.

4.7 Extra-credit Opportunity
Regular participation in class will deepen your understanding of the course material. And it also pays off; we will award you **up to 4%** in extra-credit.

At the end of the quarter, we will sort **registered participants** in the PollEverywhere Audience Response System by their degree of participation, quantified as follows: the number of days on which they responded to any prompt presented in class, divided by the number of days on which any prompt was presented. This number, expressed as a percentage, will determine the number of points added to the final course score (0-100): For 25%, +1/2; for 50%, +1; 75%, +2; 85%, +3; and 95%, +4.

To be counted:
- **you must be a registered participant in LING50** at PollEverywhere. Follow the registration link posted on Canvas. We can only count responses that you give while you’re logged in as a registered participant.
- **you must use your official @ucsc email address to identify yourself on PollEverywhere.** This is how we will match your participation with their grade records.

!! If you forget to log in, or don’t use your @ucsc email address as an identifier, we cannot grant you credit. This is an automated system.

Please note that we will not be able to reply to requests during the quarter about what rate of response you’ve accrued to date.

# 5. Tutoring

You have the opportunity for free, additional tutoring to help you master the material for this course. This resource is available through Learning Support Services.
All UCSC undergraduate students are eligible for 2 hours of tutoring per week. In Fall 2019, the LING50 tutor is Julianna Sonkoly (jsonkoly@ucsc.edu).

Students can begin signing up for tutoring on Friday October 4th online via Tutortrac (a new sign-up service) and tutoring will begin Monday, October 7th. Sign-ups will close during Week 8 of the quarter. We will make announcements in class and on Canvas.

6. University Policies

6.1 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 me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week.

I also encourage you to discuss with me ways we can ensure your full participation in this course. I 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.

6.2 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.

6.3 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.

6.4 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.

6.5 Slug Support Program

College can be a challenging time for students and during times of stress it is
not always easy 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 student or know a
student who is 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.

6.6 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).