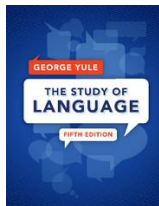
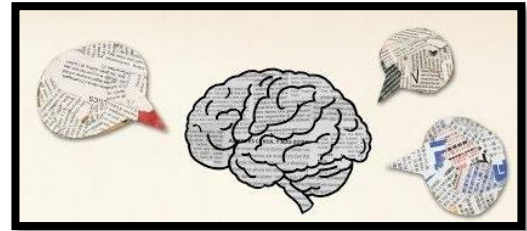


LING 2301: Introduction to the Study of Human Languages Spring 2017

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|-------------------------|---|
| | Instructor: Dr. Daniel Scarpace ['dænjɔɪ skɑɪ 'pʰɑːfɛɪ] |
| Office Number: | Hammond Hall 125 |
| Office Hours: | Tuesday 1-2 PM, Thursday 10-11 AM, or by appointment |
| Email Address: | daniel.scarpace@uta.edu |
| Faculty Profile: | https://www.uta.edu/profiles/daniel%20-scarpace |



Time and Place of Class Meetings: Tuesday/Thursday 11:00 AM – 12:20 PM; TH 02
Tuesday/Thursday 2:00 PM – 3:20 PM; TH 218

Required Textbook: Yule, George. 2015. The Study of Language. Fifth Edition
Additional Readings provided on Blackboard

Description of Course Content: LING 2301 provides an overview of an inarguably fundamental human capacity: language. Students will consider a variety of language-related topics in the context of the physical sciences, cognitive sciences, social sciences, and humanities. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language and linguistics. Lectures and in-class activities complement the readings by further elucidating key concepts and exemplifying these notions. This course satisfies the University of Texas at Arlington core curriculum requirement in Social and Behavioral Sciences.

Course Objectives: The goal of LING 2301 is to change students' relationship with language by challenging and enriching thinking about language and raising consciousness of the role that language plays in the minds and communities of humans. As the semester progresses, students should be increasingly prepared to enter into well-informed discussions about the three primary themes of the course:

1. Structure of Language: All languages are systematic, manifesting the complementary properties of rule-governance and creativity;
2. Language Acquisition: Language acquisition and use are rooted in both cognitive (internal) and social (external) factors ; and
3. Language Change: Languages reflect both our collective humanity and our socio-historical diversity; as such, all languages are worthy of study and respect.

These course themes are supported by reference to specific topics as covered in the readings, lectures, and class discussions.

What this class is all about: Linguistics is not a subject generally taught in high schools, and generally many people think that a linguist is one who speaks many languages or is involved in translation. Instead, this course explores the array of disciplines that a linguist is involved in, studying human language from a scientific point of view; that is, from an evidence- and experiment-driven approach. We approach a number of different topics in linguistics, leading students to think about language as a linguist would by developing analytical reasoning. Along the way, we will debunk many popular conceptions and ideas about language.

Explanation of how the day-to-day class works

The format of this class is called Team-Based Learning, which is highly related to other student-driven pedagogies such as Active Learning and Problem-Based Learning. Instead of a lecture format in which the instructor reads or explains the material while the students passively take notes, in this course the students are actively involved in the learning process. While the instructor (me) will often give some relevant explanation or model sample problems in class, there will be little-to-no formal lecturing. Instead, class time is for practice and discussion – something you wouldn't be able to do on your own at home. The students (you) will be working through activities and problem sets with your teammates in order to develop and solidify your understanding of the material. The instructors will circulate during the class period to answer questions and point you in the right direction if you get stuck. This style of learning has been found to be beneficial in educational research. Please talk to me if you would like more information about how the class is run, I would love to discuss it with you!

Basic format of classes/units:

- 1) Assigned reading (to be done at home)
- 2) Quiz on assigned reading (individual and team) to make sure you are prepared for the activities
- 3) Recap of quiz
- 4) Some short lecture of material not in the reading / videos / demonstration / introduction to activities
- 5) Team activities
- 6) Review

| Grading Breakdown | Points (500 total) | % of total score |
|---------------------------------|--------------------|------------------|
| Attendance/Participation | 50 | 10% |
| Second Language Interview Essay | 50 | 10% |
| OED Essay | 50 | 10% |
| Homework | 60 (10 pts x 6) | 12% |
| Quizzes | 40 (5 pts x 8) | 8% |
| Midterms x 2 | 150 (75 x2 each) | 30% |
| Final | 100 | 20% |

Description of Assignments

Attendance and Participation (50 pts total). Attendance is mandatory due to the interactive nature of the course. Your grade will be based on how well you get along with your teammates and how well you contribute to the group work. Your participation grade will be reported to you on Blackboard each week, out of 3 points. **Note: you can still get a 0 for participation even if you are present!**

| Participation Grade | Meaning |
|---------------------|--|
| 0 pts | Not present, not engaged with classwork or groupmates |
| 1 pt | Works diligently but often distracted by non-class related materials |
| 2 pts | Well engaged, only occasionally distracted |
| 3 pts | Engaged with classwork and groupmates, always focused on task at hand, helps others and asks good relevant questions |

Quizzes (40 pts total). Reading quizzes will be taken at the very beginning of class, first individually (5 minutes) and then with your team (5 minutes). Your score will be the average of the individual and team scores. These questions cover the very basic concepts from the assigned reading.

Homework (60 pts total). The homework assignments make up a significant number of points in this course. They are usually due at the end of the week (Sundays) and cover material from the previous topic. You are allowed to

discuss the homework with other students in the class, but you must submit your own responses. Any writing that is clearly copied from another student's work or from any source other than the textbook without citation is considered plagiarism. All homework assignments will be submitted via Blackboard. Many assignments can be typed directly into Blackboard; for others, you must submit your responses as a PDF in order to preserve images, fonts, etc. ***No other file types will be graded.***

Midterm and Final Exams (75 pts for each midterm, 150 pts for the Final). There will be two midterm exams and one final exam. The final exam is cumulative.

The format of the exams will be both multiple choice and short answer. A portion of each exam may also be collaborative (taken in a group).

SLA Interview Essay (50 points): Students will be required to conduct a short interview with a second language speaker of English and analyze it according to what they have learned so far in class about language and language acquisition. Details will be provided later in the semester. You will submit an electronic copy in PDF format via Blackboard.

OED Expedition Essay (50 points): Students will be required to write a 3-4 page essay exploring the history of words in English. The content of this essay will be based on a previous homework assignment and class discussions. Specific instructions will be given out in class later in the semester. You will submit an electronic copy in PDF format via Blackboard.

Extra Credit. A small number of extra credit questions will show up on exams and homeworks. There will be no other planned opportunities for extra credit in the course.

Tips for doing well in LING 2301

Always come to class

- Linguistics is a discipline that you are likely unfamiliar with. It is filled with new terms and concepts, and it is something that you really need to *do* to get it, not just read about.
- Plus, there's nothing like missing a class to make a person feel lost, confused, or out of it
- The whole class builds right from the start
- Not only do you miss the material from the day you were gone, but you get less out of the next class too because there are references to things you don't remember, and you're shy about asking questions because you think your question may have been covered while you were absent.
- Then you start to tune out, and it goes downhill from there.
- Best practices: after class, review your notes or activities to make sure you know what went on!

Use class time wisely: spend time learning to think analytically

- Most days in class you will be spending time going through analytical problems with your group
- You should be well prepared to tackle these problems by doing the readings for class.
- Bring your book to refer to: you will find it helpful, especially if you don't remember everything!
- Many times the 'answers' to the problems are not that important: the process involved getting to the answers is.
- In other words, you may not be tested on the exact material from the handouts, but you will be given similar problems to do on your own in the exam. Focus on the underlying concepts rather than rushing to get the answer.
- Avoid being distracted by other homework, classes, social media, chit chat, etc.

Turn in your assignments

- The biggest reason that students do not make their desired grade in this class is by not turning in assignments.
- Even if you don't finish it entirely, it is not worth getting a zero on any assignment.

Talk to me

- ...if you don't understand something, you have an idea, you disagree with something you've read, you're intrigued by something you've read, etc.
- ... if you're having trouble with the format of the course. I'd be happy to help discuss the pedagogy.
- Don't be shy about using our office hours. They are time that we have set aside to meet with students; you are never "interrupting" when you come to see us during those hours.
 - If those times don't work for you, you can try making an appointment—you'll have better success if you ask at least 2 days in advance.
 - It's very inefficient if people skip class then want to make individual appointments. So, if you miss class (unless for a good reason), please use our office hours.
 - **However**, make sure you are prepared when you come to office hours. Some Do's and Don'ts:
 - **DON'T** just wander in looking for the answers to the homework
 - **DON'T** ask questions without having read the chapters, reviewed the notes, started the homework problems, etc.
 - **DO** have a specific question, place you got stuck, word or concept you didn't understand, etc. Help us help you!
 - **DO** be honest and let us know what's going on and what you're having a hard time with!

Talk to your classmates

- Discuss your readings, assignments, projects, ideas. Study together. We've assigned you a group for a reason!

Read the textbook

- Educational research suggests that **repeated reading** is not a good study strategy—the material begins to look very familiar, producing a false sense of mastery
- But reading the chapter once—noting your questions and comments—and then consulting it when you're unclear on something is extremely beneficial!
 - It gives you a chance to see more examples than in class, and to work through them at your own pace.

Things you should expect

- Homework assignments are not long
- Readings are not long
- Concepts are new and challenge the way you thought about language in general
- The course moves at a fairly quick pace

Things you shouldn't expect

- concepts seem mysterious
- what's expected of you is unclear
- it's unclear how to proceed, or how to tackle a problem

When these happen, tell me so I can try to fix it—you'll be doing your classmates a favor

Exams. If you miss an exam, you will be allowed to take a make-up only if you can provide written documentation of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis, etc.). Something like, "I'm going to be out of town on a cruise" is NOT an acceptable excuse for missing any exam (or any other assignment, really). Should you find yourself needing a make-up exam, you must contact the instructor by e-mail **BEFORE** the exam date to request a make-up. Students who miss an exam but do not notify the instructor as specified herein will receive a grade of zero (0%).

Extra Credit and Make-up work. There will be various extra credit opportunities throughout the semester. Make-up work is at the discretion of the instructor (generally, no, no make-up work or late assignments allowed except for special circumstances).

Projected Schedule (subject to change):

| Date/ Week | Topic | Assignments (due on) | Readings (due on) |
|--|---|-------------------------|--|
| UNIT I: The Structure of Human Language | | | |
| 1 | | | |
| 1/17 | Introduction to the course. What is language? What is linguistics? | | |
| 1/19 | Prescriptivism & Descriptivism, Dialects | | Online Reading (The Language Mavens) |
| 2 | | | |
| 1/24 | Prescriptivism & Descriptivism, Dialects | | |
| 1/26 | The origin of language, Design features of language, Animal Communication | Quiz #1 | Chapter 1, 2 |
| 1/29 | | Homework #1 | |
| 3 | | | |
| 1/31 | Phonetics, Phonology | Quiz #2 | Chapter 3, Chapter 4 (skip 'Natural Classes', read until p44 'Coarticulation effects') |
| 2/2 | Morphology | | p 57, 65-69 (to the break) |
| 2/5 | | Homework #2 | |
| 4 | | | |
| 2/7 | Grammar (Syntax) | Quiz #3 | Chapter 7 |
| 2/9 | Semantics | | p 113 ('Lexical Relations') - 119 |
| 2/12 | | Homework #3 | |
| 5 | | | |
| 2/14 | Computational Linguistics | | Online Readings |
| 2/16 | Writing Systems | | Chapter 16 |
| 2/19 | | Homework #4 | |
| 6 | | | |
| 2/21 | Review | | |
| 2/23 | Exam 1 | | Study all material in Unit I |

| UNIT II: Language Acquisition | | | |
|-------------------------------|-----------------------------|-------------|---------------------------------|
| 7 | | | |
| 2/28 | Language & the Brain | | Chapter 12 |
| 3/2 | Language & the Brain | | |
| 8 | | | |
| 3/7 | L1 Acquisition | Quiz #4 | Chapter 13 |
| 3/9 | L1 Acquisition | | |
| 3/12 | | Homework #5 | |
| 9 | | | |
| 3/13-18 | SPRING BREAK – NO CLASS | | |
| 10 | | | |
| 3/21 | L2 Acquisition | Quiz #5 | Chapter 14 |
| 3/23 | L2 Acquisition | | |
| 3/26 | | SLA Essay | |
| 11 | | | |
| 3/28 | Sign Languages | Quiz #6 | Chapter 15 |
| 3/30 | Language Processing | | |
| 12 | | | |
| 4/4 | Review | | |
| 4/6 | Exam II | | Study all material from Unit II |
| UNIT III: Language Change | | | |
| 13 | | | |
| 4/11 | Language History and Change | Quiz #7 | Chapter 5 (p51-56), Chapter 17 |
| 4/13 | Language History and Change | | |
| 11/13 | | Homework #6 | |
| 14 | | | |
| 4/18 | Language History and Change | | |
| 4/20 | Language History and Change | | |

| | | | |
|------|--|------------------|--|
| 15 | | | |
| 4/25 | Language and Culture, Language and Thought, Endangered Languages | Quiz #8 | Chapter 20, p247 – 251, Online Readings |
| 4/27 | Language and Culture, Language and Thought, Endangered Languages | | |
| 4/30 | | <i>OED Essay</i> | |
| 16 | | | |
| 5/2 | Endangered Languages | | |
| 5/3 | | Homework #7 | |
| 5/4 | Review | | |
| 17 | | | |
| | Final Exam: Scheduled May 9 th , 11-1:30 PM (AM class) May 9 th , 2-4:30 PM (PM class) (Actual length of exam TBA) | | Study all material from Units I, II, and III |

More Course Policies

Classroom behavior. Class sessions require your full attention. All cell phones, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store homework from other classes, newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. In some cases, you will need to use a laptop, tablet, or phone for an activity, please try to not be distracted by other applications on your device at that time. Note: I reserve the right to ask you to leave the classroom if you are being disruptive.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

And a further note on civility in the classroom: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Appropriate student behavior (whether online, in person, or over the telephone) creates a better environment for learning and teaching.

Blackboard. This course will utilize Blackboard this semester. Handouts and other materials will be available via Blackboard. It can be accessed by logging into the Blackboard website: <https://elearn.uta.edu>. It is your responsibility to make sure that you are able to access Blackboard, and to check it regularly.

Electronic Communication Policy. All students must have access to a computer with Internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav and/or through BlackBoard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. I check my email periodically during the school week and occasionally on the weekend. I do not monitor my email 24 hours a day; however, I do

try to respond to emails within 24 hours of receiving them. If you don't have a response from me by email within 24 hours of sending it, please come see me in class or resend your email as there may be a chance it was lost in cyberspace. (Also, please make sure that you use your MavMail address—not your hotmail, gmail, yahoo, etc. addresses—when emailing me.)

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

Important Academic and Administrative Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work

submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the **product of each student's own effort**. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism or collusion). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

In this class, you will be required to do research and be able to properly cite that research in prose. If you are unfamiliar with citing other people's work, please either set up an appointment with me, contact Jody Bailey, a research librarian, at jbailey@uta.edu, or visit the Writing Center.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures as laid out for faculty (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Librarians to Contact: The reference librarian for Linguistics and TESOL is Jody Bailey (jbailey@uta.edu).

Writing Center: Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right and up the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*