

TRACK 2 DRAFT SYLLABUS

Introduction to the Study of Modern Endangered Languages & Cultures

THIS IS AN ONLINE COURSE!

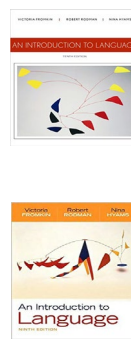
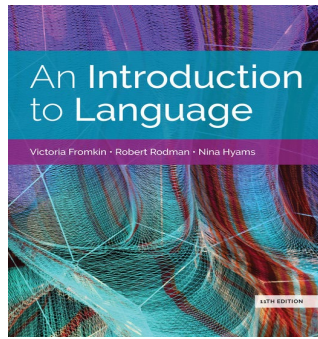
- Lectures are all online, available for streaming through the CCLE site. Homework, the final paper, and the final exam will all be submitted online.
- Discussion sessions are live via videoconference. You will have weekly regular meetings with your Teaching Assistant via videoconference webinar. Active participation in discussion sections constitutes 15% of your course grade and will be monitored regularly. You should watch video lectures and view weekly assignments prior to your discussion sections.

WHAT IS THIS COURSE ABOUT?

This course provides an introduction to the scientific study of human language. In it we focus on a number of core topics that are central to our current understanding of language (neurolinguistics, phonetics, morphology, and syntax). We will also explore interdisciplinary areas such as first language acquisition, the relation between language and thought, and animal communication. We will also dedicate time to examining the role of language in society by looking at non-standard language, slang, and obscenity. You will learn to analyze linguistic data from a broad range of languages. Overall, this course will help you gain a better understanding of what human language is and how we use it in our daily lives.

REQUIRED TEXTS

There are no *required* textbooks or readers for this course. However, you are highly encouraged to obtain a copy of *An Introduction to Language* by Fromkin, Rodman, & Hyams for summer reading in preparation for the insititute!



The 11th edition of the textbook (pictured above left) is available for purchase at the UCLA Bookstore—either on campus on [online](#). It’s also available from online booksellers such as [amazon.com](#).

The 9th and 10th editions are also acceptable to use and are typically available at a much lower price. Please note that if you use either of these older editions, the chapter order will not match the reading schedule below, which is based on the 11th edition.

There will be additional readings, “case Studies” in the course outline below, that will be posted to the CCLE website throughout the quarter. The case studies will supplement 3 the material in the textbook, lectures, and discussion sections. The case studies are required reading.

GRADING

Your course grade will be calculated as follows:

Participation:	15%
Homework:	40%
Analysis Paper:	25%
Cumulative Final Exam:	20%

The +/- grading system will be used in this course.

PARTICIPATION

- Because the lectures are online and the course work is submitted online, we believe that it is important to have “live” interactions between students and instructors.
- [Live sections are streamed at 6 different times during the week \(W, Th, F\)](#), giving you time to discuss the course material before quizzes are due.

- Each session is 90-minutes long and is taught by a different TA. You can log in into any of the [sessions](#) (it does not have to be the one conducted by the TA of the section in which you are enrolled).
- You will be able to see and hear your TA via webcam; you will submit your questions and comments in real time via text chat.
- To encourage your participation in discussions, 15% of your course grade will be based on live session participation. To earn participation, [you have to attend at least 25 minutes of a live discussion session for five of the six weeks](#). There are 6 discussion sections during the quarter (every week, you can log in into as many sessions as you like, but you won't receive additional points for additional logins). Your attendance is graded for five of the six sections, so you may miss one without affecting your grade. This is to account for late enrollment, illness, technical problems, and so forth. You do not need to contact us about these circumstances.
- In order to participate actively in the discussion, you should [watch the lecture videos and review the quiz and essay prompts before the live sessions](#).

HOMWORK ASSIGNMENTS

You will receive a total of 5 homework assignments.

- The homeworks will be in the form of automatically-graded quizzes available through the course website.
- You will not be able to submit your homework after the closing time. [Late work will not be accepted](#).
- Skipping assignments is the fastest way to lower your grade.
- We are happy to provide you with help on your homework during live discussion sections. It is however your responsibility to try to solve the problems before coming to section.
- The lowest homework score will be dropped. This drop is meant to cover any medical/personal/technical issues that a student may encounter during the summer session, plus any particularly bad performance on an assignment. You do not need to contact us separately about any of these eventualities, as extensions and make-ups will not be granted.

ANALYSIS PAPER

You will write a paper of 4-6 pages, 12-point type, double-spaced. You will submit the paper through *TurnItIn* on the [CCLE site](#). See the course website for a description of the paper. The purpose of the paper is to stimulate you to reflect on *your own* language using the knowledge and tools that you will have acquired in the course.

FINAL EXAM

The final exam will be cumulative for the entire course. The exams will consist of multiple-choice, single-answer questions and will be machine scored.

- The final exam will be given the last day of class and will cover all of the modules in course.
- The final exam will be administered in CCLE with Respondus LockDown Browser and Monitor enabled. This software ensures the integrity of online testing. Respondus is free for students to use. Students will have a chance to practice using the software prior to the exam.
- Students will have three hours from the time of logging in to complete the exam. Log-in can take place any time within a 30-hour window to accommodate different time zones.
- **There will be no make-up final exam for any circumstances.** Anyone who misses the final exam but has otherwise completed the course work will be given an Incomplete.

COURSE POLICIES

Academic Accommodations

Students needing an academic accommodation based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first week of the term as reasonable notice is needed to coordinate accommodations. For more information visit <http://www.cae.ucla.edu>.

Please feel free to talk to your instructor or your TA about any concerns or needs you might have for this course. All information about disability is considered private and will be treated with discretion.

Academic Dishonesty

Each assignment you turn in must be your individual and original work. We are required to report any cases of suspected plagiarism to the UCLA Dean of Students Office, and being found guilty of plagiarism may result in suspension or dismissal from the University. **It's really not worth it.** If you are not sure about what constitutes plagiarism or academic dishonesty, read the [Student Guide for Academic Integrity](#), or simply talk to your TA.

FAQs on Student Collaboration and Academic Dishonesty

- *Can I collaborate on my homework with other students and show them my answers to homework questions?*

No, this constitutes academic dishonesty. You may discuss course materials with other students, but you should not share your answers to homework questions, or solicit answers from other students (your grade should be yours alone!).

- *Can I submit a homework for another student?*

No. This also constitutes academic dishonesty. We can easily spot when two or more quizzes are submitted at the same time and from the same IP address, and contain the exact same mistakes. Also, don't trust other students to do your assignments for you! There is no guarantee they will do them well (when we spotted this kind of collaboration in the past, it usually resulted in very low quiz scores)!

- *Can I work with a study group?*

You can discuss the course materials with other students, but you should not work together on your write-ups or share any parts of your write-ups with other students. We can easily pick up collaborations using TurnItIn, and we cannot accept assignments that were the clear results of collaboration (your GPA should be yours alone, not a group endeavor!).

- *Can I ask my TA to give me the correct answers to homeworks before the assignments are due?*

Your TA is there to help you understand the materials, and you may of course ask clarification questions about your assignments. Your TA will not, however, share with you solutions to the assignments before they are due, and will not answer direct questions of the sort "Is (a) the right answer?."

Email policy

- This is a large class: to get a prompt response while the course is in session, [email your TA first](#) (your TA oversees more than 80 students, your instructor oversees 500+).
- [Emails are for brief communications](#) (150 words max) and for making appointments for video conferencing.
- If you send your TA/your instructor long messages requiring long and complicated answers, we will suggest that we [schedule a video conferencing appointment during office hours](#) to talk about it, or that we go over the question during the live discussion sessions. It has been my experience that we can teach you much better by giving you 15 minutes of attention in person than by spending 40 minutes writing a long email!
- If you have any questions about your assignments and grading, [first check the syllabus](#), then

the website, and then email your TA.

COURSE OUTLINE

Week 1 June 23-27

Lesson 1 Introduction

Lecture: Introduction Part 1

Videos: Lecture: Introduction Part 2

Screening: *Discovering the Human Language: Colorless Green Ideas*
(The Human Language Series #1)

Reading *An Introduction to Language*, pages 1-16

Assignments

Homework 1 posted to CCLE website

DISCUSSION SESSIONS WILL MEET IN WEEK ONE!

Lesson 2 Language and Dialect

Lecture: Language and Dialect Part 1

Videos: Lecture: Language and Dialect Part 2

Readings *An Introduction to Language*, pages 269-290

Case Study: A Moral Panic in Oakland, Lippi-Green -Spoken Soul, pp.
203-207, Baugh

Lesson 3 Brain and Language

Lecture: Brain Part 1

Videos: Lecture: Brain Part 2

Screening: *Communication Between Cerebral Hemispheres*

Optional Screening: *The Mind: Language*

Readings *An Introduction to Language*, pages 446-467

Case Study: Bilingual Aphasia

Assignments

Homework 1 due
Homework 2 posted to CCLE website

Week 2 June 30-July 4

Lesson 4 Phonetics

Lecture: Phonetics Part 1

Videos: Lecture: Phonetics Part 2
Lecture: Phonetics Part 3

Reading *An Introduction to Language*, pages 183-202; 208; 217-220
Case Study: Pure Word Deafness

Lesson 5 Morphology

Lecture: Morphology Part 1

Videos: Lecture: Morphology Part 2

Reading *An Introduction to Language*, pages 33-74
Case Study: Slips of the Tongue and Language Structure

Assignments

Homework 2 due
Homework 3 available on CCLE website

Lesson 6 Syntax

Lecture: Syntax Part 1

Videos: Lecture: Syntax Part 2
Lecture: Syntax Part 3

Screening: *Do You Speak American?* – Episode 3

Reading *An Introduction to Language*, pages 75-96; 109-122

Week 3 July 7-11

Lesson 7 **First Language Acquisition**

Lecture: First Language Acquisition Part 1

Videos: Lecture: First Language Acquisition Part 2

Screening: *Acquiring the Human Language: Playing the Language Game* (The Human Language Series #2)

Readings *An Introduction to Language*, pages 383-413

Case Study: The Multilingual Brain: Acquiring a Second Language

Assignments

Homework 3 due

Homework 4 posted to CCLE website

Lesson 8 **Languages in Contact**

Lecture: Pidgins and Creoles

Videos: Lecture: Language Endangerment

Screening: *The Linguists*

Reading *An Introduction to Language*, pages 291-301; 355-357

Case Study: Language Contact in Los Angeles

Lesson 9 **Animal Communication**

Lecture: Animal Communication Part 1

Videos: Lecture: Animal Communication Part 2

Screening: *The First Signs of Washoe*

Reading *An Introduction to Language*, pages 16-22

Assignments

Homework 4 due

Homework 5 available on CCLE website

Week 4 July 14-18

Lesson 10 Language Inside and Outside

Lecture: Language and Thought

Videos: Lecture: Obscenity

Screening: George Carlin, *Seven Words You Can Never Say on Television*

Readings *An Introduction to Language*, pages 22-25; 308-312
Case Study: Inner Speech, Cognition, and Language

Assignments

Homework 5 due

Cumulative Final Exam
July 17-18
Thursday-Friday of Week 4

General Education Learning Outcomes

LING1 satisfies Arts & Humanities GE requirements (Philosophical and Linguistic Analysis) and Foundations of Scientific Inquiry GE requirements (Life sciences).

GE Arts & Humanities (Philosophical and Linguistic Analysis), Course Goals and Student Learning Outcomes:

1. Students will gain knowledge in the Arts and Humanities.

- a. Students will appreciate the common core that underlies all human languages, as well as the socio-cultural bases of language variation..
- b. Students will develop an understanding of the complexities of human communication.
- c. Students will become familiar with various approaches to human communication.
- d. Students will appreciate the creative harnessing of grammatical abilities in literature, humor, advertising, and profanity.

2. Students will engage in complex analysis and reasoning.

- a. Students will learn how to reason about language by testing hypotheses against data.

- b. Students will appreciate ambiguities in natural language and understand how they arise from the grammatical properties of language.
- c. Students will evaluate the validity of linguistic arguments.
- d. . Students will learn to analyze aspects of the phonetics, phonology, morphology, and syntax of different languages and non-standard dialects of English.
- e. Students will critically evaluate claims about language found in the popular press and media.

3. Students will communicate effectively.

- a. Students will learn to make valid arguments in written form, based on linguistic evidence.
- b. Students will distinguish between valid and invalid claims about language.
- c. Students will appreciate the distinction between a linguistic intuition and a linguistic argument.

GE Foundations of Scientific Inquiry (Life Sciences), Course Goals and Student Learning Outcomes:

- 1. Students will actively engage in the scientific process of inquiry, analysis and problem solving.
 - a. Students will become familiar with how scientists answer scientific questions, test a hypothesis, or solve a problem.
 - b. Students will acquire hands-on experimental knowledge, by participating in experiments as subjects and submitting written reports on these experiments.
 - c. Students will reason through and analyze complex data sets.

2. Students will acquire an informed appreciation of scientists, scientific research and technology.

- a. Students will recognize the benefits of science to society and their everyday life.
- b. Students will recognize the importance of contributing to the sciences (e.g., engaging in research or scientific discourse with others).
- c. Non-science students will be able to discuss scientific question in an informed way.

3. Students will experience the interdisciplinary nature of science.

a. Students will learn to appreciate the various factors affecting linguistic inquiry and how it interacts with other scientific disciplines.

b. Students will explore the perspectives of multiple scientific approaches to linguistic inquiry.

4. Students will make evidence-based decisions in a wide array of science and non-science contexts.

a. Students will distinguish between opinion and fact (i.e. recognize data-supported conclusions).

b. Students will distinguish between a hunch and a scientific argument.

c. Students will draw conclusions or make judgements about experimental results informed by critical thinking.

5. Students will develop scientific literacy by addressing current, critical issues and topics in science that are personally meaningful in daily life and/or connected to the needs of society.

a. Students will describe patterns underlying linguistic behavior and their possible sources.

b. Students will explain how hypotheses about linguistic knowledge are tested and evaluated.

c. Students will differentiate between a scientific theory, hypothesis, fact or law.

6. Students will recognize fundamental scientific principles and the connections between different domains of science.

a. Students will appreciate the study of language within its wider scientific context.

b. Students will appreciate linguistic rules and principles within their wider scientific contexts.

c. Students will appreciate the tools of linguistic inquiry within their wider scientific contexts.

Course-level Learning Objectives/Competencies

By taking this course, students will:

- understand the biological basis of language at the level of the brain.
- gain an understanding of study of language as the study of human cognition.
- learn fundamental empirical and theoretical issues in the scientific study of language.
- understand how the scientific method is applied to the investigation of linguistic phenomena.
- gain appreciation of language variability and its racial/ethnic/social/class/geographical bases and ramifications in society.
- analyze basic elements of the phonetics, morphology, and syntax of a language.
- understand classic and current research methodologies in linguistics.
- be able to critically evaluate claims about language in the popular media and internet.

- appreciate the complexity of their own language.