

Course Info	
Course#	LING 1200
Semester	Fall 2023
Time	TuTh 2:00PM - 3:20PM
Location	JFB 101
Website	Canvas/Discord
Textbook:	Essentials of Linguistics, 2nd edition (free here: https://campusontario.pressbooks.pub/essentialsoflinguistics2/)
Prerequisites	None

Instructor Info	
Instructor	Aniello De Santo
Pronouns	He/His/Him
Email	aniello.desanto@utah.edu
Department	Linguistics
Office	LNCO 2315 or Zoom
Office hours	TuTh 11:30AM - 01:00PM. Or by appointment. Review the "Office hours" section for more information

TA Info	
Instructor	Olamide Ogundare
Pronouns	She/Her
Email	mide.ogundare@utah.edu
Department	Linguistics
Office	Zoom (or by appointment)
Office hours	M-W 1:00-2:00PM (or by appointment)

Catalog description

The course is an introduction to the nature of human language from modern perspectives in linguistics. Focuses on sounds, words, and sentences through analysis of data from various languages, as well as social factors in language variation and language acquisition by children and adults. Additional topics may include: language change through time, language processing, and the relationship between language and culture. This course meets the Social & Behavioral Science (BF) Exploration requirement for General Education. We are committed to providing opportunities for all to embrace diversity and promote equity and justice, engaging all students in post-secondary education. This commitment requires that we be willing to listen, learn and change; that our classrooms challenge assumptions; and that all members of our community are responsible for creating and maintaining a safe space for learning and growth. Respectful debate and civil disagreement are encouraged and expected; mocking, belittling, and bullying will not be tolerated.

Goals and Objectives

By the end of this course, you should be able to:

- Identify properties of phones and transcribe words with use of the International Phonetic Alphabet (IPA).
- Describe and analyze phonological data and processes in a variety of different languages.
- Decompose complex words into morphemes and describe common word formation processes.
- Identify parts of speech and basic syntactic patterns and parse sentences using tree diagrams and phrase structure rules.
- Analyze the meaning of words and sentences and describe how discourse context affects interpretation.
- Describe phases of development in language acquisition.
- Describe common patterns of language variation and change.

Required Materials and Resources

Weekly readings will be assigned from the following sources, which are either available online or will be posted on the Canvas course website:

- Anderson, Catherine, Bronwyn Bjorkman, Derek Denis, Julianne Doner, Margaret Grant, Nathan Sanders, and Ai Taniguchi. 2022. Essentials of Linguistics, 2nd edition. eCampusOntario. Online: <https://campusontario.pressbooks.pub/essentialsoflinguistics2/> (EoL)

All other class materials will be distributed on Canvas (you can familiarize yourself with Canvas [here](#)).

Discord Server

To facilitate remote discussion/collaboration among peers, this course has an associated Discord server. Discord is a collaborative chatroom environment extensively used for Team synchronization in the tech industry. You can create a free account and join the course channel with an invite I will share on Canvas the first week of classes. **Make sure to join the channel before the second week of classes.**

Grading

It is my belief that grades should be mostly an instrument for you to get feedback about how much I think you are internalizing the materials. Please try not to take assignments as a war between you and me, but as a way for you to take the best out of the course. For any issue/dissatisfaction with your grades, requests of grade changes, etc, you should contact Aniello and not the TA.

This course is designed to be interactive and collaborative. Classes will consist of lectures, discussion and group problem solving. While attendance is not required (and thus, not part of your grade!), given the hands-on nature of the course, it is my experience that regular attendance will be crucial to your success in this course. If you find attending class useless, let me know so I can improve! If you are having problems attending class for whatever reason and you feel I can help, let me know so that we can brainstorm strategies!

Slides and handouts will be uploaded to Canvas, in case you do miss a class; however, you will need to ask one of your peers for solutions.

Student grades are determined by the following components:

1. **Weekly homework (50%) and readings** consist of short answer questions and problem sets. You are encouraged to work on these with your peers. However, your assignment should be typed up individually; please include the names of your collaborators on the assignment (so I can give you participation credits for scholarly collaboration!). Assignments should be typed up and submitted as a PDF file on Canvas. Assignments will usually officially be due Mondays at 5pm and discussed during the Tuesday class (but always check on Canvas for due dates!).

Readings will be assigned weekly and will be available on Canvas. While you will not be assessed based on the readings, they are important for your general understanding of the topics covered in the course. **Please complete each reading before the class they are assigned for.**

Preparatory exercises. Each week, I will suggest some exercises from the book that I think might be helpful in practicing the skills discussed during the lecture, in preparation for a homework assignment. Some weeks we might do these exercises in class as a group activity, and you are always welcome to bring up questions about them at the beginning of each lecture. These are NOT graded (in fact, you do not even have to submit them) but I highly recommend giving them a try.

Late Submissions: Life is messy (especially these days)! While I encourage you to do assignments on time due to the incremental nature of the materials, I generally adopt a flexible deadline approach: I will accept assignments up until the start of that class, with possible slight delays in grading/getting feedback. No question asked, just submit. If you think you are going to be later than that on an assignment, let me know and we can figure things out. I do not need doctor's notes or complicated excuses (in fact, I do not need to know why at all!). **Just let me or the TA know you need an extension.** If you do not let us know in **advance**, you can always ask us for an extension, but in order to keep grading manageable we cannot guarantee you will get your grade back in a timely manner. I trust you to not abuse this policy, and reserve the right to change it (e.g. by adding late penalties) as the semester progresses. You will be informed if this becomes necessary before any new policy is applied.

2. **Midterms and final exam (30%; 10% each)** will consist of short answer questions and problem sets. They will be cumulative and will thus cover any topics taught up to that point. Prior to each exam, we will have a review session to go over important concepts and skills. Both midterm exams will take place during regular class time. The final exam will be administered during the last day of classes.

3. **Class participation (15%)** This portion of the grade is a way for me to give you credit for informal/unstructured collaborative work that you do. Participation and collaboration are strong predictors of success and learning retention, so please make an effort to find a way that works well for you to participate and engage with your colleagues. There are many ways you can do so. Some examples of ways to participate:

- Post questions on the Canvas discussion board
 - Share links or resources on the Canvas discussion board
 - Answer your peers' questions on the Canvas discussion board
 - Come to office hours (group or individual)
 - Form a study group with your peers
 - Email questions to the instructor or TAs
 - Ask questions during lecture or discussion section
 - Volunteer answers to peer questions during lecture or discussion section
- For the graded component of your participation, at the end of the semester I will ask you to self-assess your level of participation. This part of the grade is intended to help you identify what strategies help you learn, and plan ways you can grow and improve in the future.

1. **Class participation: Self-reflections (3%)**

As a way to foster self-assessment:

- I will distribute a survey about your background and expectations for this class during the first week. You get credits just for submitting this (as long as you wrote something, of course!)
- I will distribute a survey about what you think of your own development and what is/isn't working for you in the course towards the middle of the semester. You get credits just for submitting this (as long as you wrote something, of course!)
- I will distribute a survey about what you think of your own development and performance in this course during the last week of classes. You get credits just for submitting this (as long as you wrote something, of course!)

Self-assessment is not a rhetorical exercise, please take it seriously! It is meant for you to engage actively/critically with your learning experience, and for me to get a different/well-rounded view of your experience as a student beyond your quantitative performance.

1. **Class participation: Office hours first meeting (2%)**

Office hours are a good way for me and you to get to know each other, and a crucial resource for you as a student (see the office hours section for why!) However, I am aware that showing up to office hours can be intimidating. **Because of this, part of your participation score is to come at least once to Aniello's office hours during the first three weeks of classes.** You can come in small groups if you want, and do not have anything to ask! It will be a way for me to check in on you early in the semester, and hopefully will also show you how not intimidating office hours can be!

2. **Extra-credits**

It is possible for you to earn up to 5% of positive increase to your final grade in the form of extra credits. This can be accomplished by

- attending a Department of Linguistics colloquium talk
 - pointing out problems with the lecture notes (e.g. typos, confusing wording, broken code)
 - suggesting extra topics for lectures
 - posting links to relevant online material (e.g. tutorials or news paper articles)
 - participating in one (or more) experimental Linguistic studies) (if available)
 - other extra-credit opportunities as arise during the semester
- To sign up for a linguistic study, please visit: <http://speechlab.utah.edu/participate.php>. **Note that you are strongly encouraged to sign up early, rather than wait to the end of the semester to participate.** If for any reason you do not feel comfortable participating in Linguistics studies for credit in this course, an alternative assignment will be made available. If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a Sona account and then email at speechacquisitionlab@gmail.com. Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at speechacquisitionlab@gmail.com.

If you attend a colloquium talk, to receive credit you have to write a 1 page (typed double-spaced) summary of what the talk was about, including your general opinions on the presentation, and write down one question you would have liked to ask the speaker (great if you actually ask it!). Comments do not have to pertain to the scientific content of the talk (although that is obviously welcome), but can be about presentation style/clarity/etc. This report is officially due on the last day of class, but may be turned in on Canvas as soon as it is complete. For information about the time and location of Linguistics talks by department faculty and visiting faculty from other institutions visit the Department webpage.

Easter egg. If you read up to this part of the syllabus, congrats! Remember you can ask the instructor if you have any questions. As a bonus, you will get 1 additional extra-credit point by emailing Aniello a picture of a raccoon at any point before the last day of classes.

University of Utah Grading Scale

Letter	Scoring
A	100% - 94%
A-	93.9% - 90%
B+	89.9% - 87%
B	86.9% - 84%
B-	83.9% - 80%
C+	79.9% - 77%
C	76.9% - 74%
C-	73.9% - 70%
D+	69.9% - 67%
D	66.9% - 64%
D-	63.9% - 60%
E	59.9% - 0%

(Tentative) Schedule by week (Subject to change)

This course relies heavily on active-learning strategies, so you are encouraged to attend class and participate in class exercises/group activities.

Readings will be assigned weekly. **Please complete each reading before the class they are assigned for.**

Week	Date	Topic	Reading	HW # Due
1	08/22	Welcome + Intro		
	08/24	Nature of Language	Ch. 1.1-1.4 Human Language & Language Science	
2	08/29	Nature of Language (cont.)		HW 0 Due (Mon 28)
	08/31	Language in Society	Ch. 2.1, 2.4-2.6 Language, Power, and Privilege	
3	09/05	Language in Society	HW 1 Assigned	
	09/07	Phonetics and Phonology	Ch. 3.1-3.4 Phonetics	
4	09/12	Phonetics and Phonology	Ch. 3.5-3.6 Phonetics	HW 1 Due (Mon 12)
	09/14	Phonetics and Phonology	Ch. 3.10-3.12 Phonetics; Ch. 4.1-4.3 Phonology	
5	09/19	Phonetics and Phonology (Wrap-up)	Ch. 4.4-4.9 Phonology	HW 2 Assigned
	09/21	Morphology	Ch. 5.1-5.2, 5.5-5.7 Morphology	
6	09/26	Morphology	Ch. 5.3-5.4, 5.8 Morphology	
	09/28	Morphology	Ch. 5.9-5.11 Morphology	HW 2 Due
7	10/03	General Review		HW 3 Assigned
	10/05	Midterm 1		
8	10/10		Fall Break	
	10/12		Fall Break	
9	10/17	Syntax	Ch. 6.1-6.4 Syntax	
	10/19	Syntax		HW 3 Due/ Aniello is away
10	10/24	Syntax	Ch. 6.5, 6.13 Syntax	
	10/26	Syntax		
11	10/31	Semantics and Pragmatics	Ch. 7.5, 7.10-7.12, 7.3 Semantics	
	11/02	Semantics and Pragmatics		HW 4 Due
12	11/07	Semantics and Pragmatics	Ch. 7.3 Semantics; Ch. 8.4-8.6, 8.9 Pragmatics	Aniello is away
	11/09	Psycholinguistics	Readings on Canvas	
13	11/14	Psycholinguistics	Readings on Canvas	
	11/16	Review		
14	11/21	Midterm		
	11/23		Thanksgiving	
15	11/28	Acquisition and Learnability	Parrot reading on Canvas, Ch. 11.1-11.6 Child language acquisition	
	11/30	Acquisition and Learnability	Ch. 11.7-11.10 Child language acquisition	HW 5 Due
16	12/05	General Review + Q&A		
	12/07	Final (in-class)		
17	12/12	Reading Week		
	12/14			
18	12/12	Finals week	No final for this class	
	12/15			

Topics and deadlines are tentative and might be changed as the semester progresses. Reading assignments and HW assignments deadlines are tentative, **always** refer to the canvas assignment page/calendar for the actual due date.

General Policies

Contacting us

- Emails should be sent to aniello.desanto@utah.edu or mide.ogundare@utah.edu
- Please put LING 1200 as part of the subject of the email, and never leave the subject empty!
- Reply time < 24h in simple cases, possibly more if meddling with bureaucracy is involved.
- Do not expect quick replies to emails sent overnight and/or during the weekend.

Office Hours

Aniello

- Aniello's office hours will take place twice per week either in his office in LNCO, or in a dedicated Zoom room (link available on Canvas).
- You do not need to schedule an appointment for these, you can just show up (but an heads up is welcome if you anticipate a long discussion).
- Extra office hours are also always available by appointment.

Olamide

- Olamide's office hours will be by default **virtual**, on **zoom** (zoom link at the top of this page, or in the navigation bar).
- You do not need to schedule an appointment for these, you can just show up (but an heads up is welcome if you anticipate a long discussion).
- In person meetings are also always available by appointment.

A Note on Office hours

You might feel like you need to have a specific question (e.g., about a homework) in order to come to office hours. This is not true. **Office hours are a space for us to discuss any issue/concern you might be having with the class, and you are always welcome regardless of whether you have a precise question or not.** Thus, you also do not need an appointment to show up to office hours. However, if you anticipate a longer meeting, it might be helpful for you to email me in advance so that we can set apart enough time and avoid collisions with other students.

Laptop Policy

I do not enforce restrictions on how to use laptops. Note that cognitive scientists are still debating how/whether laptop use in the classroom is related to test scores:

Raviza, S. M., Urvilug, M. G., & Fenn, K. M. (2016). Logged in and zoned out: How laptop Internet use relates to classroom learning. *Links to an external site.*. Psychological Science, 28(2), 171–180.

Urry Heather L. et al (2020). Don't Ditch the Laptop Just Yet: A Direct Replication of Mueller and Oppenheimer's (2014) Study 1 Plus Mini-Meta-Analyses Across Similar Studies. *Links to an external site.*

Since we all have different needs, you can do as you please, as long as you are not disruptive to the class.

Needs/Protoneds

Class rosters are provided to the instructor with the student's legal name as well as *preferred first name* (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center: https://lgbt.utah.edu/campus/faculty_resources.php

Covid Policies

I hope we can all collaborate to create an environment that is safe for everyone in our class and broader communities. I welcome suggestions that can help maximize what you get out of this course while minimizing risks to you (and your families!) mental and physical health. For my part, I make these commitments to you, and encourage you to do the same:

Masks

- I will be masked in class and during in-person meetings. I strongly recommend that you wear a mask containing a melt-blown elastomeric membrane (KN95, KN95, KF94, etc).

Staying home and Testing

- I will not come to class sick (this should be true independently of COVID!) Please take care of yourselves!). I will work with you to arrange ways to attend the class virtually and catch up on missed materials.
- Look over this list of common COVID symptoms. If you are unsure, and stay home if you have any of these in a way that is uncommon for you.
- Testing weekly and follow the U's vaccine information in case of an exposure or a positive test.
- UoU offers free, asymptomatic testing, you can find information about that and vaccine availability here: <https://healthcare.utah.edu/coronavirus/reserve-test/links> to an external site.
- Note that students must self-report if they test positive for COVID-19 via this website: <https://coronavirus.utah.edu/links> to an external site.

Accommodations

Accommodations will be considered on an individual basis and may require documentation.

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access. The website for the Center for Disability and Access: <https://disability.utah.edu>

Extreme personal circumstances

Please contact your instructor as soon as possible if an extreme personal circumstance (hospitalization, death of a close relative, natural disaster, etc.) is interfering with your ability to complete your work.

Religious Practice

To request an accommodation for religious practices, contact your instructor at the beginning of the semester.

Active Duty Military

If you are student on active duty with the military and experience issues that prevent you from participating in the course because of deployment or service responsibilities, contact your instructor as soon as possible to discuss appropriate accommodations.

An additional note on diversity and accessibility

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, age, socioeconomic status, ethnicity, race, and culture.

I also aim to maximize accessibility for all my lecture materials. However, it is probable that I miss or underestimate some issues. Your suggestions are encouraged and appreciated. Please let me know ways that we can improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

University Policies

Drop/Withdraw Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Plagiarism and Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

"...Includes, but is not limited to, cheating, misrepresentation of one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's Code of Student Rights and Responsibilities.

Course Materials Copyright

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the Code of Student Rights and Responsibilities, Section III.A.5 regarding use and distribution of class Content and materials. <https://regulations.utah.edu/academics6-400.php> Section III.A.5. prohibits the following: Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact: Campus Police & Department of Public Safety, 801-585-COPS (801-585-2677), dps.utah.edu

Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact: wellness.utah.edu or womenscenter.utah.edu

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801- 585-2677(COPS).

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Changes to the Syllabus

This syllabus is not a contract. It is meant to serve as an outline and guide for your course. Please note that your instructor may modify it to accommodate the needs of your class.

You will be notified of any changes to the Syllabus.