



Instructor of record: Giuseppina Silvestri
g.silvestri@ucla.edu

Office hours: Wednesdays 3-5 (via Zoom)

Instructors of **recorded** lectures: Russell Schuh, Harold Torrence

CCLE course site: <https://ccle.ucla.edu/course/view/20F-LING1-1?section=0>

This syllabus is formed of **PART A** and **PART B**

-please read both parts-

-if unforeseen circumstances occur, some points of the syllabus might undergo changes-

THIS IS A HYBRID COURSE!

- **Lectures are all online**, available for streaming through the CCLE site.
- Homework assignments, the midterm exam, the final exam, and papers will all be submitted online.
- The instructor will hold a **live lecture** on Wednesdays 2-3 PM, which will also be **recorded** for students who cannot attend, due to considerable differences in time zones.
- Discussion sections are **live** via **videoconference** through Zoom.
- Active participation in discussion sections and live lectures constitutes **10%** of your course grade and will be monitored regularly.
- You should watch video lectures and view weekly assignments prior to your discussion sections.

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PART A

1. WHAT IS THIS COURSE ABOUT?

This course provides an introduction to the scientific study of human language.

It offers a detailed and critical overview of our greatest capacity as a species: articulating language. We will discover the amazing universe we live in which is made of linguistic sounds, nouns and verbs, compounds, morphemes, phrases, larger structures, and other strange and intriguing linguistic objects. Also, we will see how they vary according to different parameters, including space and time. We will focus on a number of central areas of investigation that will serve as the foundation of our understanding of language as a component of our mind: neurolinguistics, phonetics, syntax, and language acquisition. At the same time, we will observe and discuss the reality of language(s) in the outside world by considering languages influencing each other due to close contact as well as some of the most fascinating findings of sociolinguistics, and the biological evolution of language. We will also explore topics that come up frequently in the media like the relation between language and thought. We will devote time to assess the role of language in societal organization and development by looking at dialects as well as minority, lesser-known, non-standard, and heritage languages, including varieties of English and Spanish.

Through our 10-week journey, you will gain some detailed and objective understanding of your own language(s), a complex and beautiful cognitive system which you will be able to look at with different, new eyes.

Since LING 1 satisfies Arts & Humanities GE requirements (Philosophical and Linguistic Analysis) and Foundations of Scientific Inquiry GE requirements (Life Sciences), at the end of this journey you will be aware that human language shapes humanity. At the same time, you will be able to analyze linguistic data with the tools provided by linguistics, an intrinsically highly interdisciplinary field. In Section 7 of this Syllabus all the GE learning outcomes are illustrated in detail.

2. REQUIRED TEXT

The textbook for this class is *An Introduction to Language* by Fromkin, Rodman, and Hyams:



The **11th edition** of the textbook (pictured above left) is available for purchase at the UCLA Bookstore online. It is also available from online booksellers.

The **9th** and **10th editions** are also acceptable to use and are typically available at a lower price. Please note that if you use either of these older editions, the chapter orders and page numbers will not match the reading schedule below, which is based on the 11th edition. If you buy an earlier edition, you will be responsible for making sure that you have read the appropriate parts of those works.

Please note that UCLA Bookstore online lists the 11th Edition with a 6 month access to the *Mindtap*. The *Mindtap* access is **not** required for this course.

Additional readings, like *Case Studies* in the course outline below, will be posted to the CCLE throughout the quarter. The case studies will supplement the material in the textbook, lectures, and discussion sections. The case studies are **required** readings.

SUGGESTED TEXTS

If you want to read more about the topics we will discuss, the following books talk about language from a general and broad perspective. One of them is about syntax, i.e. one of the modules of human language.

They are **not** required, just suggested.

About language in general:

Pinker, Steven. 1995. *The language instinct*. New York: Harper Perennial.

Roberts, Ian. 2017. *The wonders of language. Or how to make noises and influence people*. Cambridge: Cambridge University Press.

About syntax:

Adger, David. 2019. *Language unlimited*. Oxford: Oxford University Press.

3. GRADING BASIS

Your course grade will be calculated as follows:

Participation 10% (5% + 5%)

Analysis Paper 1: 10%

Analysis Paper 2: 10%

Homework: 25%

Midterm Exam 20%

Final Exam: 23%

Experimental Credit: 2%

- The +/- grading system will be used in this course.
- No rounding nor curving will be applied to any grades.
- Extra credit: you will be assigned **1 point** to add to your finale grade when you take a practice quiz about *Respondus*. What is *Respondus*? Please read Section 6 of the Syllabus (Midterm and Final Exam) and go to the page 'Respondus Exam Proctoring' on the CCLE course website.

■ How can you earn the **Experimental Credit**?

You earn the Experimental Credit by participating in an experiment through the **Psychology Department Subject Pool**. Serving as a subject in an experiment provides you with direct exposure to linguistic and psychological research. By participating in experiments, you will have the opportunity to contribute to on-going research at UCLA while getting an inside glimpse of how research studies are conducted. One credit is given for every hour of experiment participation. If you complete two hours of experiments, you will receive 2% for the experimental credit. If you complete one hour of experiments, you will receive 1% for the experimental credit. If you do not participate in any experiments, you will receive 0% for the experimental credit. The posting and scheduling of experiments is handled via the Psychology Department Subject Pool system at <http://ucla.sona-systems.com/>. More information on how to use the system can be found at <http://www.psych.ucla.edu/undergraduate/subject-pool-experiment-participation>.

NOTE: Before signing up for experiments, you **MUST** select the course for which you want your experiment credits to count. All experiments for Fall 2020 must be completed by **December 10, 2020** (Thursday of 10th Week)."

4. **LIVE PARTICIPATION IN LECTURES AND IN DISCUSSION SECTIONS**

- Because 2 out of 3 weekly lectures are online and the course work is submitted online, it is important to have **live interactions** between you and the instructors.
- The instructor Giuseppina will hold a **live lecture** on Wednesdays 2-3 PM, which will also be **recorded** only for those who -due to considerable time-zone differences- cannot attend them. Check CCLE for the Zoom links to the lectures.
- You will have weekly regular meetings with your Teaching Assistant. Discussion sections with your TA are **live** via videoconference through Zoom. Check CCLE for the Zoom links to the sections.
- Live sections are streamed at 10 different times during the week (W, Th, AM and PM), giving you time to discuss the course material before homework assignments are due.
- Each session is 50-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 can submit your questions and comments in real time orally or via text chat.
- To encourage your participation in discussions, **10%** of your course grade will be based on live session participation.

TO EARN **PARTICIPATION**, YOU HAVE TO:

1. **attend 8 out of 10 live discussion sessions.**

Why is your attendance graded for 8 of the 10 sections? First, on Week 8 (i.e. Thanksgiving week) discussion sections will not happen. Additionally, you may miss one section without affecting your grade. This is to account for late enrollment, illness, and technical problems. You do not need to contact me or your Teaching Assistant about these circumstances. The participation to the discussion sections will count for **5%**.

2. **attend 8 out of 10 live lectures by the instructor.**

Why is your attendance graded for 8 of the 10 live lectures?

On Week 8 (i.e. Thanksgiving week) your attendance to the live lecture is completely optional and will not count for your participation points. Additionally, you may miss one section without affecting your grade.

Students who cannot attend most or any live lectures due to time-zone differences will have to watch the **video recordings** of the lectures which will be posted on CCLE. Only the students who cannot attend the live lectures will need to take a **small quiz** which will **not** be graded, but just considered for completion.

The participation to the live lectures will count for **5%**.

- In order to participate actively in the discussion, you should watch the lecture videos

before the live sessions.

- Please note that all backgrounds, attire, actions, etc. that are visible on your video are expected to be **appropriate**. If you do not want to have your surroundings visible, you can use Zoom's virtual background feature.
- Please note that you need to use your **full (enrolled) name** as your Zoom name to get credit.

5. HOMEWORK ASSIGNMENTS

You will receive a total of **6** homework assignments.

- The homework will be 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. However, it is your responsibility to try to solve the problems before coming to section.

ANALYSIS PAPERS

You will be asked to write two papers of 1,000-1,200 words (no less than 1,000 and no more than 1,200). You will submit the paper through *TurnItIn* on CCLE.

This writing task represents an opportunity for you to express your thoughts, line of reasoning, and critical mind about data coming from your own native language. The specific purpose of these papers is to stimulate you to reflect on some aspects of your own language by way of comparison. You will be asked to contrast your native language to another language that you are familiar with. In addition, you will have to think about different varieties of your native language. See the course website for the paper prompts that you will need to write these papers.

6. MIDTERM and FINAL EXAMS

The midterm exam will cover material in the **first half** of the course.

The final exam will be **cumulative** for the course.

The exams will consist of multiple-choice, single-answer questions and will be machine scored.

- You will have a 24-hour window to take the Midterm. The midterm will open on Sunday, November 8 at 6:00 PM PST. The midterm will close on Monday, November 9 at 6:00 PM PST.
- You will have a 48-hour window to take the Final. The final exam will open Tuesday, December 15 at 6:00 PM PST. The final will close on Thursday, December 17 at 6:00 PM PST.

The exams will be administered online through **Respondus**, a third-party service that allows students to take their exam away from campus using a computer with Internet connection and a webcam.

- You will have 1.5 hours from the time of logging in to complete the Midterm exam. Log-in can take place any time within a 24-hour window to accommodate different time zones. The midterm exam will be available through Respondus beginning November 8 at 6:00 PM PDT and must be completed by November 9 at 6:00 PM PST.
- You will have 3 hours from the time of logging in to complete the Final exam. Login can take place any time within a 48-hour window to accommodate different time zones. The final exam will be available through Respondus beginning December 15 at 6:00 PM PST and must be completed by December 17 at 6:00 PM PST.

Please note that **there will be no make-up final for any circumstances**. Anyone who misses the final exam but has otherwise completed the course work will be given an **Incomplete**.

COURSE OUTLINE

WEEK 1

Introduction

Recorded Lecture 1 - Introduction - Part 1

Recorded Lecture 2 - Introduction - Part 1

Live Lecture 1, Wednesday, October 7 - *Welcome. Highlights from the Syllabus. Why study language?*

Textbook reading: *An Introduction to Language*, pp. 1-16

Assignments: Homework 1 posted to CCLE website on October 10
(due on October 18)

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

DISCUSSION SECTIONS WILL MEET IN WEEK ONE!

WEEK 2

Language and Dialect

Recorded Lecture 1 - Language and Dialect - Part 1

Recorded Lecture 2 - Language and Dialect - Part 2

Recorded Lecture 3 - Language and Dialect - Part 3

Live Lecture 2, Wednesday, October 14 - *Parameters of language variation*

Textbook reading: *An Introduction to Language*, pp. 269-290

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

Assignments: Homework 1 due on October 18
Homework 2 posted to CCLE on October 18
(Homework 2 due on October 25)

WEEK 3

The language in the brain

Recorded Lecture 1 - The brain and language - Part 1

Recorded Lecture 2 - The brain and language - Part 2

Live Lecture 3, Wednesday, October 21 - *Case studies in neurolinguistics*

Textbook reading: *An Introduction to Language*, pp. 446-467

Case-study reading: *Bilingual Aphasia*

Assignments: Homework 2 due on October 25
Homework 3 posted to CCLE on October 25
(Homework 3 due on November 1)

Screening: Communication Between Cerebral Hemispheres

Optional Screening: The Mind: Language

WEEK 4

Phonetics

Recorded Lecture 1 - Phonetics - Part 1

Recorded Lecture 2 - Phonetics - Part 2

Recorded Lecture 3 - Phonetics - Part 3

Live Lecture 4, Wednesday, October 28 - *The strange case of Martha's Vineyard*

Textbook reading: *An Introduction to Language*, pp. 183-202; 208; 217-220.

Case-study reading: *Pure Word Deafness*

Assignments: Homework 3 due on November 1
Homework 4 posted to CCLE on November 1
(Homework 4 due on November 8)

WEEK 5

Morphology

Recorded Lecture 1 - Morphology - Part 1
Recorded Lecture 2 - Morphology - Part 2
Live Lecture 5, Wednesday, November 4 - *Reduplication in Romance languages*

Textbook reading: *An Introduction to Language*, pp. 33-74

Assignments: Homework 4 due on November 8

Midterm Exam

(covering Weeks 1-5)

Opens: November 8, 6:00 PM PST

Closes: November 9, 6:00 PM PST

WEEK 6

Syntax

Recorded Lecture 1 - Syntax - Part 1
Recorded Lecture 2 - Syntax - Part 2
Recorded Lecture 3 - Syntax - Part 3
Live Lecture 6, Wednesday, November 11 - *Syntactic notes on varieties of Spanish*

Textbook reading: *An Introduction to Language*, pp. 75-96; 109-122.

Assignments: Homework 5 posted to CCLE on November 8
Not due until **Tuesday November 17 at 6:00 PM PST!**

WEEK 7

First Language Acquisition

Recorded Lecture 1 - First Language Acquisition - Part 1
Recorded Lecture 2 - First Language Acquisition - Part 2
Live Lecture 7, Wednesday, November 18 - *L2 acquisition and code-switching*

Textbook reading: *An Introduction to Language*, pp. 383-413

Case-study reading: *Acquiring a second language*

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

Assignments: - **Analysis paper** due on Sunday November 15, at 11:59 PM PST
- Homework 5 due on Tuesday November 17, at 6:00 PM PST

WEEK 8

Language Contact

Thanksgiving week

Recorded Lecture 1 - Pidgins and Creoles

Recorded Lecture 2 - Language Endangerment

Live Lecture 8, Wednesday, November 25 - *A two millennia-standing language contact in southern Italy*

The attendance to this lecture is completely optional and it will not count for attendance points.

There are no discussion sections this week.

Textbook reading: *An Introduction to Language*, pp. 291-301; 355-357.

Case-study reading: *Language contact in Los Angeles*

Screening: *The Linguist*

Assignments: Homework 6 posted to CCLE on November 29

WEEK 9

Language Change over Time

Recorded Lecture 1 - Language Change over Time - Part 1

Recorded Lecture 2 - Language Change over Time - Part 2

Live Lecture 9, Wednesday, December 2 - *From the past to the present time: the future in Spanish*

Textbook reading: *An Introduction to Language*, pp. 338-361.

Assignments: Homework 6 due on December 6

WEEK 10

The Origin of Language

Recorded Lecture 1 - The Origin of Language 1 - Part 1

Recorded Lecture 2 - The Origin of Language 2 - Part 2

Live Lecture 10, Wednesday, December 9 - *Darwin's last dream*

Textbook reading: *An Introduction to Language*, pp. 361-384.

Assignments: **Analysis Paper 2** is due on Friday December 11, at 23:59 PM

Final Exam (cumulative)

Opens: Tuesday December 15, at 6:00 PM PST

Closes: Thursday December 17, at 6:00 PM PST

7. General Education Learning Outcomes

LING 1 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 (micro-)variation.
 - b. Students will develop an understanding of the complexities of human communication.
 - c. Students will become familiar with various approaches to the analysis of human communication.
 - d. Students will appreciate the creative harnessing of grammatical abilities in several registers and styles.
2. Students will engage in complex and principled analysis and reasoning.
 - a. Students will learn how to reason about language by testing hypotheses against empirical evidence.
 - b. Students will appreciate ambiguities in natural language and understand how they arise from grammatical properties and structural patterns of human language.
 - c. Students will evaluate the validity of linguistic arguments by discussing them during the live sections and lectures.
 - d. Students will learn to analyze aspects of the phonetics and phonology (linguistic sounds and sound patterns), morphology (word formation), and syntax (sentence structuring) of different languages and non-standard varieties of English and Spanish.
 - e. Students will critically evaluate claims about language found in the popular press and media; by doing so they will debunk false myths.
3. Students will communicate effectively.
 - a. Students will learn to make valid arguments in written form, based on the linguistic evidence discussed in class.
 - b. Students will distinguish between valid and invalid claims about language and express the argumentation with clarity and precision.
 - 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, by

- testing different hypotheses.
 - b. Students will acquire hands-on experimental knowledge, by participating in linguistic evaluation of their own native language. They will act as subjects of study and will submitting written reports on these studies.
 - c. Students will assess, describe, 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 the scientific method and objective knowledge to societal development and everyday life.
 - b. Students will recognize the importance of contributing to the sciences (e.g., engaging in research or scientific discourse with peers).
 - c. Non-science students will be able to discuss scientific question in an informed and principled way.
 - d. Students will have direct exposure to linguistic and psychological research by taking part take part in an experiment through the Psychology Department Subject Pool.
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 a number scientific disciplines.
 - b. Students will discover how Linguistics is intrinsically interdisciplinary.
 - c. Students will explore the necessary 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 opinions and facts, i.e. recognize evidence supported generalizations and conclusions.
 - b. Students will distinguish between a hunch and a scientifically-built argument.
 - c. Students will draw conclusions or make judgements about experimental results informed by critical mind.
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 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.
- b. Students will appreciate linguistic patterns, parameters, and principles within their wider scientific relevance.

c. Students will appreciate the tools of linguistic inquiry as tools applicable to the analysis of complex data sets and wealthy variation found in other human and natural phenomena.

a. Students, at the end of the course, will appreciate how the study of language greatly contributes to approach the ultimate unanswered questions about human beings.

PART B

Course policies and university resources

8. 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.

Undergraduate Writing Center

The Undergraduate Writing Center offers UCLA undergraduates free, one-on-one feedback and support on their writing. The UWC is staffed by Peer Learning Facilitators (PLFs), fellow students who understand the challenges of writing at UCLA. PLFs are trained to help at any stage in the writing process, with writing assignments from any class, as well as research projects and application materials. They tailor meetings to the concerns of each writer.

To book an appointment or learn more: uwc.ucla.edu

Phone: 310-206-1320 / Email: wcenter@g.ucla.edu

9. 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. The University tells faculty: "If you find the student with items or materials not allowed to possess during an exam, you can take this item from the student, even if it is a cell phone (the cell phone must be returned at the end of the exam). You can mark what the student has completed so that you know which part of the exam may have been affected by the unauthorized material."

If you are not sure about what constitutes plagiarism or academic dishonesty, read the [Student Guide for Academic Integrity](#) or the official [Student Code of Conduct](#) or simply talk to your TA.

FAQs on Student Collaboration and Academic Dishonesty

- *Can I collaborate on my quizzes with other students and show them my answers to quiz*

or essay questions?

No: this constitutes academic dishonesty.

You may discuss course materials with other students, but you should not share your answers to quiz or essay questions, or solicit answers from other students (your grade should be yours alone!).

- Can I submit a quiz 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, it is not wise to 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. However, 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 for grading assignments that were the clear results of collaboration.

- Can I ask my TA to give me the correct answers to essays/quizzes before the assignments are due?

No. 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

Since this is a large class, in order to get a prompt response while the course is in session, email your TA first (your TA oversees about 100 students, your instructor oversees 500+).

Emails are for brief communications (150 words max) and for making individual appointments.

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. If you have any questions about your assignments and grading, try to follow this chain: first check this syllabus; if you cannot find the answer you are looking for, then look up on the website; finally, if not even the website helps you, email your TA.