

Syllabus for:  
**UCHUMLIN1: Introduction to Linguistics: Language and Mind**  
University College Utrecht  
Spring 2024

## 1 Course information

<b>Instructor</b>	Dr. Natasha Korotkova
<b>Contact</b>	<a href="mailto:n.korotkova@uu.nl">n.korotkova@uu.nl</a>
<b>Office hours</b>	by appointment
<b>Language</b>	English
<b>Class meets</b>	room V-C, timeslot A2 (Monday 11:00–12:45, Wednesday 09:00–10:45)
<b>Web</b>	All and everything on Blackboard

I prefer to be addressed on a first name basis (Natasha), but if you're more comfortable with the last name, then go for it. My pronouns are she/her. If you want to use a formal title, use "Dr." and not "Ms." (but never, never address a woman using the outdated "Mrs.", a form designed to signal a woman's marital status).

## 2 Course description

This course provides an overview of the field of linguistics, the study of the range of phenomena associated with language. It surveys various aspects of language structure and debunks some popular myths. As a class, we examine how linguists analyze and describe language; what we know when we know a language; how we use language; how language relates to culture and society; and what language reveals about our species and human cognition.

The course has two kinds of class sessions: content sessions, which include lecture and discussion of essential concepts, and lab sessions, where students work with the concepts, applying them in new situations. Prepare for content sessions by reading and viewing assigned material before class, so that you can participate in discussion of the material in class; review the material again with your notes after class. For lab sessions, prepare by reading the assignment and completing any required preparatory work.

## 3 Readings

- **Main textbook:** William O'Grady, John Archibald and Francis Katamba. 2011. *Contemporary Linguistics, An Introduction*. 2nd edition. London: Longman.
- There will be other readings—all posted on Blackboard in due course.

## 4 Policies

- We have 26 sessions total. If you miss more than 5 of them (except under special circumstances), you won't be able to get a passing grade. Furthermore, for a practical class like this participation is key, as I'm sure you understand.
- Do communicate with me and your tutor if things come up, especially it is an emergency of any kind. We want you to succeed in this class (and your other classes!).
- Be aware of UCU's academic regulations and do follow them. This especially concerns academic integrity and plagiarism—all suspected violations will be reported and handled accordingly.
- No laptops during content sessions; you can take notes on tablets if that suits you better but only handwritten notes (or print outs) will be allowed during the tests.

## 5 Assessment: general

In addition to participation, there will be two main forms of assessment in this class: in-class tests and assignment portfolio.

**Tests** are scheduled before the spring break and at the end of the semester. They reflect course content and for each test you will also be given a non-graded practice test so that you can familiarize yourself with the types of tasks you will see on the test. Your notes, but not laptops/phones/tablets will be allowed during the test (unless you need a special accommodation), so do practice handwriting. Make up tests will NOT be scheduled after the fact. Contact instructor in advance if extenuating circumstances prevent you from attending class on a scheduled test day.

**Assignments** for each unit of the course will be available on Blackboard. Completing these assignments will help you practice with the crucial concepts for each unit and prepare adequately for upcoming tests. Completion of assignments is facilitated during in-class guided sessions, typically scheduled for Fridays. Each student also keeps track of assignments in their own personal assignment log, to include in the final portfolio (template posted in Blackboard).

For each unit, you are expected to:

- Access the assignment preparation and assignment in advance of the in-class guided tutorial to prepare properly. Many assignments require some preparation or data collection before the in-class guided practice session.
- Complete each assignment in a pair (=with one partner). Note that everyone is required to submit assignments that they completed with at least three different partners over the course of

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### Final grade breakdown (F: below 57%)

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A+	93%–100%	C+	73%–76.9%
A	90%–92.9%	C	70%–72.99%
A–	87%–89.9%	C–	67%–69.9%
B+	83%–86.9%	D+	63%–66.9%
B	80%–82.9%	D	60%–62.99%
B–	77%–79.9%	D–	57%–59.9%

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### Final grade composition

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Participation	10%
Assignments / portfolio	40%
Mid-term in-class test	25%
Final in-class test	25%

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the semester. If special circumstances mean that you have to work alone or in group of three, please inform me before the in-class guided practice session for the relevant unit assignment.

- Submit completed assignments via Blackboard by 1 pm before the next content session (typically Wednesday). The names of both partners must be included in the submitted document to get credit for the submission. Because of the organization and pace of the course, late assignments will not be accepted: work for one unit must be completed before the next unit begins.
- Complete an entry in your personal assignment log.

A portfolio of selected (by you!) assignments is due at the end of the semester. Specific guidelines will be posted in Blackboard. A complete portfolio includes:

- Complete assignment log for the semester;
- Copies of four assignments done during the semester (with at least one done before midterm, and at least one done after midterm), corrected / improved as desired; and
- A brief written rationale for the selection of the four assignments, explaining the choices and ideally making connections between the assignments included.

Unit assignments are not individually graded, but you will receive basic feedback on assignments submitted during the semester, with an indication of quality of the work and what you might need to pay additional attention to in future assignments, and in considering which assignments to improve to include in your final portfolio. You are invited to bring specific questions about the feedback and how to improve your work to me.

Final grading of the unit assignments and portfolio is based in part on the overall record of work on assignments done over the course of the semester, and in part on the final portfolio submitted at the end. Evaluation criteria appear in the table on the next page.

Note: all writing assignments must be submitted to Blackboard as .pdf files. This is important; comments get botched otherwise.
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## 6 Assessment of assignments

ASSIGNMENT SUBMISSION AND OVERALL RECORD OF WORK			
	Strong performance	Good & Satisfactory	Needs improvement
<b>Frequency</b>	Submits all assignments by the deadline	Misses submitting no more than one assignment by the deadline	Fails to submit two or more assignments by the deadline
<b>Thoroughness</b>	Virtually all assignments submitted are carefully done according to instructions and entirely complete	Assignments submitted are in general carefully done according to instructions, but may occasionally show lack of attention to detail or comprise omissions	While some assignments may be done according to instructions, others frequently show lack of attention to detail or comprise meaningful omissions
<b>Quality</b>	Assignments demonstrate an accurate and thorough understanding of crucial concepts virtually all the time	Assignments demonstrate good understanding of concepts most of the time, with occasional inaccuracies or gaps	Assignments may demonstrate understanding of some concepts, but often betray faulty or incomplete understanding of concepts
COMPLETE PORTFOLIO			
	Strong performance	Good & Satisfactory	Needs improvement
<b>Completeness</b>	Portfolio is entirely complete, presenting all components in a manner that shows consideration for the reader	Portfolio contains all required components, but may not be present them with effective consideration for the reader	Portfolio is missing one or more required components, or otherwise displays a lack of consideration for the reader
<b>Log</b>	Log is completed accurately according to guidelines, and shows attention to detail in presentation	Log is completed accurately according to guidelines, but shows some lapses in clarity of presentation	Log is incomplete or otherwise does not follow guidelines, or contains inaccuracies, or shows serious lapses in clarity of presentation
<b>Quality</b>	Assignments selected show an accurate and thorough understanding of crucial concepts	Assignments selected show accurate understanding of concepts, although some gaps in understanding are evident	Assignments selected often betray faulty or incomplete understanding of concepts
<b>Rationale</b>	Rationale is coherent and well-written, and demonstrates thoughtful reflection on content and quality of selected assignments and relationship between them	Rationale is coherent and discusses content and quality of selected assignments and relationship between them, but reflection on selection of assignments may be superficial	Rationale lacks coherence, or does not reflect on content or quality of selected assignments, or on relationship between them, or is otherwise poorly written

## 7 Assessment of participation

	Strong performance	Good & Satisfactory	Needs improvement
<b>Attendance</b>	Attends virtually all class meetings: misses no more than one content tutorial and gives advance notice of absence	Attends class meetings. Misses no more than three class meetings and gives advance notice or acknowledgement of absence	Misses more than three class meetings or fails to give notice for absences or otherwise acknowledge them; note that missing 25% of classes entails failure for a UCU course
<b>Preparation</b>	Consistently comes to class having completed preparation and taken notes on the material; can demonstrate this with questions and contributions to discussion	Consistently comes to class having done assigned reading, but perhaps without having taken notes on the material or without being able to demonstrate preparation	Regularly comes to class without having prepared the material in advance
<b>Listening</b>	Attentively and respectfully listens to peers, course instructors and any guests	Generally listens to peers, course instructors and any guests in a respectful fashion, but may occasionally be distracted or display a lack of interest or attentiveness	Regularly shows a lack of interest or a lack of respect for the contributions of others to course activities
<b>Frequency</b>	Actively participates in an engaged fashion, at appropriate times on a consistent and regular basis	Participates appropriately but may be less consistently active in discussion / activities	Seldom participates or participates inappropriately, and is generally not engaged in discussion / activities
<b>Impact</b>	Comments are relevant, and reflect understanding of texts, the remarks of peers, guests and instructors, and insights drawn from material treated in previous sessions; contributions frequently move the discussion forward	Comments are usually relevant, but may reflect a lack of understanding or attention to texts, the remarks of others, or insights drawn from material treated in previous sessions; contributions occasionally advance discussion	Comments are often not relevant, or may reflect a lack of understanding or attention to texts, the remarks of others, or material treated in previous sessions; contributions do not advance discussion or are actively harmful to it
<b>Team activities</b>	Takes initiative and shares responsibilities, meets obligations and cooperates with peers as appropriate	Accepts responsibilities, meets obligations and cooperates with peers	Sometimes fails to accept responsibilities, meet obligations or otherwise cooperate with peers

## 8 Schedule (subject to changes as the semester progresses, always check Blackboard before class)

Week 1		
Jan 29	Introduction: What is linguistics	Text: Ch. 1
Jan 31	Human language, animal communication	Text: Ch. 16 Assignment 1 prep
Week 2		
Feb 5	<u>Lab 1</u>	
Feb 7	Sounds of language: phonetics	Text: Ch.2 Assignment 2 prep Assignment 1 due
Week 3		
Feb 12	<u>Lab 2</u>	
Feb 14	Patterns of sound: phonology	Text: Ch.3 (Sections 1–4) Assignment 3 prep Assignment 2 due
Week 4		
Feb 19	<u>Lab 3</u>	
Feb 21	Word structure: morphology	Text: Ch.4 Assignment 4 prep Assignment 3 due
Week 5		
Feb 26	<u>Lab 4</u>	
Feb 28	NO CLASS (Natasha at a conference)	Assignment 4 due on Feb 29
Week 6		
Mar 4	Review	Take-home exam posted on Mar 3
Mar 6	NO CLASS	Work on the exam

Week 7		
Mar 11	NO CLASS	Exam due on Mar 11 at midnight
Mar 13	Syntax: constituents and constituency tests	Text: Ch.5; Barrie, Ch.3.2 Assignment 5 prep
Week 8		
Mar 18	Syntax: phrase structure	
Mar 20	<u>Lab 5</u>	Assignment 5 due on Mar 21
March 25–29: NO CLASSES, spring break		
Week 9		
Apr 1: NO CLASSES, Easter Monday		
Apr 3	Guest lecture: Dr. Meaghan Fowlie (UU) Formal grammar & language models	
Week 10		
Apr 8	Semantics: meaning & interpretation	Assignment 6 prep
Apr 10	Pragmatics: meaning in context	
Week 11		
Apr 15	<u>Lab 6</u>	
Apr 17	Sociolinguistics	Text: Ch.14 Assignment 7 prep Assignment 6 due
Week 12		
Apr 22	<u>Lab 7</u>	
Apr 24	Language acquisition	Text: Ch.10 Assignment 8 prep Assignment 7 due

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Week 13

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Apr 29      Lab 8

May 1      Language and cognition

Text: Ch.12–13

Practice test posted

Assignment 8 due

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Week 14: Final test

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May 6      Review &amp; practice test

May 8      Final test

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Week 15: Work on portfolio

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May 15      NO CLASS

May 17      NO CLASS

Portfolio due on May 17 at midnight

END OF THE SEMESTER