Introduction
to the Study of Language

LING 1  (Summer 2017)

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CCLE course site: https://ccle.ucla.edu/course/view/171A-LING1-1

THIS IS AN ONLINE COURSE

• Lectures are all online, to be streamed from the CCLE site as given above. Quizzes, essays, the course paper, and final exam will all be submitted online through the CCLE course site.

• Discussion sessions are live via videoconference. You will have a weekly regular meeting with your Teaching Assistant via videoconference webinar. Active participation in discussion sections constitutes 10% of your course grade, and will be checked weekly. You should have watched the video lectures and viewed your weekly assignments prior to your discussion sections.

GO THE CCLE COURSE SITE FOR:

• Information on Instructor Bozzone, Professor Schuh, and the TAs, including office hours.
• Lecture videos recorded by Professor Schuh, and video screenings in addition to the lectures.
• Weekly Quizzes.
• Weekly Essays submitted to TurnItIn via link on CCLE site.
• Course paper submitted to TurnItIn via link on CCLE site.
• Information about the course paper and sample papers to use as models.
• Gradebook: All grades will be posted on the CCLE gradebook and not on the MyUCLA Gradebook.
• Final Exam information and access.
WHAT IS THE TOPIC OF THIS COURSE?

The most complex ability and set of facts that any human being ever acquires is the (implicit) knowledge of a native language. **This course examines what the nature of language is, how the science of linguistics analyzes language data, and how language is integrated within human psychology and biology.**

Everyone speaks a language and everyone is interested in language at some level. We all notice different accents, we all are aware of “grammatical mistakes” that we and others make, and we all make and understand jokes and play games that use language in clever ways. Language is a continual object of interest in newspapers, magazines, radio, and television.

This course will use such materials as a source of data for analysis and, in some cases, as a way to draw attention to myths about language which many, if not most people believe.

REQUIRED TEXTS

1. **Steven Pinker, The Language Instinct, Harper Perennial, 1994, 2000, 2007.** [Content is identical in all editions, but pagination in the 1994 version differs from the others. Others have identical pagination, though the covers look different. Page numbers that are given in this course reader refer to the 2000 and 2007 editions.]

2. **R.G. Schuh, “Linguistics 1 lecture notes, Summer 2017.”** The course reader will be available as a free PDF download from the course website. For students who prefer a paper copy, they are available for purchase at the Ackerman bookstore.

**Recommended text (not required):**

GRADING

Your course grade will be calculated as follows:

- Live Session Participation (attendance of 5 out of 6 weekly sessions) 10%
- Six Web Quizzes, weeks 1-6 (lowest 2 dropped) 20%
- Five Essays, weeks 1-5 (lowest 2 dropped) 20%
- 4-6-page Paper (submitted by the end of 6th week) 20%
- Final Exam 30%

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 4 different times during the week (W, Th, F), giving you time to discuss the course material before quizzes are due and essays are due (on Sunday).
- Each session is 90-minute long and is taught by a different TA. You can log 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, 10% of your course grade will be based on live session participation. To earn participation, you have to attend at least 15 minutes of a live discussion session every week. There are 6 discussion sections during the quarter, with 5 counted toward your grade (every week, you can log in into as many sessions as you like, but you won’t receive additional points for additional logins).
- 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.

WEB QUIZZES

For each week, Weeks 1-6, you will complete an online quiz. You will take the quizzes on the CCLE course website.

- Quizzes 1 and 6 will consist of 7 questions each. Quizzes 2-5 will consist of 14 questions each. The questions will be either multiple choice questions with a single correct answer OR matching questions.
The quiz will become available on the CCLE course site a week before it is due, so you can study the questions in advance. You enter and re-enter the quiz as many times as you want before you submit it.

You must complete and submit the quiz by by 11:59 PM on the Sunday following your scheduled discussion section. If you do not submit the quiz within that window, you will not get credit and there is no way to make it up!

Feedback on the quizzes will become available on CCLE after the quiz closes.

The lowest two scores out of the six quizzes will be dropped. These drops are 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, so that you do not need to contact us separately about any of these eventualities.

ESSAY ASSIGNMENTS

You will receive a total of 5 essay assignments.

Each essay assignment will consist of two questions which you will answer in essay format, maximum 200 words for each question.

The essay prompts will be Word documents that you will download from the CCLE site.

You will submit your essays through TurnItIn on the CCLE site by 11:59 PM on the Sunday following your scheduled discussion section. You will not be able to submit an essay after the closing time and will not get credit for essays not submitted on time.

The lowest two scores out of the five assignments will be dropped. These drops are 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, so that you do not need to contact us separately about any of these eventualities.

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 below and the course website for a description of the paper. The purpose of the paper is to stimulate you to reflect on your own language instinct.

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1 Pedagogical research has shown that students actually learn better by being tested on material that they have been presented than by simply studying that material. In that spirit, seeing the questions in advance will give you the opportunity to work out the answers, then be tested on your understanding.
FINAL EXAM

The final will be cumulative for the entire course. The exam will consist of 60 multiple-choice, single-answer questions and will be machine scored.

- The exam will be given the last day of class. The exam can be taken one of two ways: 1) through Proctor U, a third-party service that allows students to take their exam away from campus using a computer with Internet connection and a webcam, or 2) on campus, proctored traditionally in a classroom.
- The on-campus exam will be administered on campus on August 4, during a three-hour time block and in a room to be announced. Students who take the exam through Proctor U 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. The exam will be available through Proctor U beginning Thursday, August 3 at 6:00 PM PDT and must be completed by Friday, August 4 at 11:59 PM PDT. There will be a charge of approximately $33 payable directly to Proctor U prior to the start of the test. See the Final Exam link on the CCLE course site for further details.
- There will be a questionnaire on the CCLE site from which you can sign up for your preferred time.
- **There will be no make-up final under any circumstances.** Anyone who misses the final but has otherwise completed the course work will be given an Incomplete.
COURSE OUTLINE

(ALL DATES ARE 2017, **ALL TIMES ARE PDT**)

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**Week One** (June 26-30)

Lesson 1: **Introduction**

Videos:
- Lecture: Introduction, Part 1
- Lecture: Introduction, Part 2
- Screening: *Discovering the Human Language: Colorless Green Ideas*  
  (The Human Language Series #1)

Reading:
- *The Language Instinct*, Chapters 1-3 (except pp. 64-69)
- Course Reader, pp. 1-15

**Assignments**

Quiz: 7 questions. Closes Sunday, July 2 @ 11:59 PM
Essay: Deadline for submission, Sunday, July 2 @ 11:59 PM

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**DISCUSSION SESSIONS WILL MEET IN WEEK ONE!**

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**Week Two** (July 3-7)

Lesson 2: **Syntax**

Videos:
- Lecture: Syntax, Part 1
- Lecture: Syntax, Part 2

Reading:
- *The Language Instinct*, Chapter 4
- Course Reader, pp. 17-28

Lesson 3: **Morphology**

Videos:
- Lecture: Morphology, Part 1
- Lecture: Morphology, Part 2

Reading:
- *The Language Instinct*, Chapter 5
- Course Reader, pp. 33-42

**Assignments (covering lessons 2 and 3)**

Quiz: 14 questions (7 on Syntax, 7 on Morphology). Closes Sunday July 9 @ 11:59 PM
Essay: Deadline for submission, Sunday July 9 @ 11:59 PM
Week Three (July 10-14)

Lesson 4: **Phonetics**
Videos: Lecture: Phonetics, Part 1
Lecture: Phonetics, Part 2
Reading: *The Language Instinct*, Chapter 6 Course Reader, pp. 47-56

Lesson 5: **Change**
Videos: Screening: *In Search of the First Language* (Nova)
Lecture: Change, Part 1
Lecture: Change, Part 2
Reading: *The Language Instinct*, Chapter 8 (skim pp. 232-241)
Course Reader, pp. 61-76

Assignments (covering lessons 3 and 4)
Quiz: 14 questions (7 on Phonetics, 7 on Change). Closes Sunday July 16 @ 11:59 PM
Essay: Deadline for submission, Sunday July 16 @ 11:59 PM

Week Four (July 17-21)

Lesson 6: **Language Acquisition**
Videos: Screening: *Acquiring the Human Language: Playing the Language Game* (The Human Language Series #2)
Lecture: Language Acquisition, Part 1
Lecture: Language Acquisition, Part 2
Reading: *The Language Instinct*, Chapter 9
Course Reader, pp. 79-93

Lesson 7: **Language and the Brain**
Videos: Lecture: Language and the Brain, Part 1
Lecture: Language and the Brain, Part 2
Lecture: Language and the Brain, Part 3
Optional Screening: *The Mind: Language* (outlined in Course Reader, pp. 99-104)
Reading: *The Language Instinct*, Chapters 9-10 (skip pp. 324-333)
Course Reader, pp. 103-115
Assignments (covering lessons 4 and 5)

Quiz: 14 questions (7 on Language Acquisition, 7 on Language and the Brain). Closes Sunday July 23 @ 11:59 PM

Essay: Deadline for submission, Sunday July 23 @ 11:59 PM

Week Five (July 24-28)

Lesson 8: Animal Communication and Comparison with Human Communication

Videos: Screening: “The First Signs of Washoe”
(outlined in Course Reader, pp. 123-128)
Lecture: Animal Communication, Part 1
Lecture: Animal Communication, Part 2

Reading: The Language Instinct, Chapter 11 (pp. 340-351)
Course Reader, pp. 121-131

Lesson 9: The Origin of Language

Videos: Lecture: The Origin of Language, Part 1
Lecture: The Origin of Language, Part 2

Reading: The Language Instinct, Chapter 11 (pp. 351-381)
Course Reader, pp. 137-145

Assignments (covering lessons 8 and 9)

Quiz: 14 questions (7 on Animal Communication, 7 on the Origin of Language). Closes Sunday July 30 @ 11:59 PM

Essay: Deadline for submission, Sunday July 30 @ 11:59 PM

Week Six (July 31-August 4)

Lesson 10: Prescriptive Grammar

Videos: Lecture: Prescriptive Grammar

Reading: The Language Instinct, Chapter 12
Course Reader, pp. 151-156

Lesson 11: Obscenity

Videos: Lecture: Obscenity
Screening: George Carlin, “Seven Words You Can Never Say on Television”

Reading: The Language Instinct, Chapter 12
Assignments (covering lessons 10 and 11)

Quiz: 7 questions (4 on Prescriptive Grammar, 3 on Obscenity); closes Thursday August 3 @ 11:59 PM (note this is earlier than usual!)

Essay: No essay this week!

Paper: Submit through TurnItIn on the CCLE site by Friday, August 4 @ 11:59 PM PDT

Final Exam: Covers all course content. Refer to the Final Exam section and course website for details on the online and on-campus offerings of the final.

COURSE POLICIES

Disability

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

FAQ 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.
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 on my essays?** 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 for grading 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 essays/ quizzes 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?”. Again, you should get graded for YOUR work, not somebody else’s.

**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 60 students, your lecturer oversees 250+).
- **Emails are for brief communications (150 words max)** and for making appointments for video conferencing. If you do send a short message, expect an answer within 24 hours during the work week.
- 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/instructor.

**No Grade Bargaining**

- We are happy to provide additional clarification and feedback for your various assignments so that you may understand the materials better. **We will not, however, entertain any requests for grade changes or grade bargaining.** Grade bargaining (when one student attempts to individually negotiate their grade with their/TA instructor) is unfair to the rest of the students, disrespectful of your instructors, and takes time away from your learning goals.
- In the rare event that a clear clerical error has been made in adding up your points in an assignment, we will be happy to recalculate your grade. **We will not reconsider or re-evaluate**
grades that have already been assigned, or assign a different amount of points to an answer on a student-by-student basis (this would qualify as special treatment and would be unfair to the other students).
Course paper information

THEME

The purpose of the paper is to get you to reflect on the “language instinct” by comparing your abilities in two languages. **One of the languages will be your native language.** The other language will be a language with which you have some personal experience. If your ability is weak in the second language, so much the better! It will make for a good comparison. The second language could be any of the following:

- English, if you speak a language other than English as your first language.
- A language that you have studied in school, even if only two years in high school.
- A language in which you have some ability because of exposure to it through relatives who speak it, having lived where it was spoken, or any other circumstance.
- If none of these scenarios seems to fit your situation, take a look at the “Some more hints” link in the “Paper outline” on the course web site.

There are two sample papers and other paper helps on the CCLE course website

“RESEARCH”

This is not a research paper. Your only sources of information should be your knowledge of the two languages you choose and the information you get in Linguistics 1 from lectures and Pinker’s *Language Instinct*. If you choose a language which you studied in school, you may want to consult your textbooks, but you do not need to do any library research.

LENGTH AND FORM

The paper should be 4-6 pages, double-spaced in 12 point type. You will not need a bibliography other than listing a language text you may have consulted, as mentioned just above. **Submit your paper through the Turnitin link on the CCLE course site.**

DUE DATE

Papers are due no later than **the end of 6th week**.
OUTLINE OF PAPER

1. **Introduction:** Describe your linguistic background as it relates to the paper. This should include information on the context of where you learned each language—at home, in school (including where you studied and the amount of time), living where the language is spoken, etc. If you learned one of the languages in school, say a little about how it was taught—little or much speaking of the language in class, little or much English used during class, little or much emphasis on good pronunciation, little or much emphasis on memorizing grammar rules, etc.

2. **Comparison of sounds:** Select one point of comparison between sounds found in the two languages. Examples of such comparison might be
   - the pronunciation of Spanish vowels, which are “pure” vowels, and English vowels, which tend to be “diphthongized” (compare the pronunciation of the vowel in Spanish *de* ‘from’ with the pronunciation of the vowel in English *day*).
   - the presence of *front rounded vowels* in French, German, or Chinese and their absence in English
   - the presence of *palatal fricatives* in English (the sounds symbolized by the underlined letters in *ash* and *azure*) and their absence in Spanish
   - the presence of *velar fricatives* (“guttural sounds”) in German or Hebrew and their absence in English

   The sound description need not be technical, but try to use terminology and concepts introduced during the lectures on Phonetics. You should:
   1. write the sounds using **phonetic** symbols as discussed in Week 4,
   2. provide an articulatory description of the sounds,
   3. and give sample words.

   Include some comments comparing the languages, for example, noting what sounds you tend to substitute for the “hard” sounds of your non-native language.

   **Do not confuse the orthography of the language with the sounds of the language. Two points will automatically be deducted for this error.**

3. **Comparison of grammar:** Select one point of “grammar” for comparison. This could either be a point of
• **syntax**, e.g. order of words in a sentence, order of elements in the NP, use of endings that mark words for whether they are subject or object, etc.

• **word formation**, e.g. inflection of verbs, marking words for gender agreement, formation of compound words, etc.

The grammar description need not be technical, but try to use terminology and concepts introduced during the lectures on Syntax and Morphology. Describe the way the two languages mark a comparable structure, e.g. how each language marks past tense, what the order of a noun and its modifiers are in each of the languages, etc. **Be sure to include examples from both languages!**

4. **Language and thought**: Find an example of how the two languages express thoughts differently such that a “Whorfian” view would argue that the languages cause their speakers to think differently. Some types of examples you might use are

• one language has several words to express what the other language expresses with one word, e.g. *wear* (could have different words depending on the article of clothing), *break* (could have different words depending on type of thing broken), *snow* (may be expressed with different words depending on quality of the snow), *color words* may break the spectrum up in different ways in the two languages, etc.

• one language may require different forms of words when addressing older people from the forms used when addressing friends of the same age

Then state why such arguments for “linguistic determinism” are based on fallacious lines of reasoning (see “The autonomy of language: the separation of Language and thought” in the first chapter of this lecture book).

5. **Acquisition**: Compare the way you “think” in the two languages as related to the way you learned them and the contexts where you use them. For example,

• you create utterances spontaneously in your native language because you learned it through the normal process of language acquisition, but you speak Spanish slowly and falteringingly because you put sentences together using grammar rules you memorized in school.

• you speak English with an accent and/or make grammatical errors in English because you learned it after the “critical age”, yet you find it easier to discuss technical subjects in English than in your “home” language because you use the latter only in everyday domestic contexts.

**Give at least one concrete example of an error you have made or an idea you have had trouble expressing in your non-native language.**