

# LING(UISTICS) 50

## Introduction to Linguistics: Sounds and Words

UCSC Summer Session 2011



I'M SO ADJECTIVE,  
I VERB NOUNS

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### 1 GENERAL SUMMER SESSION INFO

IMPORTANT SUMMER DATES					
	Session 1	7-wk Sess.	8-wk Sess.	10-wk Sess.	Session 2
Final day to enroll/add	June 25 11:59 pm	June 25 11:59 pm	June 25 11:59 pm	July 2 11:59 pm	July 30 11:59 pm
Final day to drop	June 26 11:59 pm	June 26 11:59 pm	June 26 11:59 pm	July 3 11:59 pm	July 31 11:59 pm
Withdrawal Period at Summer Office (no refund)	June 27 – July 8 (8:00-4:00)	June 27 – July 15 (8:00-4:00)	June 27 – July 22 (8:00-4:00)	July 5 – July 29 (8:00-4:00)	Aug 1 – Aug 12 (8:00-4:00)

Note that during Summer Session there is no auditing of classes, no "Add by Petition," and no "Administrative Drop by Instructor." Failure to attend class does not constitute a "Drop" of the course. **WARNING:** If you enroll in a class, even for a moment, then drop out of Summer Session completely, there is a **\$50 cancellation fee** that you must pay. All deadlines are final.

### 2 BASIC COURSE INFO

**Prerequisites:** None.

This course satisfies the Introduction to the Humanities (H) or Scientific Inquiry (SI) breadth requirement, depending on your date of enrollment (see your advisor for more on this).

#### Course Staff

	Name	Email	Office	Office Hours
<b>Instructor</b>	Matthew Tucker	matucker@ucsc.edu	Stevenson 240	M 10am–noon & by appt.
<b>TA</b>	Bern Samko	bsamko@ucsc.edu	Stevenson 269	W 1pm–2pm & by appt.

#### Time and Place

**Lecture:**  
Tuesdays and Thursdays, 9:00am–12:30pm  
Social Sciences 1, Rm. 161

**Section(s):**  
TBA  
Room(s) TBA

### 3 COURSE GOALS AND OBJECTIVES

Linguistics is, simply put, the science of human language. When we study linguistics, we study both individual languages and the phenomenon of human language as a whole. Linguists are aiming for a general theory that tells us how languages work. We will focus on such questions as:

1. What must the native speaker know in order to have a functioning grammar?
2. How can we, as linguists, explicitly talk about what the native speaker knows implicitly?
3. How and why do languages around the world differ from/resemble each other?
4. What about human language enables nearly all humans to learn it during childhood?

Instead of trying to cover all of linguistics in five weeks (in a necessarily superficial way) we will instead pursue these questions by focusing in some depth on three central areas of the field: speech sounds (PHONETICS/PHONOLOGY), the structure of words (MORPHOLOGY), and the structure of sentences (SYNTAX). These are the fields that constitute the foundation for much else in linguistics, and they are the most important from many practical points of view (*e.g.*, for work in the tech industry, speech therapy, or second-language instruction).

The goal of this course is to provide you with the necessary tools to analyze the sounds and words of English and other languages, and you should leave this course with the ability to discuss these topics using appropriate linguistic methods. Instead of teaching you to analyse sentences directly (which are the topics of LING 111: Syntactic Structures and LING 112: Syntax I), this course will provide you with the basic terminological and analytical tools to think about sentence-level structure.

Linguistics is a science and a humanity. In fact, it has been called “the most scientific of the humanities, and the most humanistic of the sciences.” As we work through the subject matter for this course, we will use the scientific method (creating and evaluating a hypothesis), employ tools of logic, and wax philosophical — sometimes all in the same day.

### 4 COURSE REQUIREMENTS

Taking part in this class means doing regular readings and homework assignments, sitting two in-class exams, and participating regularly in both lecture and section. The percentages below reflect the (tentative and rough) share of the total course grade:

- Homework Assignments 45%
- Midterm Exam 20%
- Final Exam 20%
- In-Class Quizzes 10%
- Participation 5%

There will be four homeworks (one for each major unit of the course), as well as a midterm and final for this course. Both of these exams must be completed in order to pass the course (*i.e.*, you will not pass this course if you do not take one of the exams). There will be three quizzes, and the final quiz grade will be figured by dropping the lowest score from the three quizzes for each student. Finally, active participation is the only way to truly understand linguistic argumentation, so we will figure a participation grade based on your involvement in both lecture and section.

Grading of quizzes and assignments will be done on a ten-point scale. We are looking for neat, clear work that carefully, thoughtfully and thoroughly addresses the problem. It is important that you read the comments on your work as they will tell you what was done well and how to do better on your future work. Here are some general guidelines:

<i>Letter</i>	<i>Score</i>	<i>Evaluative</i>	<i>Notes</i>
A+	10	outstanding	Extremely impressive work that goes above and beyond what was required
A	9.5	excellent	Truly excellent work which shows a careful and thorough understanding of the material
A-/B+	9	very good	Solid work that shows very good understanding and effort
B	8.5	good	Work that shows good understanding and effort, but did not go far enough
B-/C+	8	fairly good	Work that shows fairly good understanding and effort, but with some moderate errors
C	7.5	fair/average	Work that shows a passing level of engagement with the material
C-/D+	7	weak	Work which shows passing engagement with the material and has errors
D	6	poor	Work which shows minimal interaction with material or minimal effort
F	< 5	unsatisfactory	Work that is not turned in, incomplete, or shows serious deficiencies in understanding

## Readings

There is no required textbook for this class. All readings will be posted on eCommons and are expected to be read the day of the lecture which lists the reading on the schedule (see §5, below). **The readings for this class are not optional.** If you come to class without having read the reading, not only will you be lost, but the class will not be able to stop (due to time constraints) to help you catch up.

## Homework Policy

Written assignments are due at the beginning of class (not during or after class, not in the instructor's mailbox, and not by email). Late homeworks will be penalized one letter grade for each day it is late, and cannot receive above a C- (6.5) if turned in after the day in which the solution is discussed in section or lecture.

**You are welcome (and encouraged!) to discuss the assignments with your classmates; however, you are expected to develop and write up your answers entirely on your own and must list your collaborators on your homework.** Neatness is not to be neglected. Some basic guidelines: Please write (type/print) your assignments in a legible way; do not write on the back side of the paper; leave sufficient margins; if you are handing in more than one sheet (which will probably often be the case), please use a stapler. You are encouraged to use a word processor. If you don't have access to some special symbols, please feel free to replace them by other similar-looking characters—just make sure you are consistent in your replacement, and please define your notation at the beginning of your write-up.

Since late homework is so strongly discouraged, please see one of us in case there was a compelling reason (illness, accident, *etc.*) that made it impossible to hand the assignment in on time. Generally speaking, an excellent homework write-up is one which explains the answer in prose and supports it with examples. Again, write-ups must be done independently, entirely in your own words. Work which is not written up independently violates the academic integrity policy. . .

## Academic Integrity at UCSC

Plagiarism gives your instructor and TA a huge sad! Be careful to avoid even accidental plagiarism, and we will all be happier in the end.

Using someone else's ideas in your own writeup without explicit citation is plagiarism. This is true regardless of whether their ideas are included by a direct quote or by a paraphrase.

The way to avoid plagiarism is not to avoid reading or quoting other sources; to avoid plagiarism, be very clear in distinguishing what parts of your papers are your own writing and analysis and which parts are not. The following sites have more information to help you identify and avoid plagiarism:

[http://www.ucsc.edu/academics/academic\\_integrity/](http://www.ucsc.edu/academics/academic_integrity/)  
<http://ic.ucsc.edu/~vktonay/psyc169/plagiarism.html>  
<http://library.ucsc.edu/help/howto/citations-and-style-guides>

On all homework assignments, you are strongly encouraged to work with other students in the class and collectively analyze the data. However, you must write up your analysis by yourself. You must also include a note to let the instructor know with whom you collaborated to analyze the data.

Finally, this has to be said: UC, Santa Cruz does not tolerate plagiarism. Students found to have plagiarized will be reported to their College, with dismissal from the university a possible consequence. It can also lead to failure of the class. In short: just don't do it.

### *Wikipedia*

Wikipedia (and similar sites) are increasingly popular reference tools for students and researchers. They may be useful for you in finding basic information or context for some subjects. However, they should *never* be used as sources for academic writing. There are many reasons to avoid using Wikipedia as a research tool. Information on Wikipedia is often wrong, incomplete, or misleading.<sup>1</sup> However, the fundamental reason to avoid using it as a source for your papers is that it is inconsistent with the scientific method. Scientific knowledge relies on a chain of custody for facts and analyses, proceeding from the original researcher to the final analyst. Although this method is limited by the biases and failings of the scientists involved at each step, the chain of custody allows those limitations to be examined, challenged, and overcome, with the result that science is self-correcting. Wikipedia's democratic and anonymous approach to knowledge is incompatible with scientific study because it breaks this chain of custody.

**This warning in a nutshell: Don't believe Wikipedia, and definitely don't cite it in this class. Grades for papers citing Wikipedia will suffer accordingly.**

### *Sections and Participation*

**Attendance to all lectures and discussion sections is mandatory and necessary for success in this class.** The lectures will regularly contain material that is not covered in the reading; all material presented in the reading or in class is fair game for quizzes and assignments. Discussion sections are designed to emphasize and elucidate key points and to encourage your active participation in the development of our linguistic theories. Discussion sections will not address every topic covered in lecture, and new information may be presented as well.

More important than your understanding of the material, however, is a more philosophical concern: linguistics, as it is the study of so social a phenomenon as language, is necessarily a cooperative enterprise. Everyone benefits from your involvement in lecture and section, as your individual views on language will matter in this class (*i.e.*, we will care whether or not you find certain constructions acceptable, or you may speak a language we are interested in demonstrating in class!). Therefore, it's just not as much fun for any of us if you don't participate. To that end, your TA will take attendance in each section and this, as well as a TA report on the content of your participation, will figure in your final grade. **If you cannot attend a section for a reasonable concern (*e.g.*, illness, accident, family emergency), you must notify your TA or me as soon as physically possible.**

*Nota Bene:* This is not an attempt to make shy people talk — if you are shy, there is a way for you to be engaged in the course without talking all the time. To do this, make sure you ask questions if you are confused, or talk to your TA one-on-one after section. We do this in an attempt to make sure that we take advantage of our small class size and close environment to get the most out of our (short!) time together.

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<sup>1</sup>The most troubling, to my mind, is Wikipedia graffiti. For instance, Jesse Saba Kirchner once anecdotally noted to me that the *International Women's Day* page had been rewritten to say "International Women's Day was founded by the German Nazi Party." You would not want to claim such a thing in a class paper, since it is false.

## 5 COURSE SCHEDULE

The schedule for a course that moves this quickly is always changing. I'll keep you abreast of any changes, and the most current version of this schedule/syllabus will always be on eCommons.

Month	Day	Lecture	Reading	Work Due
INTRODUCTION; PHONETICS				
June	21	what lx is(n't); intro to phonetics		
	23	the IPA: consonants	Ladefoged ch. 1; 3-4	
	28	the IPA: vowels; <b>quiz 1</b>	Ladefoged ch. 2; 10	
PHONOLOGY				
July	30	phonemes & allomorphy	Hayes ch. 2-3	HW 1
	5	phonological rules & analysis; <b>quiz 2</b>	Hayes ch. 6-7	
MORPHOLOGY				
	7	morphological analysis	Akmajian, <i>et. al.</i> ch. 2	HW 2
	12	crazy morphology; <b>midterm</b>	TBD	
SYNTAX				
	14	constituents & phrase structure trees	Akmajian, <i>et al.</i> , ch. 6	HW 3
	19	survey of syntax; <b>quiz 3</b>	Akmajian, <i>et al.</i> , ch. 6	
OTHER SUBFIELDS: ACQUISITION, COMPUTATION, PSYCHOLOGY, CHANGE				
	21	Survey of other fields	TBD	HW 4
	25	No lecture/class		final due: 5:00pm

Table 1: Schedule for Ling 50, Summer 2011

### Bibliography

Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish. 2001. *Linguistics: An Introduction to Language and Communication*, fifth edition. Cambridge, MA: MIT Press.

Hayes, Bruce. 2009. *Introductory Phonology*. West Sussex, UK: Blackwell Publishers.

Ladefoged, Peter. 2000. *A Course in Phonetics*, 4<sup>th</sup> edition. Belmont, CA: Wadsworth.

## 6 OTHER IMPORTANT INFO

The most current version of this syllabus (including any schedule changes announced in class) will always be available on the eCommons site for this course, which you should already be enrolled in:

<https://ecommons.ucsc.edu/xsl-portal>

For more information on the UCSC Summer Session in general, please see:

<http://summer.ucsc.edu/>

### Disability Accomodation

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me as soon as possible, preferably within the 1<sup>st</sup> week of the Summer Session. Contact DRC at 459-2089 (voice), 459-4806 (TTY) for more information on the requirements and/or process.