Introduction to Linguistics

LING 100/6.0 – Syllabus

Department of Languages, Literatures, and Cultures
Fall/Winter 2020-2021

Instructor: **Prof. B. Bjorkman**
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Drop-In Hours: TBD, but several times each week (or by appointment)
These will be held via Zoom (LINK) and are **drop in**

~*Remote Logistics: Summary*~

With instruction at Queen's this year being entirely remote, you might be wondering how your courses are going to work! LING 100 this year will involve a mixture of **synchronous** (real-time) and **asynchronous** (accessible at any time) communication—but all synchronous sessions will be recorded and made available after the fact.

All synchronous class meetings will take place via **Zoom**, at the following link: LINK

Our **timetable** slot is Tuesday 1:00–2:30 & Thursday 11:30–1:00. All synchronous sessions will take place in this slot, but will usually last 30-60 minutes instead of the full scheduled 1.5 hours.

Each week will follow the same basic schedule: (Some details may change, but you can expect the schedule to take this basic form)

- Guide + Announcements Video (5-10 minutes), posted every **Monday**
- 2–3 Short Content Lectures (about 15 minutes each), posted every **Monday**
- Synchronous session: Technical Practice + Problem Solving, every **Tuesday**
- Check-in survey, due in the evening on **Wednesday**
- Synchronous session: Live Q+A and Review, every **Thursday**
- Short quiz on technical concepts and skills, due in the evening on **Friday**

In weeks where an assignment is due, it will always be due in the evening on **Thursday**.

Each week there will also be a written topic guide, which will complement the recorded content lectures, as well as readings (and accompanying video) from the online textbook (Essentials of Linguistics). There will typically be sample practice problems posted each Monday, with a solution released on Wednesday.

There will also be a **discussion board** and (depending on interest) a **Discord server** for this course. Both of these are spaces for you to talk to each other about anything related to this course, though the TAs and I will also be around as moderators and to answer questions when needed.

I will also have **drop-in office hours**, held via Zoom. You can show up to these with questions about this course, or with any other topic you'd like to talk about!

TAs

Karlee Appel
Benton Duncan
MacGregor Van De Ven

Course Description

This course provides a foundation in Linguistics, the scientific study of natural language. What is a natural language? What units of meaning do natural languages have? What forms do they take? How do they combine to form meaningful phrases and sentences? These are questions that we will address in six parts. We begin with an introduction to the field of Linguistics. Following this, we look at four core areas in Linguistics: Morphology, Syntax, Phonetics and Phonology. Finally, we will look at the application of the core disciplines in the study of historical and social language variation, and language acquisition. The course assumes a generative theory of language. Emphasis is placed on the systematic organization of language and how this informs generative linguistic theory about human language.

Textbook

- Essentials of Linguistics (open access e-textbook), by Catherine Anderson. Available online from Pressbooks at: <ins>https://essentialsoflinguistics.pressbooks.com/</ins>

Note that this is a different textbook than has been used in previous years for LING 100 at Queen's!

Learning Outcomes

By the end of the course, successful students will be able to:

- Describe patterns of data in language using standard linguistic terminology.
- Analyze patterns of data (morphological, syntactic, and phonological) by applying the tools and theory introduced in class.
- Compare similar linguistic phenomena across different languages.
- Relate the description and analysis of a language to questions relating to language change, language acquisition, and social aspects of language use.
- Identify predictions made by a particular linguistic analysis, and evaluate those predictions against further data.

Course Website: onQ

Like most courses at Queen's, this course has an onQ website. This is where all material for this course will be posted. To receive emails notifying you of updates and announcements from the course website, you must turn on onQ notifications. I strongly recommend that you do this!

Grading Scheme

Coursework Component	Weight
Assignments (best 7 out of 8 total)	70 %
Written Responses (best 5 out of 6 total)	15 %
Weekly Quizzes	10 %
Weekly Check-in Surveys	3 %
Engagement	2 % (+1% bonus)

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale. Explanations of this scale can be found on the following page: http://www.queensu.ca/artsci/sites/default/files/policy_on_grading.pdf.

~*Coursework and Assessment*~

Readings

Lectures and in-class exercises in this course will build on material covered in the assigned reading for each week. It is therefore important that you read the assigned chapter (or at least make a first effort at reading it) before watching related videos, attempting related exercises, or attending related practice sessions.

There will also be written Topic Guides posted to onQ; you should be sure to read these in addition to the assigned sections in the textbook.

Content Lecture Videos

Material that would usually be covered in live lectures will instead be covered in 2-3 short Content Lecture videos, posted at the beginning of each week. These will typically be between 10 and 20 minutes long. You are responsible for all material that is covered in these Content Lectures, including points that are not covered in the textbook. If you have any problems accessing them, please let me know!

Live Class Sessions / Practice Exercises

On most Tuesdays there will be a live Zoom session during which we'll usually discuss how to approach exercises, and practice working through a problem that applies the concepts covered in readings and lectures. These exercises will not be graded, but they are intended to prepare you for problems on upcoming assignments. If you cannot attend these sessions live, you should plan to watch the recordings later, and to work through the related practice problems. Tuesday sessions will also be used to go through an answer key for past assignments.

On Thursdays there will be a live Zoom session that will take the form of a Question + Answer period. You'll have a chance to submit questions both in advance and live, about that week's material, any upcoming assignments, or anything else relating to the course.

Assignments

There will be 4 assignments due each term (8 over the course of the year). They are intended to test your comprehension of material we have covered, as well as your ability to extend concepts beyond the lectures and reading.

Assignments are due on the submission dates listed in the Course Calendar and will be posted on onQ at least one week in advance. They will always be due at **11:30 PM on Thursdays**, via onQ. These will either need to be submitted as PDFs, or will be formatted so that you enter your answers directly into a webform (if you are familiar with onQ, this is the difference between an onQ "Assignment" and an onQ "Quiz")—the decision on this will be made by the beginning of term in September.

Assignments can be done in groups of up to four (4) students, with one assignment submitted per group. By submitting an assignment together, you are stating that all students listed contributed to the answers you present! Conversely, if you discuss the assignment with other students in any detail, you **must** submit it together—even if you collaborate on only **one** question, you must submit the whole assignment as a group. Similar answers submitted on separate assignments may be investigated as potential cases of academic dishonesty. This means that you should avoid working on assignments for LING 100 in groups larger than four!

Written Responses

There will be 3 short Written Responses due each term (6 over the course of the year). These will require you to answer a question or respond to a prompt; the word limit will typically be 500 words or less.

The purpose of these Written Responses is to give you a chance to practice writing in linguistics, as well as to begin to evaluate and compare analyses and theoretical concepts. They will be evaluated based on how well they answer the question or directly address the prompt, and on their clarity. You will not lose points for technical issues of grammar or spelling, unless these make it difficult to understand what you have written.

Like Assignments, these will always be due at **11:30 PM on Thursdays**. They must be uploaded as PDFs to onQ.

Weekly Quizzes

Each week there will be a short quiz covering points from that week's readings and lectures. These will be mostly multiple choice, but may sometimes include short answer questions (i.e. asking you to supply a word or phrase). The purpose of these quizzes is to allow you to check that you understand the basic definitions and concepts from the reading and lectures, before you need to apply them on Assignments.

Weekly Check-in Surveys

Each week there will also be a short survey. Unlike the quizzes, these will not test your understanding of course material, but might ask you what you found clearest/least clear from the week's lectures, what questions you have, or to provide an example of some phenomenon covered this week.

These will usually be graded for completion only—as long as you complete the survey, you will receive full marks towards your engagement grade.

In Fall only: there will also be a small number of orientation activities—a syllabus quiz, an academic integrity activity, and a short exercise asking you to make a plan for your remote work in LING 100 this year—which you must complete by the end of Week 1 in order to receive full credit for the Weekly Surveys for the Fall. If you join the course late, please email me to figure out a revised due date for these.

Engagement

"Engagement" in LING 100 refers to your interaction with me and with other students in the course. Conscious engagement with each other is particularly valuable in a remote semester, when we won't have the chance to interact in person with one another.

Engagement includes any (or all) of: coming to my office hours, participating in the onQ Discussion Board (or LING 100 Discord server, if it exists), working on the weekly exercises (in class or on your own time), asking questions or contributing to small groups in live Zoom class sessions, or other activities that you feel qualify.

To make sure that your engagement is fairly evaluated, at the end of each semester I'll ask you to submit a short description of how you've engaged with me or with other.

Engagement by itself is worth only 2% of your grade in LING 100, but if you engage with me and other students regularly and consistently throughout the year, across a variety of different formats, can also an additional 1% bonus to your overall grade in the course.

~*Policies*~

Lowest Grades Dropped
Your lowest Assignment grade (out of the 8 total in the year), and your lowest Written Responses (out of the 6 total in the year) will be dropped when calculating your final grade in the course. Your lowest two (2) Weekly Quizzes and Check-in Surveys will also be dropped **each term** (i.e. 4 of each dropped over the year).

This policy is intended to cover work you miss for medical or excused personal reasons (including unavailability due to Queen's-sponsored activities), since it will not always be possible to accept late work (see Late Policy).

Late Policy
In general, all course work must be submitted via onQ by the due dates listed in the Course Calendar.

Please do speak to me if you feel you need an extension on a specific assignment, for whatever reason. However, because of the structure of the course I cannot generally offer extensions beyond when all assignments have been graded and the answer key has been discussed in class.

If you need to make arrangements to submit an assignment late, you must contact me in advance and confirm arrangements at *least* 24 hours before the original due date, except in cases of unforeseeable emergencies (admittance to a hospital or other serious medical emergency, death in

the family, etc.). In such circumstances, students are also expected to submit a request for Academic Consideration; for students in Arts & Science this can be done through the online portal:

https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students

Guidelines for Respectful Conduct

In any course you often communicate with your peers and instructors in writing, but this is especially true this semester, when we are all communicating remotely. You are expected to use the utmost respect in your dealings with your classmates or when participating in activities, discussions, and online communication.

Even with the best of intentions, we sometimes miscommunicate online because some of the clues we use in face-to-face communication—like tone of voice or facial expression—aren't available in writing. To avoid this, here are some suggestions for best practices when communicating in writing, especially online:

- Be thoughtful in what you write to peers, taking a moment to think about how they might read what you've written
- Even if you disagree with someone, make sure you engage with their ideas rather than attacking them personally
- Be charitable in your interpretation of others—assume that they're writing with good intentions, and respond in the same spirit
- Remember that there are genuine differences in how people communicate online, just as there are differences in how we speak!

Email

The use of your official Queen's University email is required for all correspondence in this course. For all emails relating to this course, please "LING 100" in the subject line, and include your full name in the body of the message. (Otherwise, I have no way to know who you are!)

Contacting the instructor

The best way to get in touch with me is by email. I try to respond to emails within 24 hours during the week. I am not usually accessible by email over the weekend, so if you send an email on Friday, do not expect a response until Monday. You are welcome to drop in with questions during office hours (listed above), or to make appointments for other times during the week (arranged by email). I am often in my office at times other than my office hours, and you are welcome to stop by; if I'm not able to talk then, I'll be happy to make an appointment for another time.

If you haven't heard from me within 2 working days of your first message, feel free to send a second email to follow up.

What to call me

Most instructors at Queen's go either by their first, or by the titles *Professor* or *Dr.* followed by their last name. For the purposes of LING 100, I prefer to be addressed as "Professor Bjorkman" or "Dr. Bjorkman".

This may be different from ways of addressing teachers you are familiar with from elsewhere! For example, primary and secondary school teachers in Canada often use the titles *Ms.*, *Mr.*, or *Mx.* (the nonbinary equivalent). Some women also still use the titles *Miss* or *Mrs.*, though because these indicate marital status they should only be used if you know that is how someone prefers to be

addressed. Indeed, as a general principle we should always refer to people in the way they prefer! This is part of why the survey in Week 1 asks you if you go by a different name than appears in your official Queen's accounts.

Recording Policy
All content in LING 100 will be recorded and made available for later viewing. I ask that you not record them on your own; if you have a reason that you need to do so, please contact me to let me know what that reason is.

Under no circumstances should recordings from LING 100 be posted online or otherwise shared with anyone not registered in the class. See Copyright of Course Materials for more information.

Academic Accommodations
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/policies/student-policy-index/). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

> Whether or not you are registered with QSAS, I would like to remind you that the resources of the Queen's Learning Commons and Student Wellness Services are available to all students. Please let me know if I can help you connect with any services on campus.
>
> I also encourage all students to approach me at any point in the term to discuss circumstances that may affect your participation in the course. These might be personal, related to physical or mental health, or arising from issues in your family. The sooner I know about these, the earlier we can discuss what adjustments to the class might be possible in a particular situation.
>
> Related to this: many students experience food or housing insecurity at some point during their studies. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect performance in this course, is urged to contact me or Student Wellness Services for support. There is also a list of links to local Kingston resources on onQ.

Academic Consideration for Students in Extenuating Circumstances
Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was

approved at Senate in April, 2017 (see https://www.queensu.ca/secretariat/policies/student-policy-index).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a re-quest can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Academic Integrity
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities: http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1:http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1, on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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What does this mean? I am happy to have my course materials used to help teach linguistics, or for related reasons. This applies to instructors at other universities, but also might one day apply to you! However, **you must not post course content to commercial course material or "lecture notes" sites** (like Course Hero, etc.); this would be a violation of both copyright and academic integrity, because it would allow a private company or individual to profit off of content that I or your fellow students have created.

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