Syllabus – Summer Session 1 2015

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Language and Mind (Ling 1010)
Credits: 3
Format: online
Prerequisites: No Course Prerequisites
Instructor: Aida Talić

Email: aida.talic@uconn.edu (preferred method of contact: HuskyCT Messages)
Office Hours/Availability: 10 am to Noon using HuskyCT Messages

Course Materials

Required Readings: There is no textbook for this course, but Required Readings can be found in the Library's Electronic Course Reserves from the Library Resources link on the left navigational course menu.


Course Description
Language and Mind is a first course in linguistics at the University of Connecticut. There has been a great deal of research into language in the last fifty years as a specific faculty of the mind. Some of this research has focused on how knowledge of language is organized in the mind. It deals with the creative properties of knowledge of language, properties that allow speakers to produce and understand an unlimited number of sentences. This research includes the organization of sentence structures (syntax), of word structures (morphology) and of sound structures (phonology) in the mind of the speaker/hearer. Other research has focused on how knowledge of language is acquired:

- What parts are built in or innate properties of the language faculty of the mind,
- What parts acquired by experience.

This aspect of the research includes experimental studies with children. The research is designed to examine the stages of development leading to adult-like knowledge of language. It also addresses whether that knowledge is available in their experience or must be attributed to the innate structure of the mind. Both of these research topics are the focus of this course.

### Course Objectives

At the end of the course, you will be able to:

1. Perform linguistic analysis.
2. Analyze theoretical framework developed by Noam Chomsky called generative or transformational grammar.
3. Analyze sentence structures (syntax), word structures (morphology), and sound patterns (phonology).
4. Reflect on your own use of language through written exercises.
5. Evaluate studies on language acquisition introducing you to experimental methods.

One of the great advantages of the online environment is that it allows for self-paced learning within the limits set for each module. You can organize your study in a way that is convenient for you to complete the work within the general deadlines provided in the calendar of modules. Be aware that you must submit your first posting of the discussion board of each module within the first day of the module. All the modules of the course are designed in the same way. This is what you are expected to do in each module:

**Read the lectures** – In each module you are expected to begin by reading the lectures and any readings specified in the lecture portion of the module.

**Required Readings** – As explained above, there is no required text but there are required readings listed above. The readings are available to you as Library Electronic Course Reserves and can be accessed using the Library Resources button on the left navigational course menu.

### Course Outline (and Calendar if Applicable)

*Note: The due date for the Writing Assignment (WA) and Discussion Board (DB) contribution for each module IS the day for the relevant module. You can work ahead of the schedule since from the beginning all WA and DB questions are released. Exams are only made available on the day of the exam (from midnight to midnight; Eastern Time Zone UTC: -5:00). You have two hours to do an exam from the moment you start it (you cannot ‘stop’ the clock, so to speak). There will be four exams.*

This is an INTENSIVE four-and-a-half week course and you cannot fall behind. You need to have FULL days available to keep up with the reading and work.

**WEEK 1  Mon Jun 1 – Fri Jun 5**

**Module 1: What is Linguistics (June 1)**

Writing Assignment (June 1)
Discussion Board (June 1)
No Reading

**Module 2: Knowledge of language (June 2)**
Writing Assignment (June 2)
Discussion Board (June 2)

Module 3: Plato’s problem (June 3)
Writing Assignment June 3)
Discussion Board (June 3)

Module 4: Syntax 1 – Phrase structure (June 4)
Writing Assignment (June 4)
Discussion Board (June 4)
Reading:

Study day (June 5)
STUDY FOR FIRST EXAM SO THAT YOU CAN DO IT ON MONDAY, THEN CONTINUE WITH MODULE 5 ON TUESDAY

WEEK 2 (Mon Jun 8 – Fri Jun 12)

FIRST EXAM (June 8)

Module 5: Syntax 2 – Transformations (June 9)
NO Writing Assignment
Discussion Board (June 9)
Reading:

Module 6: Morphology (June 10)
Writing Assignment (June 10)
Discussion Board (June 10)
No Reading

Module 7: Phonology 1 – Features (June 11-12)
Writing Assignment (June 11)
Discussion Board (June 11)
Reading:

No Writing Assignment (June 12)
No Discussion Board (June 12)
WEEK 3 (June 15-19)

Study day (June 15)
STUDY FOR SECOND EXAM SO THAT YOU CAN DO IT ON TUESDAY (June 16), THEN CONTINUE WITH MODULE 8 ON WEDNESDAY

SECOND EXAM (June 16)

Module 8: Phonology 2 – Rules (June 17)

Writing Assignment (June 17)
Discussion Board (June 17)

Reading:

Module 9: Language Change (June 18)

Writing Assignment (June 18)
Discussion Board (June 18)


Module 10: Semantics (June 19 & 22)

Writing Assignment (June 19)
Discussion Board (June 19)

Reading:

WEEK 4 (Mon June 22 – Fri Jun 26)

No Writing Assignment (Jun 22)
No Discussion Board (Jun 22)
Continue Module 10 Reading (Jun 22):

Study day (Jun 23)
STUDY FOR THIRD EXAM SO THAT YOU CAN DO IT ON WEDNESDAY (June 24). THEN CONTINUE WITH MODULE 11 ON THURSDAY.

THIRD EXAM (June 24)
Module 11: Language Acquisition (June 25)

Writing Assignment (June 25)
Discussion Board (June 25)

Module 12: Experimental evidence (June 26)

Writing Assignment (June 26)
Discussion Board (June 26)

WEEK 5 (Mon June 29 – Thu July 2)

Module 13: Summing up (June 29)

Writing Assignment (June 29)
Discussion Board (June 29)

Study day (Jun 30)
STUDY FOR FINAL EXAM SO THAT YOU CAN DO IT ON WEDNESDAY.

FINAL EXAM (July 1)

Course Requirements and Grading

At the end of each lecture there are graded assignments. All assignments must be completed by the close of each module (See files ‘Syllabus’ and ‘Due dates’ on course home page). The assignments are intended to test your understanding of the material in the lecture and/or reading. They should be viewed as part of the learning experience of each module.

1. Written assignments – The written assignments will appear in most modules and each will be worth 1 point.

2. Participate in the discussion board – There is an online discussion for each module. The discussion board is the equivalent in the online learning environment of a class discussion in the traditional face-to-face learning environment. This is an important learning activity in each module. The discussion boards are an integral part of the course content. You should be able to clarify substantive items in the lectures and readings for yourself by others inputs or help others by your input. The discussion boards are meant to be informal opportunities to go over the material in the module. You will have the opportunity to raise questions for other students, or to answer questions others may have. Your participation is required, since it is through discussion that the course experience is enhanced for everybody. Discussions will appear in each module and each will be worth 1 point.

3. Four Exams – There are four required exams. Each examination will last one hour. There will be a two-hour period allotted for the final exam. Each exam will cover the materials since the previous exam.

Summary of Course Grading:
<table>
<thead>
<tr>
<th>Graded item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments</td>
<td>1 point each</td>
</tr>
<tr>
<td>Discussion</td>
<td>1 point each</td>
</tr>
<tr>
<td>Exams</td>
<td>20 points each</td>
</tr>
<tr>
<td>Total points</td>
<td>100 points</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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<tr>
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<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
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<td>&lt;60</td>
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Due Dates and Late Policy

All course due dates are identified in the file ‘Due dates’ on the course homepage. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late submission will not be counted toward your Total Points.

Feedback and Grades

I will make every effort to provide feedback and grades one day after submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code
You are responsible for acting in accordance with the University of Connecticut's Student Code of Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)
Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community — students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.

Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University’s standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.