

LING 200: LINGUISTIC THEORY AND ANALYSIS I

Classes: Tue, Thu | Time: 11:00 am – 12:20 pm | Venue: Swing Space 122

Tutorials (T01): Fri. | Time: 09:00 am–10:00 am

Tutorials (T02): Fri. | Time: 12:00 pm–01:00 pm

Tutorials (T03): Fri. | Time: 11:00 am–12:00 pm

Tutorials (T04): Fri. | Time: 10:00 am–11:00 am

Tutorials (T05): Fri. | Time: 12:00 pm–01:00 pm

Tutorials (T06): Fri. | Time: 11:00 am–12:00 pm

Tutorials Venue: Orchard Commons

ACKNOWLEDGMENT

We acknowledge that the University of British Columbia is located on the traditional, ancestral and unceded territories of the x^wməθk^wəy^ʔəm, Skwxwú7mesh, Səlílwətał Nations (Vancouver campuses) and the Syilx peoples (Okanagan campus). We at UBC Linguistics consider this land acknowledgment to be an opportunity to show our commitment towards reconciliation and the recognition of Indigenous peoples and languages. Please visit native-land.ca or <https://maps.fpcc.ca/> to learn more about these places, peoples and languages.

PREREQUISITES

NONE

CONTACTS

Course Instructors	Contact Details	Office Hours info
Jahurul Islam	<i>Email:</i> jahurul.islam@ubc.ca <i>Typical response time:</i> 24 hrs (excluding weekends and holidays)	See under Canvas → Zoom
Arian Shamei (TA)	<i>Email:</i> arian.shamei@ubc.ca <i>Typical response time:</i> 24 hrs (excluding weekends and holidays)	See under Canvas → Zoom
Marcell Maitinsky (TA)	<i>Email:</i> marcell.maitinsky@ubc.ca <i>Typical response time:</i> 24 hrs (excluding weekends and holidays)	See under Canvas → Zoom
Shirley Yang (TA)	<i>Email:</i> shizhiy@student.ubc.ca <i>Typical response time:</i> 24 hrs (excluding weekends and holidays)	See under Canvas → Zoom

Communication procedure:

Canvas Q/A Thread: There's a Q/A thread on Canvas; check it first for answers to any general matters. The thread is accessible under **Homepage >> Discussions >> Course Q/A**. If you can't find an answer there, email me. (I will keep adding more answers based on the queries I get through the term.)

Virtual office hours: Instructor office hours will be help online (link under Canvas **Homepage >> Zoom**). You don't need to make an appointment – just join the Zoom meeting. (I'll use the waiting room, so you don't end up dumping yourself into an unknown conversation.) If you can't make my office hours, email me to schedule an appointment and we'll find another time. If you have a short question, it might be much easier to email it to me. If I can't answer it quickly, or I don't know what you're asking exactly – I'll probably say come to office hours.

Email policies: I'll try to respond to your emails within 24 hours (excluding weekends and holidays). Also, I have a policy of only checking and responding to academic email between 10am and 6pm PST Monday to

Friday. This means that if you send me email during those times, I will usually get back to you sooner than if you email me outside those hours. If you send email, e.g., on Friday at 8pm, you might not hear from me until Monday. I can make exceptions on weekends right before an exam deadline. It is possible that I MIGHT email you outside of those hours, but no guarantee. So, please plan around the schedule!

COURSE DESCRIPTION

Introduction to phonetics and phonology; training in the identification and production of speech sounds; principles and methods for describing and writing the sound system of a language; phonological theory with reference to selected languages; the interface between phonology and morphology. Analytical practice and seminar discussion.

This course is first designed to show you what linguistics actually is, especially what phonology and phonetics are (plus a bit of what morphology is), and what it means to ‘do linguistics’ – i.e. describe, categorize and analyze phonological and phonetic data. In doing so, we will emphasize both how similar and how different the world’s languages turn out to be. On the one hand, you will start to see some of the fundamentals and structures that underlie our human linguistic capacity; on the other, you will get a taste for sound patterns and their vast variations across a smattering of different languages from around the world.

COURSE FORMAT

This course will be offered *in-person*. All the tutorial sessions will also be in-person.

LEARNING OUTCOMES

This class is an introduction to *phonetics* and *phonology*, the areas of linguistics concerned with describing and explaining how speech sounds are made, used, heard, and mentally organized. By the end of the course, students will:

- understand the basic anatomy and physiology of the human vocal tract and be able to describe speech sounds in terms of place and manner of articulation, along with other descriptive variables (nasality, voicing, etc.);
- be familiar with the range of human phonetic capabilities and the phonological contrasts and processes common in the languages of the world;
- be familiar/proficient with a number of tools for data analysis, including IPA transcription, digital acoustic analysis, and phonological rules and constraints;
- have gained an understanding of the central questions of phonological and phonetic theory and the kinds of answers that have been proposed;
- be prepared to continue with more specialized study.

LEARNING ACTIVITIES

Class/lecture sessions: Typical class activities will include:

- Lectures given by the instructor(s)
- Small group discussions
- Think-pair-share activities
- Responding to poll questions

Tutorials: Tutorials are where you go to practice, discuss, work through, play with, and ask questions about the concepts and data I present in lectures. Participating in tutorials is really important because that practice will prepare you for the homeworks and exams.

LEARNING MATERIALS

Required textbook

We will use the following book as the primary textbook for the course. Any materials outside the book will be made available on Canvas.

Zsiga, Elizabeth. (2013). *The sounds of language: An introduction to phonetics and phonology*. Wiley-Blackwell.

Software

Praat: We will use Praat to explore and analyze the acoustic properties of speech sounds in some class sessions. No background knowledge in Praat is required; the software can be downloaded for free from www.praat.org.

ASSESSMENT

Course assessment will consist of the following components:

Participation	5%
Assignments (pair work)	48%
Midterm (take-home)	15%
Project (group work)	10%
Final (take-home)	20%
LOC (2 credits)	2%

1. Participation

- I will give you incentives for your participation in the class. Your engagement is crucial for effective learning. Attending the class in enables you to ask questions immediately and clarify the concepts in real-time. Furthermore, many classes will consist of discussion and hands-on data analysis, so you must come to class prepared to work in pairs or small groups on phonetic or phonological analysis.
- *I will keep a record of your participation* in the class (primarily in the form of your participation in the polls we conduct) so I can reward you the incentives at the end of the term.
- However, everyone will get some leeway here: participation in at least 80% of the polls would entail full 5 points; 70% would be 4 points, 60% would be 3 points, 50% would be 2 points, less than 50% would be 0 (zero) points.

2. Assignments

- There will be a total of 5 (five) homework assignments.
- This will be a paired work; you'll work with a buddy in the class (hint: make friends early on!)
 - you will work together and submit ONE work as a group (and contribute to/oversee each other's growth)
 - both of you will receive the same grade
 - reach out to me if you need help finding a partner
 - it's okay to change your assignment buddy for different assignments (in case your schedules don't allow you to collaborate)
 - I can allow working alone; but, you need to email me ahead of time with a reason for this.
- There will be *no makeup up* assignments; however, you can submit *one "late"* assignment up to 48 hours after the deadline without showing an excuse; just email me to claim your "bad day exception." (See also, the "Delayed submissions ..." section below.)

3. Midterm

- There will be a take-home midterm exam covering the points up to the point in the course.
- You must work on your own; no collaboration is allowed.

4. Final exam

- A take-home final exam will be delivered during the exam period at the end of the term.
- You must work on your own; no collaboration is allowed.

5. Project (group work)

- You will conduct a small-scale project dealing with a linguistic problem (will be provided) covered in the course.
- This is a **group work** where you'll work in groups of three or four people (NO individual work). The groups will be generated randomly on Canvas.
 - group membership will be determined randomly
 - you will submit a single copy as a group
 - everyone in the group will receive the same grade

6. Linguistics Outside the Classroom (LOC):

- Participation in Linguistics Outside the Classroom (LOC) is required for this course. This is a means of increasing your involvement in learning about linguistics outside of regular classroom instruction. There are two ways of satisfying this requirement.
 - (1) One way is by participating in **2 points** worth of experiments being run by researchers in the Department of Linguistics. Experiments typically take anywhere from 15 minutes to 1 hour and offer the opportunity to contribute to and learn about linguistics research first hand. Due to COVID-19, all experiments will be conducted online this term. Your participation in research is always voluntary.
 - (2) A second way of completing this requirement is by attending one online Linguistics research seminar or colloquium and writing a one-paragraph summary of the talk, which you submit online within one week of attending. All research seminars and colloquia will be held online. There will also be a colloquium geared towards LOC students near the end term, which will be available both synchronously and asynchronously (for students in different time zones).
- To sign up for eligible experiments and live or pre-recorded talks, please visit <https://ubclinguistics.sona-systems.com>. You can also satisfy this requirement by participating in an appropriate combination of experiments and talks. The credits associated with experiments vary according to their duration. Attending a talk and writing a summary constitutes 2 LOC points.
- **LOC contact:** The LOC is an independent system and the course instructor does not manage it. If you have any queries about the LOC, first check <https://linguistics.ubc.ca/undergraduate/advising/linguistics-outside-the-classroom/>; if you cannot find the relevant information, please reach out to the LOC Chair Dr. Ryan Bochnak (ryan.bochnak@ubc.ca).

SET UP YOUR iClicker Cloud ACCOUNT

We will use iClicker Cloud to run polls, etc. during most classes. Please set up your iClicker Cloud account following instructions at <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>; it will guide you on how to create an iClicker Cloud account and then add the current course (LING 200) from Canvas. After creating an account, please go to Canvas and click “iClicker Sync” in the left menu bar and follow instructions.

Please have a device (laptop or phone) with you in the class so you can access the polls when they are run. Also note that physical clickers are no longer supported by the University. We will not be able to use them in class.

COURSE POLICIES

Delayed submissions and extensions:

- By default all late submissions will see an automatic penalty of 10% for each day; submissions can be made up to 48 hours after the deadline.
- **Late submissions, as a rule, is not accepted.** However, each student gets one ‘bad day’ exception: once during the term, you may turn in a late assignment with no penalty, no reason necessary, as long as we receive it within 48 hours of the deadline. This “bad day exception” is applicable only to the assignments and the mid-term (NOT the project and the final exam). Canvas may apply an automatic penalty; be sure to reach out to me so I can waive it.
- If you miss (or are going to miss) a deadline due to an emergency (e.g., documented illness), you must let the instructor know *as early as reasonable* to discuss your options. For **each** occurrence, email me a completed “Student Self-Declaration - Academic Concession” form (available here: <https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>)
- Please maintain good data backup practices; having your data continuously backed up on a cloud storage might be a good option. Extension requests due to last-minute data loss/crash will not be entertained (it is strongly advised that you aim to make your submission ahead of the headline and not waiting for the last moment).
- **Wrong/corrupted files:** After each submission, please make sure that your didn’t upload a wrong file and also that your file shows correctly on Canvas. In the past, I have seen students uploading a completely wrong file or a submitted file showing illegible characters on Canvas. We will grade your work as is on Canvas and you are expected to make sure that everything works on your end.

Grades and appeals:

Please note that marks/grades are NOT negotiable. We’ll, however, happily correct any marking errors and miscalculations that are reported within 7 days of materials being returned.

You can also request a re-grading of your script; in such case, please submit a written request (email it me as a PDF file) within 7 days of materials being returned; be sure to include the following:

- Your request must include a description of what, you think, went wrong with the existing evaluation; provide specific information.
- Please *NOTE* that a re-grade means re-grading the whole assignment and your score is not guaranteed to go up or remain the same. In other words, if it is discovered that points were awarded where they were not deserved, the script may lose points on that criterion.
- The regraded points will be kept as the final score; there will be no further review of a re-graded work.

Scaling:

Course grades may be scaled in order to maintain equity among sections and conformity to university, faculty, department, or school norms. An unofficial grade given by the instructor or appearing on the course website may always change. Grades are not official until they appear on the student’s academic record.

Evaluation of the participation in the group project

- If you think some of your group members did not complete their fair share of work, let me early on. If I notice any significant issues, I'll collect feedback from the group members and, based on that feedback, a non- or ill-contributing member may lose partial or full marks for the final project totals. I am sure you do not want to claim points for the work that you didn't actually do!

GRADING SCHEME

The default grading scheme for this course will be as follows:

A+	90-100	B+	76-79	C+	64-67				
A	85-89	B	72-75	C	60-63	D	50-54	F	<50
A-	80-84	B-	68-71	C-	55-59				

OTHER COURSE POLICIES

Technology:

I know many of you read online or take notes on your laptops or tablets. Research, however, has shown that electronics pose a major distraction in class and disrupt learning (Glass & Kang, 2019)¹. To adopt a middle ground, you are welcome to use a laptop/tablet/phone in this class as long as it contributes to your learning of the topic at hand. Please remember to silence your phone and close irrelevant tabs on your device.

Respect:

It is important to be respectful and kind to your classmates and the teaching team during classes/tutorials and in your engagement with course materials. As we discuss the sounds of different language and dialects in this course, it is crucial to remain respectful of the speakers of the language. There are a lot of individual differences in people's abilities to produce and perceive new sounds. Just as some people can run faster, sing better, and hold their breath longer, some of you will be able to acquire these new speech sounds easier than others. When we are practicing new sounds and learning new concepts in class, be kind to those around you.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>).

EQUITY AND ACCESSIBILITY

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities - and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

¹Glass, A. & Kang, M. (2019) Dividing attention in the classroom reduces exam performance, *Educational Psychology*, 39:3, 395-408, DOI: 10.1080/01443410.2018.1489046

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with Disabilities (https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy_LR7.pdf?file=2019/02/policy73.pdf). The instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

All students are also bound by UBC's Student Code of Conduct: <http://students.ubc.ca/campus-life/student-code-conduct>

Well-being: Being a university student can sometimes be stressful. If you are experiencing any sort of personal, psychological, medical or financial difficulties, I strongly encourage you to seek help at an early stage. There are many resources for students available on campus. The following page is a very useful guide for a wide variety of services related to your well-being: <http://students.ubc.ca/livewell>. If someone you know is in distress, here is a place where you can find ways to help them: <http://students.ubc.ca/livewell/concerned-about-student/how-help-other-students>.

UNIVERSITY POLICIES AND RESOURCES

Please refer to the webpage at the following link to familiarize yourself with the UBC policies and resources to support student success:

- <https://senate.ubc.ca/policies-resources-support-student-success>

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas which usually capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: (Example data uses:)

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

COPYRIGHT

All materials of this course (lecture videos, course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Ask prior permission if you want to record (audio/video) classes.

SCHEDULE OF TOPICS

(Please note that this schedule is subject to change at instructor's discretion.)

Week	Mon. Date	Topic	Readings ¹	Due	Tutorial
1	Sep. 6	No Class (Imagine Day)			
	Sep. 8	Course intro; seeing speech			
2	Sep. 13	The vocal tract	Z. ² Ch. 1		
	Sep. 15	Basics of articulation; transcription	Z. Ch. 2		T1³
	Sep. 19	<i>Last day to drop course without a W standing</i>			
3	Sep. 20	Basics of articulation; transcription			
	Sep. 22	Pulmonic consonants	Z. Ch. 3	Assign. 1	T2
4	Sep. 27	Pulmonic consonants			
	Sep. 29	Non-pulmonic consonants			
5	Oct. 4	Vowels	Z. Ch. 4	Assign. 2	
	Oct. 6	Vowels			T3
6	Oct. 11	Physics of sounds	Z. Ch. 6		
	Oct. 13	Physics of sounds			T4
7	Oct. 18	Looking at speech	Z. Ch. 7	Assign. 3	
	Oct. 20	Looking at speech			T5
8	Oct. 25	Phonology	Z. Ch. 10.1; 10.2		
	Oct. 27	Phonology		MT	T6
9	Nov. 1	Phonotactics and alternation	Z. Ch. 11		
	Nov. 3	Phonotactics and alternation			T7
10	Nov. 8	Phonotactics and alternation		Assign. 4	
	Nov. 10	No Class (Midterm Break)			
11	Nov. 15	Distinctive features	Z. Ch. 12		
	Nov. 17	Distinctive features			T8
12	Nov. 22	Rules and derivations	Z. Ch. 13.1– 13.4.1	Assign. 5	
	Nov. 24	Rules and derivations			T9
13	Nov. 29	Constraint-based phonology	Z. Ch. 14.1– 14.3.1		
	Dec. 1	Constraint-based phonology		Project	
14	Dec. 6	TBD			
	Dec. 14	Final (take-home) assignment		Final	

1 Additional readings maybe assigned as we proceed.

2 Zsiga, E. (2013). *The sounds of language: An introduction to phonetics and phonology*. Wiley-Blackwell.

3 Indicates if there's a tutorial this week or not; tutorials are all on Fridays.