

# LING 447F: TALKING IN TWO TONGUES

Days: Mon, Wed | Time: 11:30 am–12:50 pm

## ACKNOWLEDGEMENT

We acknowledge that the University of British Columbia is located on the traditional, ancestral and unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əy'əm, Skw̓xwú7mesh, 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](https://native-land.ca) or <https://maps.fpcc.ca/> to learn more about these places, peoples and languages.

## PREREQUISITES

LING 313 or LING 314

## COREQUISITES

None.

## CONTACTS

Course Instructors	Contact Details	Office Hours info
Jahurul Islam	<i>Email:</i> jahurul.islam@ubc.ca <i>Typical response time:</i> 24-48 hrs (excluding weekends and holidays)	See Canvas Homepage

### Communication procedure:

**Slack channel:** We'll use Slack for our main channel for communication. You are expected to use Slack for all your project-related communications with your group members. I will not actively monitor your conversations; if you need my attention, please **tag/mention** me using the @ symbol.

In case you are new to Slack, here's a short tutorial: <https://www.youtube.com/watch?v=plr5wVpDxgY>

**Virtual office hours:** My office hours in this course are going held online via Zoom (links under Canvas Homepage >> Zoom). I'd strongly encourage you to come to the office hours to get your questions answered or even just to say "Hi...".

**Emailing:** Email me your queries that you don't want to communicate via Slack.

## COURSE INTRO

This course will explore the phenomenon of articulatory transfers in bilingual speakers, focusing on how speech articulation patterns from a first language (L1) influence the production of sounds in a second language (L2) and vice versa. While language transfer in speech is often discussed in the context of phonological features and acoustic characteristics, this course will emphasize the articulatory nature of such transfers. At a more general level, we will aim to understand how general bodily physiology can relate to the transferability between L1 and L2 in bilinguals. As part of the course, students will engage in collaborative research projects related to the course topics, completing a full project cycle from conceptualization to pre-publication manuscript preparation.

As part of the course requirement, you'll be collaborating in small teams to work on a Capstone Project.

## COURSE FORMAT

The classes in the course will be held **in-person synchronously** on the university campus. You are expected to remain physically present in the classes, and participate in the class activities.

## LEARNING OUTCOMES

This course aims to develop students' critical understanding and skills in phonetics research through reading, discussion and hands-on application. We'll focus on 1) reading and discussing relevant research literature; and 2) conducting one or more topical collaborative research projects (review, experiment, simulation study, etc.) from start (concept) to finish (pre-publication).

## LEARNING ACTIVITIES

Typical class activities will include:

- Most of the class activities will be led by students
- Among other things, you'll be do the following:
  - Leading discussions of assigned/chosen papers.
  - Discussing/conceptualizing/reporting data collection methods and procedures specific to your project.
  - Presenting point updates for your whole project and collecting feedback from the whole class.
  - Collecting primary/secondary data for your project.
  - (Pre-)processing and analyzing collected data.
    - \* this includes making professional-looking data visualization and hypothesis testing using standard software like R, Python, etc.
  - Writing conference abstracts and submit them to the Acoustical Society of America conference.
  - Writing a full manuscript with the aim of submitting to a journal.

## LEARNING MATERIALS

### Required textbook

There's no required textbook for this course; all the materials will be provided by the course instructor.

### Software

Depending on your project, you may need to use any of the following tools/software:

- **Praat:** For extracting acoustic correlates from audio files. Praat can be downloaded for free from [www.praat.org](http://www.praat.org).
- **ImageJ:** For processing images, creating kymographs, taking measurements from images, etc.
- **OpenFace:** For measuring facial action parameters from video data.
- **Electromyography (EMG):** For measuring muscle activity in speech sounds.
- **PsyToolkit:** For writing and deploying perception experiments. No software installation is necessary; we'll work on the web interface here: <https://us.psytoolkit.org/c/3.4.4/login>.
- **R:** For data processing, analysis, visualization, etc. R can be found here: (<https://cloud.r-project.org/>).
- **Python:** For preprocessing data.

## ASSESSMENT

Grades in this course will be determined at the end of the term based on your contribution to the class discussions and the output(s) of your project through the term (only feedback will be provided on individual components through the term, no grades). This may include the following, among others:

- Initiatives you take to contribute towards the success of your project.
- Writing components of your project paper draft and conference abstract.
- Data collection, annotation, (pre-)processing, visualization, hypothesis testing, modeling, etc.
- Presentations of your project updates through the term.
- Leading class discussions for your chosen/assigned papers.

## COURSE POLICIES

### 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.

## 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.

***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](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.

***Respectful environment and student code of conduct:*** It is very important that we foster an environment that is respectful of all participants in the course, no matter what their background. Students, faculty, and staff should be aware of the UBC president's Statement on Respectful Environment and related university policies. See this website for more information: <http://www.hr.ubc.ca/respectful-environment/>

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

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website: <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.

## COURSE SCHEDULE

Available on external file (see link on Canvas Homepage).