LIN200 Fall 2024
Introduction to Language

Teaching Team

Instructor
Dr. Pedro Mateo Pedro
Email: pedro.mateo@utoronto.ca (please see Email Policy below)
Website: https://pedromateo.ca/
Office: Sidney Smith Hall (SS) 6013
Office Hours: Tuesday, 3:30 pm – 4:30 pm (or by appointment)

Teaching Assistants
Our teaching assistants are Tayebeh Asadimofarah, Alba Jorquera Jiménez de Aberásturi, Naim Lim, Anujin Munkhbat, Khushi Nilesh Patil, and Daniel Kahng.

In tutorials, your TAs will let you know how they would like to be called.

Meeting times and location

Lecture	Time	Location	Instructor
LEC0101 LEC2001	Tuesday; 1–3 PM	Mechanical Engineering Building (MC) 102	Pedro Mateo Pedro
Tutorial	**Time**	**Location**	**TA**
TUT0101	Thursday; 10–11 AM	Ramsay Wright Lab (RW) 142	Tayebeh Asadimofarah
TUT0201	Thursday; 11–12 PM	Sidney Smith Hall (SS) 1084	Anujin Munkhbat
TUT0301	Thursday; 14–15 PM	Sidney Smith Hall (SS) 2111	Alba Jorquera Jiménez de Aberásturi
TUT0401	Thursday; 15–16 PM	Sidney Smith Hall (SS) 1070	Naim Lim
TUT0501	Thursday; 16–17 PM	Ramsay Wright Lab (RW) 142	Khushi Nilesh Patil
TUT5101	Thursday; 17–18 PM	University College (UC) 152	Daniel Kahng

It is mandatory that you attend the lectures and tutorials for which you are officially registered. If there are issues, please come talk to the instructor.

Land Acknowledgment

"I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land." (Source: U of T Land Acknowledgement).

Course Description

This course provides a general introduction to linguistics, the scientific study of language. We will cover basic linguistic methodology and major results from the field through systematic exploration of the inherent similarities and differences across human languages. Topics include the structure of language at different linguistic levels; how language changes over time, sociolinguistic variation, language endangerment and documentation, language-based social justice, and language acquisition and processing. (This course cannot be used as an entrance to programs in linguistics and cannot be used as a prerequisite to any linguistics courses unless otherwise indicated.)

Prerequisites: None
Exclusions: [1] LIN100Y1, LIN101H1, LIN102H1, LIN101H5, LIN102H5, LINA01H3, LINA02H3, ANT253H1, LIN200H5
Distribution Requirements: Humanities
Breadth Requirements: Thought, Belief and Behaviour (2)

Learning Outcomes

By the end of this course, students should be able to:
- Effectively refute common misconceptions and myths about language;
- Explain basic concepts and terms used by linguists;
- Identify both the diversity and the underlying similarities across languages; and
- Recognize how language is used to construct and sustain unfair social structures.

Materials

Quercus
This course uses Quercus to share information. This includes lecture slides and other materials required to complete class activities and assignments, as well as announcements and updates. To access the course website, go to the U of T dashboard page (`https://q.utoronto.ca`) and log in using your UTORid and password. The site is dynamic and new information, resources, and announcements will be posted regularly as we move through the term, so please make it a habit to log into the site on a regular, even daily, basis. For more information about how to navigate Quercus, please refer to Quercus Student Support.

Textbook
We will use the textbook *Essentials of Linguistics* (2nd edition), written by Catherine Anderson, Bronwyn Bjorkman, Derek Denis, Julianne Doner, Margaret Grant, Nathan Sanders, and Ai Taniguchi. The chapter readings are **not** required but you are highly encouraged to read them before each lecture. Not all content from the readings will be covered in lecture; so, we will let you know ahead of time which sections to read prior to lecture.

The book is open access: https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/

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[1] "Students may not receive degree credit for a course that lists as an exclusion a course they are currently taking or a course they have already passed" (Course Enrolment).

Equity, Diversity, Inclusion, and Accessibility

Students will come into the learning spaces with diverse intersecting identities (age, gender, majors, nationality, ethnicity, race, religion, sexual orientation, cognitive abilities, language, family obligations, etc.) and one of our aims is for our classrooms to be welcoming to students of all backgrounds and social locations. This means that we will work towards creating a space where your lived experiences and expertise are recognized and valued.

We also strive to adopt strategies that will promote accessibility, reducing the need for anyone to disclose a disability to gain accommodations. That being said, if you have an arrangement with Accessibility Services, please give us documentation so that we are aware of your needs. We treat any Accessibility arrangements as confidential. If you are not comfortable communicating with us directly about this, please consult with your Accessibility Advisor so that they can do so on your behalf. You can also let us know if you have any learning needs, scheduling issues, or any other circumstances that may affect your full participation in the course. We can work together in finding ways to address them.

Creating an inclusive space is a collective responsibility; therefore, we will also actively rely on your support and input. In the first week you will be invited to complete an (optional, **ungraded**) Welcome Survey, with questions about yourself and your current situation. You can choose to provide as little or as much information as you would like. Please note that this information is for teaching purposes only and will remain confidential. If at any point in the course you feel that we can do something to make our classroom more welcoming, please let the instructor know.

Course structure

Lectures and Tutorials
This course will have a lecture and tutorial component. In lecture, we will have in-depth discussions of the key concepts in the weekly readings. Students will have the opportunity to raise any discussion points and clarification questions about course content. Students are expected to take their own notes to supplement the lecture materials provided. In tutorials, students will have the opportunity to reflect on what they learn in lecture and work on activities that apply their knowledge of course content—together with peers in a more personal and intimate setting. Activities can take the form of working through data sets and guided discussions. Tutorial activities are planned to be engaging and collaborative. We will agree not to tolerate the use of racist, sexist, ableist, transphobic, homophobic, classist, and any other oppressive language in all our class interactions. Note that lectures and tutorials will **not** be recorded.

Enrolment conflict
Students who enroll in courses with conflicting lectures or tutorials (i.e., scheduled at the same or overlapping time slot) may not receive accommodations for conflicting tests, lecture materials, attendance, and participation. (Source: UofT Faculty of Arts & Science Course Planning).

Course requirements and Grading policies

Grading breakdown

Category	Task	% of final mark
Assignments	Assignment 1	7%
	Assignment 2	7%
	Assignment 3	7%
	Assignment 4	7%
	Assignment 5	7%
Midterm		25%
Final Exam		30%
Attendance and participation		10%
Total		**100%**

Assignments (5 x 7% = 35%)

Format: There will be five assignments, each of which is worth 7% of your overall grade. These assignments will provide an opportunity for you to evaluate your understanding of the concepts you have learned in lecture and tutorial sessions. These will be administered **online** in Quercus. The assignments will have a mixture of formats (e.g., Multiple Choice, True/False, Short Answers, etc.).

You may use your notes as well as the textbook for the assignments, but you may not use online resources or other unauthorized aids. The assignments are also meant to be completed **individually**, so do not discuss your work with your peers.

Deadlines: All assignments are due on **Mondays, at 11:59 PM (EST)**.

Late work policy: Please make sure to complete all assignments by their assigned due dates. There will be **no** make-up assignments except in extenuating circumstances with accompanying documentation or accommodations with arrangements made with the instructors well ahead of the deadline.

Midterm (25%)
The Midterm will be completed **in-person, October 15, 2024, during lecture** (or with Accessibility Services). It will cover materials from Weeks 1–6. Details regarding content and format will be discussed closer to the date. Make-ups for the midterm will only be given in extenuating circumstances with presentation of relevant documents or accommodations with arrangements made with the instructors well ahead of the midterm. Please declare any absence on ACORN as well.

Final Exam (30%)
The Final Exam will be completed **in-person** during the **exam period in December**. The specific **date and time are yet to be determined**. More details will be provided as they become available. The final exam is cumulative (i.e., it will cover everything from Weeks 1–12). To petition for a

final exam deferral, click on the following link: https://www.artsci.utoronto.ca/current/faculty-registrar/petitions/deferred-exams

Attendance and Participation (10%)

Serious engagement with every aspect of the course is important. We expect students to attend every lecture and, more importantly, tutorial; however, attendance is not sufficient to earn full credit for participation. To succeed in the course, students must be proactive participants. This involves coming to meetings prepared by completing the assigned readings, paying attention, asking questions, offering insights, practicing active listening, and being respectful towards each other. As such, participation will be evaluated holistically by your TAs.

Assessment Policies

If there is a genuine marking error on an assignment, let us know as soon as possible. Requests for mark reconsideration will be handled **within one week after the scores are posted**. Beyond the one-week period, scores are locked in, and they cannot be changed. We will set up a regrade request page in Quercus with specific steps that you will need to follow; otherwise, your request may not be considered. Note that when a regrade request is initiated, your grade may go up or down, and the resulting grade from this process will be final.

Any raw scores posted in Quercus are for your information only, so you can view and track your progress through the course. In most cases, these scores will translate directly into marks, but sometimes, it may be necessary to calibrate the raw scores before computing a final course grade to account for various issues (discrepancies in marking between graders, assignments that were harder or easier than intended, etc.). Calibration will normally be a linear transformation which adjusts the value of scores without altering the underlying curvature. No grades are official, including any posted in Quercus at any point in the term, until formally approved and posted on ACORN at the end of the course. The Linguistics Department Grading Policy, including criteria for each letter grade, is found in Linguistics Grading Policy. Please review this before coming to ask questions about your grade.

If your academic livelihood, future career, or immigration status depends on getting some particular mark in this course, please meet with me early in the semester to discuss your situation, and I can help guide you to make the best decisions for your academic success. I will not respond favourably to desperate pleas for extra marks after the final exam. Start planning now! The end of semester is far too late.

Course Schedule

Weekly Plan

Please note that this schedule is subject to change. As the semester progresses, it may be necessary to adjust the timeline.

Week	Lectures (Tuesdays)	Tutorials (Wednesdays)	Assignments (Mondays, 11:59 PM EST)
1 Sept. 03–04	Introduction Ch. 1	**No tutorials**	
2 Sept. 10–11	Language and Social Justice Ch. 2	Tutorial 1	
3 Sept. 17–18	Phonetics: Consonants Ch. 3	Tutorial 2	Assignment 1
4 Sept. 24–25	Phonetics: Vowels Ch. 3	Tutorial 3	
5 Oct. 01–02	Phonology Ch. 4	Tutorial 4	Assignment 2
6 Oct. 08–09	Language Diversity, Endangerment, and Revitalization Ch. 9	Tutorial 5	Assignment 3
7 Oct. 15–16	**MIDTERM**	Tutorial 6	
8 Oct. 22–23	Morphology Ch. 5	Tutorial 7	
Oct. 28–Nov. 1	**READING WEEK (no lecture and no tutorial)**		
9 Nov. 05–06	Syntax Ch. 6	Tutorial 8	
10 Nov. 12–13	Semantics Ch. 7	Tutorial 9	Assignment 4
11 Nov. 19–20	Language Variation and Change Ch. 10	Tutorial 10	
12 Nov. 26–27	First/Second Language Acquisition Ch. 11–12	Tutorial 11	Assignment 5
FINAL EXAM (date and time TBA during Final Exam Period in December)			

Important Dates

September 12	Waitlists for F and Y course close at end of the day
September 16	Last day to enrol in F/Y courses via ACORN
October 14	Thanksgiving holiday-No classes
Oct. 28–Nov. 1	Fall Reading Week
November 4	Last day to drop F courses
December 3	Last Day of Classes
December 06–22	Final Exam period for F courses

Generative AI

The use of ChatGPT or other large language model-based conversational tools (often described in shorthand as "generative AI") to assist with course assessments is prohibited unless otherwise explicitly specified in assignment instructions. Misrepresenting chatbot output as one's own writing is an act of plagiarism and will therefore be considered an academic offense under the University's Code of Behaviour on Academic Matters.

Students should also be aware that ChatGPT and similar bots are not "intelligent" and can only produce answers that are determined to be the most likely response based on its training data. It can only answer basic linguistic questions that would otherwise be easily searchable on the internet. Therefore, the answers it provides are often vague, overly general, poorly reasoned, or fully incorrect. In short, it does not have the domain-specific knowledge required to succeed in this class. Often, simply copying and pasting ChatGPT output will earn you a poor grade on quality of content alone.

While these tools may be tempting, especially for assignments that are time consuming and worth substantial portions of the final grade, it is strongly advised that you not rely on it, since its pervasive factual, stylistic, and reasoning errors will be highly detrimental to your mark.

Academic Integrity

The Department of Linguistics takes the issue of academic integrity very seriously. Students are expected to have read University's Code of Behaviour on Academic Matters and understood what counts as academic misconduct, which U of T describes academic misconduct as "any behaviour, intentional or otherwise, that gives a student unearned or unfair advantage in academic work over other students." Students are expected to adhere to university's code and as such, any form of academic misconduct will not be tolerated in this course.

Since assignments in this course will involve writing, students must understand what constitutes plagiarism and know what to do to avoid it. For example, all ideas and quotations from a source other than your own original thoughts must be appropriately cited in the text and included in the works cited section at the end of the paper. For more information on how to avoid plagiarism, please read the University's advice on How Not to Plagiarize.

All evaluations in this course are based on **solo** work. Assignments, the midterm, and final exam must be done individually and—except in pre-approved cases that have been arranged with Accessibility Services—they must be completed without the use of unauthorized aids (copies of notes, textbooks, phones, laptops, tablets, textbooks, dictionaries, digital planners, etc.). Do not look at other people's exam papers nor encourage others to look at yours. Cheating, plagiarism, or otherwise representing other people's work as your own will severely affect your academic standing.

Any suspected cases of plagiarism or other forms of academic misconduct will be forwarded to the Department of Linguistics and the Office of Student Academic Integrity.

Email Policy

Often, answers to many of the questions instructors receive can be found in this syllabus. I will strive to make emails a productive and supportive way to communicate with you. To help you as best I can, please follow the following guidelines:

- Use your official University of Toronto email address.
- Include "LIN200", your name, and a brief reason for the email in the subject line (e.g., LIN200 Hamza Ahmed – Question about Lecture 2 slides)
- Give me up to two business days to respond to your emails. Note that I am unlikely to respond to emails sent after 6 PM until the next day; in most cases, I will respond to emails received on the weekend on Monday. If you don't hear from me after two business days, please send me a reminder.

Please do not submit any of your assignments via email. Additionally, I will not discuss grades by email—you will need to come to office hours for that.

Lastly, **please do not email your TAs**. They do not have any hours assigned to email communication and, as such, they have been instructed not to respond to email queries from students.

Student Support

We want students to succeed in this course (and more broadly, experience academic success). So, I am here to support your learning in ways that work for you—which is part of my job. For instance, please stop by office to say hi, ask questions, learn more about other linguistics courses you can take, talk about grad school, and so on.

The university also offers multiple venues to seek support, such as the following. Please visit the Faculty of Arts & Science Support Services for an extensive list.

Mental Health and Well-being

Let's face it: being a university student is difficult, and you may experience a range of health and mental health challenges that can negatively impact your personal and academic goals. U of T offers many services that could assist you during these times, including but not limited to:

- Health & Wellness Centre
- Student Mental Health
- Navi
- Family Care Office

If you find that you are feeling distressed and in need of more immediate support and assistance, please consider visiting the Feeling Distressed webpage.

Intellectual Property

Please be advised that the intellectual property rights in the materials discussed in this syllabus (and shared in Quercus) may belong to the course instructor or other persons. Students are not permitted to audio- or video-record lectures (unless there are prior accessibility arrangements made). In addition, students are prohibited from reproducing or distributing any course materials (in part, in any form, to any person (including future students), website (including online repositories such as Chegg, Course Hero, etc.), or organization. Unauthorized distribution of protected course material is not only an academic offence but also a violation of Canadian copyright law.

Documenting Missed Course Work or Absences

If you wish to receive credit for any work that was not turned in on time, you must have valid, documented reason. The most common forms of documentation are the Absence Declaration Form (for medical issues), which is available in ACORN, a College Registrar's Letter (for other types of personal issues which interfere with coursework). Please meet with me during office hours to discuss.

In case of serious illness or injury, students must provide me with a Verification of Student Illness or Injury form, completed by U of T Health Services or your family physician.

Acknowledgments

This syllabus has been adapted from colleagues, including Ivan Bondoc, Marisa Brook, Nathan Sanders, Suzi Lima, and Pocholo Umbal.

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