

CGSC 5003 (CRN: 30811) / ALDS 5301 (CRN: 30074)
Language and Cognition
Fall 2020

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Carleton University

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1 General Information

1.1 Class meetings

Time: Fridays 11:35-2:25 (on Zoom)

Please keep the class time booked for this course. However, three-hour Zoom meetings are not ideal for learning. We might explore other options, such as short meetings with the entire class and additional meetings with smaller groups.

I will do my best to record the meetings and make the recordings available. Let me know if you have problems with your internet connection.

1.2 Instructor's Contact Information

Instructor Ida Toivonen

Email ida.toivonen@carleton.ca

Phone 613-520-2600 x1202

Office 2206 Dunton Tower

2 Office hours

Tuesdays 11am-1pm (Zoom)

3 Course Description

In this course, we will go over the cornerstone areas of linguistics together: phonetics, phonology, morphology, syntax and semantics. The level will depend on the background of the students in the class. We will also pay special attention to three topics: the relationship between music and language, animacy and evidentiality.

This is a graduate seminar. You will learn from the lectures, but also from the readings, your own research and your classmates' questions and comments. We will do a research project together.

4 Research project

We will do a research project together. The topic will be related to one of the themes discussed in the course: animacy, evidentiality, or music and language. The research project will involve a literature review, data collection and data analysis. We will work together on this project, but each student will describe the project individually in their own final paper.

5 Readings

5.1 Required readings

You can probably find these online, but they are also available on course reserves through the library (“Ares”). More readings will be added.

Chomsky, N. 1986. Chapters 1 & 2. *Knowledge of Language: Its nature, origins, and use*. Praeger Publishers.

Jackendoff, R. (2009). Parallels and nonparallels between language and music. *Music Perception* 26(3): 195–203.

Macaulay, M. & C. Brugman. 2015. Characterizing Evidentiality. *Linguistic Typology* 19(2):201-237.

Vihman V-A & Nelson D. 2019. Effects of Animacy in Grammar and Cognition: Introduction to Special Issue. *Open Linguistics* 5(1), pp. 260-267. <https://www.degruyter.com/view/journals/opli/5/1/article-p260.xml>

5.2 Recommended textbooks

There are several good introductory textbooks in linguistics. Whether or not you have done linguistics before, I highly recommend that you consult one for this course. The following textbooks are good, but there are also other very good ones:

Dawson, H. & M. Phelan (eds.) 2016. *Language Files: Materials for an Introduction to Language and Linguistics, The 12th Edition*. Columbus, OH: The Ohio State University Department of Linguistics.

Fromkin, V., Rodman, R. & Hyams, N. 2017. *An Introduction to Language*, 11th edition. Cengage, Boston.

William O’Grady & J. Archibald. 2016. *Contemporary Linguistic Analysis: An Introduction*, 8th edition. Toronto: Pearson-Longman.

I also highly recommend Isac & Reiss (2013):

Isac, Dana & Charles Reiss. 2013. *I-Language: An Introduction to Linguistics as Cognitive Science*, second edition. Oxford: OUP.

6 Prerequisites

This is a graduate-level course.

7 Evaluation

| | |
|-------------------|-----|
| Assignments | 50% |
| Participation | 10% |
| Research proposal | 10% |
| Final paper | 30% |

7.1 Assignments (50%)

You will be given five small problem sets to hand in (each worth 10% of your total grade). You can work together, but please let me know who you are working with for each assignment.

7.2 Participation (10%)

It is crucial that the students participate actively and engage with the reading materials. Everybody comes to the course with a unique background and you will learn from each other. Participation can be in the form of questions and comments during the Zoom meetings, postings on the discussion board in CULearn, or email questions and comments about the course materials. If you feel very anxious about speaking in front of people, please let me know and we will sort something out.

7.3 Research proposal (10%)

Each student will write a brief (2-3 pages) research proposal for a project relating to one of the three themes of the course (animacy, evidentiality, and music & language). Using your proposals as inspiration, I will put together a research plan for the course project.

7.4 Final paper (30%)

The final paper will be between 10 and 20 pages long. It is due at the end of the finals period (December 23). The topic will be the class research project (see section 4 above). If you have a strong preference for writing your paper on something other than the class research project, you may do so. However, please run your topic by me first so that I can approve it as relevant to the course, and also provide some feedback and suggestions.

8 CuLearn

This class will make use of cuLearn. You will be able to submit assignments there.

9 Student requirements

Beyond the requirements listed above: Students should keep copies of any submitted work. Students must complete the assigned readings before class on the dates listed on the syllabus (see the final page of this course outline). Please familiarize yourself with the policies outlined below.

9.1 Submission Policies

You can submit your work either on cuLearn or per email (or both if you are worried that one did not go through). Please keep copies of all your work.

9.2 Missed assignments

All assignments and papers must be submitted by the deadline. If you think you will not be able to submit your assignment in time (because of illness or bereavement), contact me as soon as possible to make alternate arrangements. If any of your work is handed in late, you may receive no credit or reduced credit for it.

9.3 Policy on collaborative work

Students are allowed to discuss their work with other students. However, each student must write up their papers and assignments individually. In other words, you can get together and discuss the issues and share ideas. The work you submit must be your own. Copying is not allowed. Please see section 9.4.

9.4 Statement Regarding Plagiarism

The Senate of the University has labeled plagiarism an instructional offence. For the University's purposes, plagiarism is "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own". Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The

Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course. For more information, please go to the following web page: <https://carleton.ca/registrar/academic-integrity/>.

10 Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

10.1 COVID-19

Students seeking an academic accommodation will not be required to produce a doctor’s note or medical certificate. Instead, students should use the Medical Self-Declaration form available on the Registrar’s webpage: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

10.2 Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

10.3 Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

10.4 Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

10.5 Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

10.6 Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

11 Course Schedule

Note: This is a tentative course outline which might be revised

| | TOPIC | READING |
|------|--------------------------------|---------------------------|
| Sept | 11 Introduction; Phonetics | |
| | 18 Phonetics, Animacy | Vihman & Nelson (2019) |
| | 25 Phonology, Evidentiality | Macaulay & Brugman (2015) |
| Oct | 2 Phonology | |
| | 9 Morphology, Music & language | Jackendoff (2009) |
| | 16 Morphology, Project | |
| | 23 Syntax, Project | |
| | 30 Fall break | |
| Nov | 6 Syntax | |
| | 13 Semantics | |
| | 20 Generative Grammar | Chomsky (1986) |
| | 27 Project | |
| Dec | 4 Project | |

DUE DATES:

| | |
|-------------------|---------|
| Assignment 1 | Sept 22 |
| Assignment 2 | Oct 6 |
| Research proposal | Oct 20 |
| Assignment 3 | Nov 10 |
| Assignment 4 | Nov 17 |
| Assignment 5 | Dec 1 |
| Final paper | Dec 23 |