Main Texts:

<table>
<thead>
<tr>
<th>Day</th>
<th>Main Topics</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 0 (Sunday)</td>
<td>Introductory Stuff</td>
<td>Students and staff introduce themselves</td>
</tr>
<tr>
<td></td>
<td>Language Questions</td>
<td>- Name and pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Why you’re taking this class/what you hope to get out of it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What languages you know and at what level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honor Code and other CTY rules/policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brainstorm and discuss list of community guidelines</td>
</tr>
<tr>
<td>Day 1 (Monday)</td>
<td>Introduction to Linguistic Study</td>
<td>Finish up community guidelines discussion; put them on a poster and have all students sign it</td>
</tr>
<tr>
<td></td>
<td>Introduction to Phonetics</td>
<td>Language questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individually and then in small groups, students brainstorm questions they have about language/linguistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Each group writes a few of these on the board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Read and briefly address each one, and/or discusses when we can look at it in more detail later in the course (this can help to direct the rest of the course based on student interests, and give students something to look forward to)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Keep these questions up on the board all session to revisit!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Break</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is language?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is linguistics?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Scientific Study of Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Prescriptivism vs. Descriptivism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consonants of English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Briefly discuss what a speech sound is and show how they don’t always align with written letters; mention consonant/vowel distinction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In small groups, students try to list all the consonant sounds in English, with example words for each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Groups share their findings to help instructor create a table of English consonants on the board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consonants of English cont’d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss why sounds are arranged as they are in the table—which sounds are “similar” or “different” and in what ways?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Formalize this into articulatory descriptions and introduce IPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Break</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vowels of English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Similar to the process for consonants described above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduce regional variation—this can come up naturally as some students will have different vowel systems from each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use lollipops to observe tongue movement when articulating different vowels</td>
</tr>
</tbody>
</table>
- Distribute and briefly discuss IPA chart

### Brief IPA recap
- Point out IPA resources at back of LF, p. 741-743, as useful reference
- Discuss remainder of IPA chart
- Practice IPA -> English and English -> IPA example words on the board

### Individual work—choice of order of reading/exercises

### Reading:
- LF 1.0-1.1.4 (p. 2-5) (intro-y stuff)
- LF 1.4 (p. 20-26) design features
- LF 1.5 (p. 27-32) language modality
- LF 2.0-2.1 (p. 40-47) intro to phonetics, IPA
- LF 2.2 English Consonants
- LF 2.3 English Vowels
- LF 2.4 (p. 64-68) Beyond English: Speech Sounds of the World’s Languages

### Exercises:
- From LF 1.6 (p. 33-37)
  - 1.4: 19, 23, 24
  - 1.5: 27, 28
- From LF 2.8
  - 2.2: 5, 6, 7
  - 2.3: 12, 13, 14
  - Supplemental (IPA practice): 16, 17, 18
  - 2.4: 22, 23

### Journaling
*Students typically journal for the last 15ish minutes of each evening session. Each day they are given a few different prompts and may choose any one or more of them to respond to.*

- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- If you read about Hockett’s design features of language (LF 1.4): Would you make any changes to our “what is a language” criteria from class today now that you’ve seen that? What might you change and why?
- If you speak a language other than English, which IPA sounds do you think that language has?

### Day 2 (Tuesday) Further Phonetics

### Day 1 Review/more IPA practice
- LF 2, exercises 16 & 17

**Break**

- Palatography Activity
  - Afterward: Animations, MRI, and Ultrasound: https://www.seeingspeech.ac.uk/ipa-charts/

### IPA Jeopardy
- Perceptual phonetics: McGurk Effect Video
- Phonetics of Signed Languages
  - Brainstorm what might be the sign language equivalent of a phoneme
  - Explain the 5 parameters of sign language phonetics, show minimal pair examples
- In small groups, students try to make up at least 3 different possible signs (don’t have to be valid in ASL/any other particular language), 2 of which differ by just one parameter
- Groups share their signs with the class, describing each one according to the 5 parameters and saying what their sign means

Suprasegmental Features
- Briefly discuss what a suprasegmental is, including tone vs. intonation

Reading/Exercises:
- LF 2.5 (p. 69-73) Suprasegmental Features
  - Exercises 26, 27
- LF 2.6 Acoustic Phonetics (optional bonus topic)
  - Ex 35, 36, 38
- LF 2.7 (p. 86-94) The Phonetics of Signed Languages
  - 31, 32
- LF 3.0-3.1 (p. 108-113) “What is Phonology?”, Phonotactic Constraints and Foreign Accents
  - 1, 4, 6, 7
- AOLI Introduction (p. 1-32)

Journaling
- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- Soon you will start creating your own constructed language. Which IPA sounds do you think you might want to include in your language?
- In both spoken and signed languages, it’s possible for words to be iconic or arbitrary (or somewhere in between), but signed languages generally have many more iconic signs than spoken languages do. Why do you think this is?

<table>
<thead>
<tr>
<th>Day 3 (Wednesday)</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonotactics</td>
<td></td>
</tr>
<tr>
<td>- Define phonotactics</td>
<td></td>
</tr>
<tr>
<td>- Students individually make up two pseudowords: one that sounds like good English; one that contains English sounds but violates English phonotactics</td>
<td></td>
</tr>
<tr>
<td>- Share these words; make generalizations from them</td>
<td></td>
</tr>
</tbody>
</table>

Natural classes
- Start with “everyone make a [fricative/front vowel/voiceless stop/etc.]” for a few iterations. For each, ask students what sound they chose and put the list on the board. If it’s not the complete natural class (in English), get them to figure out what’s missing
- Define natural class
- Introduce sibilants, obstruents, sonorants
- Practice with 13 on p. 143

Break

Natural Classes Bingo

Phonemes and allophones
- Superman analogy
- Contrastive vs. Complementary distribution
- In small groups, then all together, students think of all the allophones of /t/ in English

**Child acquisition of sounds**
- How can we study what infants/young children know about sound?
  - Brainstorm ways to test children of different ages
  - Video: https://www.youtube.com/watch?v=EFixFDk_o up to about 7:33
  - Recap: High Amplitude Sucking, Conditioned Head-Turn Procedure
- Major findings about infant speech perception: perceptual narrowing around 6-12 months

**Break**
Begin Conlanging Project (Choose groups, start considering basics of sound system)

### Check-in survey

### Reading/Exercises:
- LF 3.2 (p.114-121) Phonemes and Allophones
  - 9, 11
- LF 3.3.1-3.3.2 (p. 122-124) Phonological Rules
  - 14
- LF 3.5 (p. 134-140) How to Solve Phonology Problems
  - None, but let them know we’ll do it in class
- LF 8.2 (p. 325-331) First-Language Acquisition: The Acquisition of Speech Sounds and Phonology
  - 8, 9, 10
- AOLI Chapter I: Sounds (p. 25-96)

### Journaling (Optional, because weather cut into study hall time)
- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- In the image of a child’s misspelling of shape names, what do the mistakes the child makes tell you about that child’s understanding of English sounds?
- In an alternate universe without ethical concerns, if you could acquire a child and control the language (or lack thereof) that it is exposed to from birth, what kind of experiment might you do? What results do you think you would get?

<table>
<thead>
<tr>
<th>Day 4 (Thursday)</th>
<th>Further Phonology</th>
<th>Check-in Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Child Misspellings</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 3 concept review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Phonemes &amp; allophony</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complementary vs. Contrastive distribution, free variation</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Solving Phonology problems</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss process of solving the problem (including p. 140 flowchart)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Walk through problem 22 together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Have students try 23, discuss solution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- More phonology problems in groups; circulate to help and gauge progress; go through more together on board as needed</td>
</tr>
</tbody>
</table>

Review one phonology problem (student choice) on board

Conlanging Time
### Reading/Exercises:
- Do sound change and socio readings first; after that, options
  - Require 10.1-10.2.3, 13.1, 13.3
- LF 3.3 Phonological Rules
  - 14, 15, 18, 19
- LF 3.5
  - Any exercises you didn’t already do
- LF 10.1-10.2.3 (p. 417-425)
  - 2, 5
- LF 13.1 (p. 529-531) Introducing Language Change
  - 3
- LF 13.2 Language Relatedness
  - 6
- LF 13.3 (p. 538-542) Sound Change
  - 13
- More from AOLI Chapter 1: Sounds (p. 25-96) and/or AOLI 3.1: Phonological Evolution (p. 159-178) that you think will be helpful

### Journaling
- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- Compare the list of major types of (synchronic) phonological rules in 3.3.3 with the common types of sound change in 13.3.4. What is similar or different about these lists? Why do you think there is so much overlap between them?
- Why do languages change over time? What are some different factors you can think of that could cause a language to change?

### Day 5
- **Historical Linguistics**
- **Assessment**
  - Individual, but open-note, open-book
  - 30 minutes; for early finishers: free reviewing, or NACLO
- **Sound Change**
  - ‘Sound Change Telephone’ game
    - Play game
    - Discuss: What kind of changes did we see? Why?
- **Break**
- **Great Vowel Shift**
  - Relate to spelling
  - Shakespeare in OP
- **Solving sound change problems**
- **Student dialect survey**
  - Students take survey of their own dialects
  - Create isogloss map of the results

### Day 5.5 (Sunday)
- **Review**
- **Kahoot review in teams**
- **Break**
- **Conlanging**
  - Finish up sound systems; students who are done with that can choose to either evolve their language or create at least one additional dialect

### Day 6 (Monday)
- **Morphology**
- **Warm-up: Wug test**
- **Return and review Week 1 Check-In**
**Break**

Morphemes and allomorphs
- introduce affixes: prefix, suffix, infix, simultaneous affix (in ASL)
- Other types of word-formation: compounding, reduplication, alternation
- Morphemes and allomorphs with English plural example (tie back to wug test)

Morphological analysis exercise from LF for 4.5 (first one as example)
- Students work through more exercises

Go over Turkish problem together

Activity: Morphology Pictionary Game

**Break**

Hierarchical structure of words
- Briefly discuss words having tree structure with unlockable (ambiguous), reusable, unusable
- In groups of 2-3, students make trees for more words and write them on the board
- Briefly discuss all results as a class

**Reading/Exercises:**

  - 2, 4, 6
- LF 4.2 (p. 163-170) Morphological Processes
  - 8, 10, 12, 15
- LF 4.3 (p. 171-175) Morphological Types of Languages
  - 19
- LF 4.4 Hierarchical Structure of Derived Words
  - 21, 22, 28
- LF 4.5 Morphological Analysis
  - 31-46 (your choice; choose between beginning, intermediate, and advanced based on what will challenge you at an appropriate level)
- AOLI Chapter 2 (p. 97-158)

**Journaling**

- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- Morphology can be described as the study of how words are built up or the study of how words are broken down. Which description do you think is more accurate? Why? *(adapted from #7 on p. 185 of LF)*
- There was some disagreement in class today about the tree structures for the following words: restatement, underspecification, oversimplification, unhappiness. Pick one of these words and write an argument for why you think one structure is the best. (If you think it’s truly equally likely to be either, you can argue for that too.)

---

**Day 7 (Tuesday)**

More Morphology

Historical Linguistics/Etymology

Review morphological concepts (include but de-emphasize jargon)
- Students talk to each other about what cool things they learned about how languages can form words, and how languages are different from each other in word-formation. They can include jargon, but just describing the concepts is good.
Can include thinking about which concepts they'd like to use in their conlangs
- Share what they talked about with the class.

**Conlanging:** Start on morphological system

**Break**

**Etymologies**
- Briefly discuss etymologies and words changing over time (in form and meaning)
- Show powerpoint of “interesting etymology facts”; let students figure out that they’re not all true, introduce research project

**Computer lab time!**

In groups, students research the etymology of their assigned words and create presentations on their findings
- If done early, they can conlang

**Reading:**
- “Shall We Have a Little Talk?” by Robert Sheckley (everyone should read this)
- LF 13.4
  - 20, 23
- LF 13.5
  - 25
- LF 13.7
  - We’ll do reconstruction problems tomorrow!
- LF 5.0-5.1 (preview of tomorrow)
  - 1, 2

**Journaling**
- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- How well/accurately do you think Sheckley used linguistic terms and concepts? Did you notice any familiar linguistic terms being used well or misused?
- Do you think an alien language like the one described in this story is possible? Why or why not?

---

**Day 8**

**Historical Linguistics**

**Syntax**

Discuss “Shall We Have a Little Talk?”

Student presentations of Fake vs. Real Etymologies (~5 min per group)

**Break**

**Grammaticality Judgments**

**Historical Reconstruction**

**Reading/Exercises:**
- Syntax
  - 5.2
    - 5, 14
- Historical Reconstruction
  - 13.7
    - 36, 37, 38
- Writing Systems
  - AOLI 4
  - LF 15
    - 3, 7, 9, 18
<table>
<thead>
<tr>
<th>Day 9 (Thursday)</th>
<th>More Syntax</th>
<th>Syntactic constituency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language and Thought</td>
<td></td>
</tr>
</tbody>
</table>
|                  |                      | - Word order game  
|                  |                      |  
|                  |                      |  
|                  |                      | - Discuss results and develop idea of syntactic constituency and trees  
|                  |                      | - Tree exercises from LF 5 (27?) in small groups, then on the board  
|                  | Syntax Reading/Exercises |  
|                  | LF 5.3 Syntactic Constituency |  
|                  | LF 5.4 Syntactic Categories |  
|                  | LF 5.5 Constructing a Grammar |  
|                  | Break |  
|                  | Writing Systems |  
|                  |                      | - Brief review of types  
|                  |                      | - Writing System Conlanging  
|                  | Vocabulary Review Activity |  
|                  | Japanese Syntax |  
|                  | Language and Thought Readings, Exercises |  
|                  | “Story of Your Life” by Ted Chiang |  
|                  | LF 11.2 Language and Thought (p. 469-475) |  
|                  | Maybe:  
|                  | LF 11.1 Linguistic Anthropology (p. 461-468) |  
|                  | LF 11.3 Language and Power (p. 476-479) |  
|                  | LF 11.4 Politeness (p. 480-483) |  
| Day 10 (Friday) | Psycholinguistics | Speech Jammer (Delayed Auditory Feedback) activity?  
|                  | Language and Thought |  
|                  |                      | - Students break into pairs. One speaks, the other repeats back what they say with as little delay as they can; see if it messes up the speaker’s ability to speak fluently  
|                  |                      | - Switch roles so everyone has a chance to experience effect  
|                  |                      | - Discuss results; mention Delayed Auditory Feedback term, discuss how this is useful for stutters  
|
• Time (about 45 min) to finish reading “Story of Your Life”; early finishers read LF 11.2, then other parts of 11 that interest you
• Review/talk about linguistic relativity, including strong and weak Sapir-Whorf hypothesis
• Discuss: Should languages with grammatical gender change their grammar? Why or why not? If so, what changes should they make, and what’s the best way to make this happen?

break
Psycholinguistics & garden path sentences
• Child language acquisition
• Language disorders (with video): Language dyspraxia, Broca’s/Wernicke’s aphasia
• Critical period, Genie

Garden path sentences (guide them toward interpretation as necessary):
  o The old man the boat (ask them to tree this one)
  o While Mary was knitting the scarf fell off her lap
  o The horse raced past the barn fell (compare: the woman driven to the hospital fainted)
  o Tim Kaine from the 2016 VP debate: "But I do not believe in this nation -- a first amendment nation where we do not raise any religion over the other and we allow people to worship as they please that the doctrines of any one religion should be mandated for everyone."
• For each, students determine what they mean (guide them toward answer as necessary), and identify source of ambiguity
• Students create and share their own garden path sentences

Conlanging: Syntax and catch-up on other stuff
• At end, each student shares a word or phrase in their language

Day 10.5 (Sunday)  Review  Fishbowl Review Game
Day 11 (Monday)  Lexical & Computational Semantics  Semantic Change

Warmup: Quizlet Live Review
Semantic Change
  o Activity: semantic change telephone game
  o First student is given a pseudoword and a definition, and writes an example sentence using the word. Sentence only is passed on.
  o Each student reads the word used in one sentence and tries to write a different sentence using the same word, based on their understanding of its meaning.
  o Discussion: why did these words change the way they did? How well does this simulate real-life semantic change over time?

Conlanging

Read 6.0-6.2 Overview of Semantics, Lexical Semantics (p. 246-256)
• Bonus reading: 6.3-6.4
• Exercises: 6.1: 2,3; 6.2: 8, 9, 12
Discussion: how do you define a word’s meaning?
• Dictionary-style definitions
• Mental images and memories/feelings
• Usage-based definitions/context
<table>
<thead>
<tr>
<th>Day 12 (Tuesday)</th>
<th>Pragmatics</th>
<th>Meaning in Context &amp; Rules of Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language in Advertising</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conlanging: Start working on posters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read 17.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language in Advertising Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talk about linguistics advertising tricks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students make advertising skits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do the skits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LF 12.1 (p. 494-498) Language Contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LF 12.3-12.4 (p. 502-509) Pidgin &amp; Creole Languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LF 12.6 Language Endangerment and Language Death</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• From LF 12.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12.1: 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12.3: 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12.4: 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12.6: 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Break</td>
</tr>
</tbody>
</table>

Activity: Define “CTY” or “yeet”
- Students (individually) try to define the word “CTY” or “yeet” (student’s choice) on a piece of paper—may include dictionary style definitions, mental-image drawings, usage examples, some combination thereof, or another strategy the student thinks is useful to communicate the meaning(s) of the word. They may consider multiple senses of each word, including use as different parts of speech
- Students briefly present their definition

Computational Semantics
- If not done before, briefly discuss concept of mathematically formalizing usage-based definitions with vectors
- Demo semantris; let students take turns suggesting words

Reading/Exercises:
- LF 6.1/6.2: finish exercises 2, 3, 8, 9, 12
- LF 10.2.6
- LF 13.6 Semantic Change (p. 551-553)
  - 27, 28, 29
- LF 7.0-7.1 Intro to Pragmatics
  - 1
- LF 7.2 Rules of Conversation
  - 12, 16, 17

Journaling
- What are the most interesting or useful things you learned today? Why?
- Is there anything we went over today that you don’t fully understand yet? What would help you understand it better?
- Do you agree with the claim on p. 252 of LF that intransitive verbs refer to sets of entities, just like nouns do? Why or why not?
- Think of a time when something you said was quoted out of context. How did the meaning of what you said change when removed from its original context? Why did it change? [adapted from LF 7.6, #7]
| Day 13  (Wednesday) | Language Contact & Revitalization | Jeopardy Review  
Poster finish time  
- Students who finish their posters earlier have options to:  
  - Review any topics they want  
  - Read additional section in the textbook that look interesting  
  - Read online articles on internet linguistics  
| Machine Translation |               | Machine Translation  
|                    |               | Pidgins & Creoles  
|                    |               | Language revitalization/planning  
|                    |               | Break  
|                    |               | Computer Lab research on revitalized language  
|                    |               | Prep for presentations  
|                    |               | Give presentations  
|                    |               | Free Reviewing time  

| Day 14  (Thursday) | Wrap-Up Stuff  
Sign Languages  
Conlang Presentations | Warm-up: Quizlet Live  
Free time to review  
Post-Assessment (9:30-10:30)  
- Students who finish early can work on a NACLO problem of their choice  
Break  
Sign Languages (10:45-11:45)  
Conlang Presentation Prep—practice pitch, set up room  
Break  
Conlang Poster Session (1:30-3)  
Break  
SPEs  
Wrap-up discussion (what are the most important things we learned, etc.)  
Resources for further study  
Pack up/clean up classroom  

| Day 15  (Friday) | Conlanging Documentary | Watch documentary “Conlanging: The Art of Crafting Tongues”  