

LIN 5137.Cw61 Linguistics
Summer 2016
Office Hours: online MW 10-1130a, f2f by appt only

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Syllabus

“Deep waters, such are the words of man: a swelling torrent, a fountain of life.”
--*The Bible, Proverbs 18:4 (Jerusalem Bible)*

Course Description:

Do you use *friend* as a verb? Why do some people say *aks* and not *ask*? How many different ways can you use the word *like*? When does “I’m busy” mean “no”? Will txtng make us talk in abbrevs?

In this course, we will connect technical linguistic information to your daily experiences with language. We will learn and practice techniques for describing English, from its sounds and words and sentences and larger elements of discourse in context. We will develop an intimate working knowledge of several dictionaries, including the OED. We will investigate linguistic issues empirically with research corpora. In linguistic terms, we’ll cover phonology, morphology, syntax, semantics, pragmatics, and lexicography.

Because this class is offered as a W class, we will never meet f2f. Your work will be completed on Webcourses (accessed through my.ucf.edu and then the "Online Course Tools" tab). Please check Webcourses daily to be sure you don’t miss anything.

You will need reliable access to a computer with internet access. In a pinch, there are computers accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on computer labs (aka “Technology Commons”), see <http://www.computerlabs.ucf.edu>.

Prerequisites: Graduate status or senior standing or C.I.

As the UCF catalog states: LIN 5137. Linguistics 3(3,0). Modern linguistic theories and studies focusing on language acquisition and development, contemporary American English, semantics, and para-linguistics. Occasional. CAH-English

Course Objectives:

By the end of the semester, you will be able to:

- Employ basic linguistics terminology
- Use the International Phonetic Alphabet (IPA) to transcribe the sounds of standard American English
- Understand all elements of a standard dictionary entry and the differences between several major dictionaries
- Understand principles of phonology, morphology, syntax, semantics, pragmatics, and lexicography
- Apply linguistic principles to real-world language
- Conduct basic research using digital linguistic corpora
- Understand and appreciate the natural variation that occurs in language across time, social situation, and social group, while recognizing the need for mastering Standard English
- Recognize some of today’s important linguistics-related questions and controversies

Course Texts:

- Mihalicek, Vedrana, and Christin Wilson, eds. *Language Files: Materials for an Introduction to Language and Linguistics*. 11e. Columbus: OSUP, 2011. ISBN 9780814251799.
- Other readings available inside the course and on the Internet
- Register at corpus.byu.edu (free) so that you can use the language corpora for some assignments.

For more information about *Language Files*, see the textbook homepage here: <http://linguistics.osu.edu/research/pubs/lang-files>

Special Course Requirements:

Please plan to:

- Access and use IPA characters. If necessary, you can install Gentium, an IPA font, on your computer (but it probably won't be necessary. See "Using IPA Characters" below.)
- Create documents in .pdf format. (See "Creating .pdf Documents" below.)
- Print the handouts made available in the online class
- Have a valid UCF library card. See <http://library.ucf.edu>
- Register to use the research corpora at <http://corpus.byu.edu> (free)
- Use online research and reference tools in addition to the materials on the course website.
- Access the course website every day.

Digital Humanities:

The digital humanities use digitized and digital materials to promote a greater understanding of traditional humanities concerns. In LIN 5137 Linguistics, you will learn to use digital language corpora to research contemporary and historical English usage in both spoken and written language. These corpora have transformed the work of practicing linguists. You will also learn to use the advanced search functions of the online Oxford English Dictionary to investigate historical changes in the English lexicon.

Course Grading:

This information may change as the semester progresses. For current details about assignments and deadlines, please see the course website. Work starts in the course on the very first class day of the semester.

Learning the technical material in this class will require frequent practice, which translates to a significant time commitment and numerous deadlines. Expect multiple deadlines every week. If you know your schedule will be irregular due to business trips or other commitments, you should prepare to complete work in advance.

Your course grade will be based on completion of assignments, quizzes, and test scores, using a 1000-point scale:

A	931 – 1000+	B-	800-830	D+	661-699
A-	900-930	C+	761-799	D	631-660
B+	861-899	C	700-760	D-	600-630
B	831-860	C-	(not used)	F	below 600

Any extra assigned points (i.e., past 1000) are intended to compensate for occasional problems such as a brief illness or technical problem. If you encounter such problems often, you should expect to earn a lower course grade. See policy on "Late and Missed Assignments, Quizzes, Tests" below. For information on Late Add, Late Drop, Late Withdrawal, Medical Withdrawal, and Grade Forgiveness processes, contact UCF Academic Services (below).

Online Gradebook:

I'll post all your assignment grades to the gradebook in Webcourses. This gradebook simply adds up all the points you have earned. Points are never subtracted, divided, dropped, or averaged. You start the semester with a grade of zero, and every time you complete an assignment, your grade increases by the points you earned on that assignment. For example, if you have earned 497 points so far, and you earn 3 of 20 possible points on the next assignment, you end up with 500 points.

To learn what your grade is so far, scroll to the bottom of the Grades page until you see a row marked Total. This row will display either a percentage or a fraction (points earned / points attempted). Hover your mouse over the percent and you will see the points. Hover your mouse over the points and you will see the percent. The percent is NOT your grade, but it will give you a rough indicator of how you are doing.

The disadvantage of this type of gradebook:

- Your grade will seem very low until most of the semester is over. After all, you're starting with a zero and you need to earn at least 600 points just to get to D- level. If we've covered 600 points worth of assignments so far, and you've earned 500 of those points, you have earned 83% of the points you have attempted, but your point total will still look like an F because your total score is less than 600.

The advantages of this type of gradebook:

- You always know where you stand. I have no “private” gradebook. You see the same grades that I see (except that I can see everyone’s grades and you can only see your own); also, you can often see the class average so you can figure out how you’re doing relative to your classmates.
- Your grade never goes down. If you have 550 points and you earn a zero on the next assignment, you still have 550 points. (Your percent average may change, but the percent average is NOT your grade.)
- It’s easy to see how many points you need to get the grade you want. For example, if you have 750 points going in to the final exam and you want a B in the course (which is 831 points or higher (above)), you need to earn an 81 on the final ($831 - 750 = 81$).
- When we get to the end of the semester, it’ll be easy to figure out your course grade. Just look at your total points and match them to the grading scale above.

If your grade for a completed assignment is zero, maybe I haven’t entered grades yet. Before asking me about it, click the “View Average” or “View Statistics” button in your gradebook. If the average grade is zero, I haven’t yet entered grades for that assignment.

For more information, see the “Grade FAQs” page inside the course. Please monitor your grades throughout the semester and contact me privately through Webcourses mail if you have any questions.

Course Policies:

Assignment format: Assignments should follow all Course Protocols (below) to earn full credit.

Broken links: All URLs were checked for accuracy at the beginning of the semester, but web links can change without warning. If you notice any broken links, please (1) search for the correct link and (2) let me know.

Changes to this syllabus: It may be necessary to change this syllabus during the semester. Any changes will be posted to the course website.

Computer Viruses: You are required to use a reputable anti-virus program to participate in this course. Please remember to update your virus definitions regularly (your software documentation will tell you how to do this). Every time you transmit a virus, your grade for the course will be reduced by one full letter.

Conduct: As you learned when you were accepted to UCF, you must follow the personal and academic conduct guidelines in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu>)

Contacting Your Instructor: Once the semester starts, *all private communication with me should be sent through the conversations (mail) tool inside Webcourses*. Check your Webcourses mail daily. Even if you contact me via another means, I will ordinarily respond via Webcourses mail, because Webcourses is FERPA compliant, and because Webcourses content needs to be as complete as possible for archival purposes.

If Webcourses is unavailable, email me at byoung@ucf.edu from your Knight’s Email account—not from any other email address. Be sure to tell me your full name and which course/section you’re taking.

Due to university budget cuts, I have no office phone. Emergency phone messages can be left with the English department (407-823-5596). That phone number connects with voice mail; periodically during business hours, a staff member retrieves voice messages, writes them down, puts them in mailboxes, and if they seem urgent, sends them via phone or email. You’ll save time by contacting me through Webcourses or (if you can’t access Webcourses for some reason) email.

Of course you’re always welcome to meet with me in my office! I see students f2f this semester on an appointment basis. I’m also able to arrange online meetings via Skype (www.skype.com).

All communication between you and me, and between you and other students, should be respectful and professional. Also, you should regularly check your Knight’s Email account at <http://www.knightsemail.ucf.edu> for separate official communication from the university.

Copyright: Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course. It is a violation of US copyright law to retain or disseminate any such materials. Materials I have developed myself for this course are copyright ©2009-2019 Beth Rapp Young.

Disability Accommodation: If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have officially requested them. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, <http://sas.sdes.ucf.edu/> before any accommodations can be provided.

Final Exam: UCF requires that a final exam be given in every course (exceptions require special advance permission from university administration). So yes, we will have a final exam, it will be cumulative, and it will be administered online.

Graded Work: You can expect graded work to be returned to you two weeks after the deadline or two weeks after you turn it in, whichever is later (although often I return work more quickly). Comments on graded work can be found in Webcourses—please be sure to drill down until you can see my comments and scoring on individual questions. If you wish to question or appeal a grade, do so in writing via Webcourses mail within ten calendar days of when the grades for that assignment were distributed. Course grade appeals will follow the procedure outlined in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu>).

Grammar Mistakes in Course Materials: You may occasionally notice grammar mistakes or typos on course materials. As you probably suspect, these mistakes are intentionally put there for the amusement of students who enjoy finding them and pointing them out to others. You can demonstrate your skill at proofreading by (nicely) letting me know what you have discovered, so the mistake can be corrected.

Group Work: I encourage you to join a study group to discuss the exercises and prepare for the tests. In fact, collaboration is encouraged strongly enough that you can treat the assignments marked with a *G* (but only those—not other assignments, papers, quizzes, or tests) as group projects if your study group so desires. Generally the group assignments are more work, and are worth more points, than individual assignments. If you work as a group, please turn in one answer for the entire group, and mark it with the name of everyone who worked on the assignment. (See Course Protocols, below). After the work has been graded, whoever has submitted the assignment must share my comments with the group. Be sure to determine who is responsible for what part of your group's work at the outset. I cannot adjudicate intragroup disputes. NOTE: Individual assignments must be entirely your own work, and there must be no collaboration on the tests and quizzes. (See Plagiarism, below).

Incompletes: A grade of "incomplete" can be awarded only for a documented emergency that occurs near the end of the semester (e.g., an attack of appendicitis causes you to miss the final exam). For emergencies that occur earlier in the semester, contact UCF Academic Services (below) about other options such as Medical Withdrawal. Incompletes are given at my discretion. If, in my judgment, you couldn't pass the class even with more time, I reserve the right to deny your request.

Language Taboos: Any course about language will address some of the negative uses of language, including words that are considered not just impolite, but abhorrent. Please be forewarned that there may be some discussion and analysis of words and phrases which may make you uncomfortable or perhaps even deeply offend you. Sometimes we have to analyze uses of language that some may find wrong in order to understand how language works. When such cases arise, I will attempt to handle them with as much sensitivity as possible. Even if you feel that such discussions have no place in the classroom, please be aware that I am not insulting or attacking any person in any way, but rather that I am attempting to bring us all to an understanding of how language is used in real life.

Late and Missed Assignments, Quizzes, Tests: Assignments will earn no credit if submitted late. Missed *quizzes* may not be made up. Missed *exams* may be made up only if you have a documented approved reason for missing the exam, such as hospitalization.

There are two reasons for this policy: (1) The nature of the work. Many assignments build on work submitted previously. For example, you may be required to share information with the class on one day, and then analyze all the shared information two days later. There's no point in submitting additional information after the class has already finished its analysis. (2) The pace of the class. Spending time on past assignments can prevent you from keeping up with current assignments.

To compensate for unavoidable conflicts and last-minute emergencies, I've provided extra credit assignments and made most assessments available for more than one day. If you experience so many scheduling conflicts or emergencies that the extra credit and lengthy assessment availability can't make up for them, you should expect to earn a lower course grade.

An assignment's failing to appear on Webcourses' To-Do list is not an acceptable excuse for missing a deadline. Note that the automated to-do list is incomplete by design: <http://online.ucf.edu/support/Webcourses/other/to-do-list/>. All assignment deadlines are available to you from the first day of the semester; please devise a system for meeting deadlines that does not rely on Webcourses to issue reminders.

Plagiarism: Collaboration is encouraged on assignments marked with a *G* (see Group Work, above). However, collaboration is NOT allowed—it is considered plagiarism—on all other papers, assignments, quizzes, and tests. Plagiarism is using the words or ideas of another without proper acknowledgment. This includes sharing or discussing answers for homework, quizzes, extra credit assignments, tests, or any coursework for which you each receive individual credit. This also includes using teacher's manuals that give answers to you, and websites such as lingorado.com that transliterate text into IPA for you, rather than your writing your own transliterations. If any of your coursework is plagiarized, you can expect to fail the course and/or to be reported for university disciplinary action.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Privacy: Your work may be used anonymously as an example in other classes or workshops for educational/research purposes only. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do NOT wish your work to be used in this manner, let me know *in writing* within one week of the date your course grades are available to you on myUCF. Your grade will stay the same whether or not you allow your work to be quoted. If you opt out after the date listed as “Grades due on myUCF,” I won’t even know of your decision until your grade is final.

Record Keeping: Save copies of all your work, including graded homework assignments, all your drafts, and any work with my comments on it. You should save this information until you have received your final grade for the course.

Returned messages: You can expect mail and course mail messages to be returned within 48 hours, 72 hours on weekends, though often I respond much more quickly.

Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act, intended to eliminate sex discrimination in education, covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the University but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the University’s Equity Coordinator. The campus Equity Coordinator is the Director of the Office of Equal Opportunity and Affirmative Action Programs (contact information below).

Tutoring: Unfortunately, I don’t know of a good resource for linguistics tutoring. The University Writing Center (UWC) does not offer linguistics tutoring, though it’s a great resource for writing papers. As you know from experience, someone can be great at writing without knowing much about linguistics. Do not go to the UWC for help with phonetic transcription, parsing morphemes, etc. If you know of a good tutor, or if you would like to offer your services as a tutor, please post contact information to the course discussion.

Ungraded Exercises: Exercises in the textbook are assigned because completing the exercises will help you learn the material. In fact, many students in other classes have indicated that they learned more from the ungraded exercises than any other kind of assignment! Questions from these exercises may be included on quizzes and tests. Please contribute questions and comments about the exercises to the discussions so that we can help each other work through them. I am happy to share “correct” answers privately—if you show me your answers (via the Webcourses conversations tool), I’ll show you mine. Although I will happily check ungraded exercises for accuracy, I won’t pre-grade the graded assignments (though I will answer questions about them).

Course Protocols:

All coursework should be completed according to these protocols to earn full credit.

Assignments:

- All work should be word-processed and submitted either as an attachment in .pdf format or as text copied/pasted into a Webcourses window. The general rule is that if you CAN submit work via copy/paste, you SHOULD. See below for File Attachments protocols.
- Everything that needs a grade for a single assignment should be contained in a single “attempt.” In other words, don’t put answers to questions 1-15 in one attempt and questions 16-25 in a subsequent attempt or different group member’s attempt. I can only grade the answers contained in a single attempt from a single person.

File Attachments:

- Any attachments must be submitted in .pdf format. Attachments in other formats will not earn credit. The .pdf format protects both against viruses and deleted IPA characters.
- Please make a point to check that you submitted the correct file in the correct format; I will probably not notice attachment problems until after the deadline, and by that time, it’s too late for you to fix things.
- Remember that once your attachment is downloaded or printed, it has been completely disconnected from your message. Therefore it is very easy for your work to be misplaced or overlooked if you haven’t labeled your attachment properly. Every attachment you submit during this course should:
 - Include your full name and the assignment name in the FILENAME of the attachment
 - Include your full name and the assignment name INSIDE the attachment
- Work that does not follow these protocols (especially if your name is completely missing) will not earn full credit!

Course Mail:

- Send course-related private correspondence to Dr. Young via Webcourses mail, aka “conversations,” not via ucf.edu email. (See “Contacting Your Instructor” above.)
- Before mailing Dr. Young with general questions about the course, post your questions to the discussions. The more people who see your question, the quicker you’re likely to get an answer. Also, if you’re wondering about something, chances are that someone else is wondering, too. By asking questions publicly, you’re helping your classmates learn.
- Please be prompt. If a group member sends you a message, please respond in a timely fashion (within 48 hours). Poor communication with group members can affect your grade.

Discussion Posts:

- Send messages intended for just one reader by Webcourses mail instead of posting them to the discussion. For example, questions about why you got your grade should be sent via Webcourses mail to Dr. Young.
- For some discussions, you won't be able to see other students' work until you post your own.
- Use the appropriate discussion topic for graded discussions. Messages posted to the wrong topic will not earn credit.
- Every discussion message you post should:
 - Avoid posts that only say "I agree"; they will not be counted for credit.
 - Be courteous and clear. (Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.)
- Do not post discussion messages that do nothing more than complain about the assignments or the class. Such messages will be deleted. Students who are repeatedly disruptive will be banned from course discussions, making it impossible for them to earn full credit for discussion assignments.
- Consider composing complex messages in a word processor, then copying/pasting your words into the discussion message.

Group Work:

- Follow protocols for Assignments, above, except that for attachments, you can fashion a shorter filename rather than putting everyone's names in the filename. I just need to be able to tell from the filename whose work it is.
- Clearly label group work with the fact that it is a group effort, AND with the names of EVERYONE who participated. Everyone who participates on a group project will earn the same grade for that project.
- Only ONE person in the group should submit the work—don't make me review multiple copies of the same answers! The computer may tell everyone else that the project was "missed," but as long as I can determine who did what, I can record grades for everyone no matter what the computer says.
- Everything that needs a grade for a single assignment should be contained in a single "attempt." In other words, don't have one person submit answers to questions 1-15 and another person submit answers to questions 16-25. I can only grade the answers contained in a single attempt from a single person.
- If you are not the person who is submitting the group work in the quizzes tool, grading will go quicker if you start an attempt and write "NAME will be submitting the work for my group." Then I can more easily locate and record your grade.
- Format your work consistently. For example, questions should be answered in order, fonts should not change unnecessarily, numbering should go in numerical order, answers should be reasonably parallel in structure, and so on. Someone will probably need to clean up the document formatting after all contributions have been copied and pasted together. Work with glaring format problems will not earn full credit.
- Read my comments on graded group work. Whoever submitted the assignment is responsible for sharing my comments with everyone else. You can access my comments the same way you access comments on graded individual assignments in the assignments tool.

Using IPA Characters:

For this class, you need to read and produce documents using IPA script (which is a particular set of characters that you will learn about during the first few weeks of the course). You probably already have such a font installed. On my PC, Times New Roman and Arial fonts already have IPA characters; these characters are probably also present in other fonts. You can use an online IPA typewriter such as <http://ipa.typeit.org/> instead of the fonts installed on your computer.

One of your first-week assignments will be to use these characters to make sure you know how to access them. If you can't find them already installed and prefer to work offline, I recommend that you install a font named Gentium Plus. A page inside the course called "Installing Gentium Plus" will tell you how. NOTE: Please do NOT try to install Gentium unless you are sure you need it! There is no point in inflicting unnecessary work upon yourself.

Gentium won't "translate" your writing into special characters; what it does is make the characters available for you to choose (through the "insert symbol" function in Word, the "Character Map" program in Windows System Tools, pressing Command-T on a Mac, etc.)

Creating .pdf Documents

You'll need to create documents in .pdf format to minimize transmission errors and protect against viruses. Most likely, the word processor you already use can save files as .pdf. Please check to see whether you have that capability before you download anything new! There's no reason to inflict unnecessary work on yourself. For more information, see the page in the course called "Creating .PDF Documents."

Technical Support and Useful Links:

Print this page NOW and store it in a safe place so that you'll have the information available whenever you experience computer problems.

Please post technical questions to the course discussions. Members of the class who are technically proficient are encouraged to monitor the discussion and assist classmates.

NEVER SPEND MORE THAN AN HOUR trying to fix problems by yourself! UCF offers wonderful technical support free of charge--please save yourself some time and stress by availing yourself of the help available to you. See the list of useful contact information below. When you ask for help, you are also doing a good deed: you are teaching UCF's tech help people about the kinds of problems students encounter in these courses. The more that is known about problems you encounter, the more that can be done to help prevent such problems in the future.

So **DON'T STRUGGLE ALONE!** Ask the tech people for help when you encounter glitches. (NB: your professor ≠ tech support)

Network outages: On occasion, you may be unable to access the course due to network outages. Depending on where the problem has occurred, the tech support staff at your internet service provider or UCF's Help Desk (see "Useful Links" below) should be able to estimate when everything will be back to normal. When you can, post your work along with an explanation of what happened.

Broken Links: Although all links are checked immediately before the semester starts, "link rot" is a fact of online life. If you discover a broken link in the course, try to find the page through an alternate route (e.g., Google, the search function at the site you need). If it's a Webcourses link that is broken (e.g., a class assignment page), let Dr. Young know, and then check back periodically to see if it has been fixed. If the link can't be fixed within a reasonable time, we'll work out some kind of alternative, don't worry.

Break-downs: Think of your computer as your transportation to the class. If you are enrolled in a face-to-face class and your car keeps breaking down, you will be expected to find another way to get to class. In an "M" or "W" class, if your computer keeps breaking down, you will be expected to find another way to access the class. Fortunately, public libraries and campus computer labs offer free Internet access. See "Useful Links" below for more information about campus computer labs.

Exam problems: If you have technical problems during an exam, contact Webcourses@UCF Support without delay.

If you experience repeated technical problems, consider dropping the course. Petitions for late withdrawal may be filed in UCF's Academic Services Office. (See "Useful Links" below for contact information.)

Useful links:

***Webcourses Tech Help: Contact Online@UCF Support (407) 823-3808 or <http://online.ucf.edu/support/> ***

- Academic Services Office, AD 210, 407-823-2691, <http://www.academicsservices.ucf.edu>
- Canvas (Webcourses) documentation: <https://community.canvaslms.com/community/answers/guides/> (or click "Help" in the bottom left corner and choose "Search the Canvas Guides")
- Computer Lab Information (called "Technology Commons"): <http://www.computerlabs.ucf.edu>
- Computer Store: <http://www.cstore.ucf.edu>
- Corpora at BYU Help: <http://corpus.byu.edu/problems.asp>
- Online@UCF: <http://online.ucf.edu/>
- English Department: CNH 405, 407-823-5596, <http://www.english.cah.ucf.edu/>
- Equity Coordinator / Director of the Office of Equal Opportunity and Affirmative Action Programs: MH 330, 407-UCF-1EE0 (407-823-1336), <http://eeo.ucf.edu>
- Golden Rule (UCF student handbook): <http://www.goldenrule.sdes.ucf.edu>
- Library: <http://library.ucf.edu>
- Student Accessibility Services: FC 185, 407-823-2371, <http://sas.sdes.ucf.edu/>
- UCF Ombuds Office: <http://www.ombuds.ucf.edu/> The University Ombuds Office provides all members of the university community (students, staff, faculty, and others) an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the University.

Disclaimer: The Surgeon General has determined that smoking this syllabus may be hazardous to your health. Side effects associated with use of this syllabus for prolonged periods include dizziness, blurred vision, euphoria, and irrepressible morpheme parsing. If you have experienced such side effects when using other syllabi, please consult your doctor to see whether this syllabus is right for you. If you experience an interest in the topic lasting more than 4 hours, please sign up for more linguistics courses. Any resemblance to any other course or syllabus living or dead is completely coincidental. No animals were harmed in the making of this syllabus. Not intended for use as a flotation device.