June 9, 2017

WILLIAM M. MAURER
SCHOOL OF SOCIAL SCIENCES

LISA PEARL
DEPARTMENT OF LINGUISTICS

RE: PROPOSAL TO ESTABLISH A BA IN LANGUAGE SCIENCE

At its meeting on June 1, 2017, the Irvine Divisional Senate Assembly approved the proposal to establish a Bachelor of Arts degree in Language Science in the Department of Linguistics in the School of Social Sciences. The Senate Cabinet reviewed and endorsed the proposal on May 2, 2017. Both the Council on Educational Policy (CEP) and the Council on Planning and Budget (CPB) thoroughly reviewed and approved the proposal for the new major.

The proposal packet is enclosed. If you have any questions related to this action, please contact me.

Sincerely,

William Parker, Chair
Academic Senate, Irvine Division

C. Enrique Lavernia, Provost and Executive Vice Chancellor
    Judy Stepan-Norris, Vice Provost for Academic Planning
    Tracy Molidor, Associate Vice Provost for Academic Affairs
    Michael Dennin, Dean of Division of Undergraduate Education
    Brent Yunek, Assistant Vice Chancellor for Enrollment Services
    Ryan Cherland, Assistant Vice Chancellor for Office of Institutional Research
    Maria Pantelia, Academic Senate Chair-Elect
    Arvind Rajaraman, Chair for Council on Educational Policy
    Elizabeth Bennett, University Registrar
    Aliya Thomas, University Editor
    Natalie B. Schonfeld, Executive Director
    Michelle AuCoin, Council Analyst
    Wendy Chamorro, Council Analyst
    Thao Nguyen, Council Analyst
Table of Contents

Cabinet Final Response - Endorsement (5-02-2017) .......................................................... 3-1
CEP Final Response - Conditional Approval (4-07-2016) .................................................... 3-2
CPB Final Response - Endorsement (4-19-2017) .............................................................. 3-4
CPB Dean Maurer Memo re- detailed budget plan (3-24-2017) ........................................ 3-5
Cabinet Revised Proposal (9-02-2016) .............................................................................. 3-7
DIVISIONAL SENATE ASSEMBLY

RE: PROPOSED BACHELOR OF ARTS DEGREE IN LANGUAGE SCIENCE

At its meeting of May 2, 2017, the Senate Cabinet endorsed the proposal to establish a Bachelor of Arts degree in Language Science, as conditionally approved by the Council on Educational Policy (CEP) and endorsed by the Council on Planning and Budget (CPB).

This proposal was developed through a collaboration of faculty from the Department of Linguistics, and other faculty in the School of Social Sciences, with the intent to broaden the scope of the department. The proposed major is structured to provide students with an interdisciplinary foundation to the scientific study of language, including its mental representations, its development and use, and its biological underpinnings. This major is included in the most recent campus five-year plan.

COUNCIL ON EDUCATIONAL POLICY: April 7, 2016
COUNCIL ON PLANNING AND BUDGET: April 12, 2017
SENATE CABINET: May 2, 2017

The complete proposal and relevant memos are included in the agenda enclosures.

Sincerely,

Bill Parker, Chair
Irvine Division Academic Senate
April 24, 2017

BILL PARKER, CHAIR
UCI ACADEMIC SENATE

RE: CEP APPROVAL OF THE PROPOSAL FOR A B.A. IN LANGUAGE SCIENCE

On April 7, 2016, CEP members reviewed a revised proposal for a B.A. in Language Science. CEP voted unanimously in favor of the proposal PENDING the approval of the number of a number of both new and cross-listed courses required for the major. Over the past year, the new and cross-listed courses required for the major were approved.

However, on March 2, 2017, CEP learned that a number of serious concerns were expressed by CPB in January, 2017 surrounding the lack of academic structure currently in place to support a B.A. in Language Science. CEP members discussed the concerns and voted in favor of a motion to postpone final CEP approval on the proposal until each of CPB’s concerns were addressed by the Social Sciences Dean and the proposers to CPB’s satisfaction. Now that CPB has noted these concerns have been addressed and has voted to approve the proposal, CEP is now forwarding CEP’s approval of the proposal to Senate Cabinet.

CEP would like to thank the proposers of the B.A. in Language Science for providing CEP with the opportunity to review the proposal.

Sincerely,

Arvind Rajaraman, Chair
Council on Educational Policy
Item 3-3
WILLIAM PARKER, CHAIR  
ACADEMIC SENATE – IRVINE DIVISION  

RE: B.A. in Language Science  

At our meeting of April 12th, 2017, the Council on Planning and Budget (CPB) continued assessment of the proposed establishment of a B.A. in Language Science in the School of Social Sciences. Our review included the March 24th, 2017 letter from Dean Bill Maurer responding to CPB’s request for a budget plan dated March 7th, 2017. This is CPB’s sixth review of the proposal.

The strong financial support for FTE resources, which includes an open FTE, and support for operational resources as detailed in the budget presented demonstrate the Dean’s commitment to the new degree program in the context of the “relaunched” Department of Linguistics.

The Council thanks Dean Maurer and Professor Lisa Pearl for their responsiveness to our comments and their patience throughout CPB review process. CPB voted to endorse the proposed B.A. in Language Science and wishes the Department well in launching its new major.

On behalf of the Council,

James Steintrager, Chair

cc: Arvind Rajaraman, CEP Chair  
    Michelle AuCoin, CEP Analyst  
    Natalie Schonfeld, Executive Director  
    Thao Nguyen, CPB Analyst
March 24, 2017

WILLIAM PARKER
ACADEMIC SENATE

JAMES STEINTRAGER
COUNCIL ON PLANNING AND BUDGET

Re: BA in Language Science

This memo is in response to the most recent communication from CPB to the Senate regarding the relaunching and renaming of the Department of Linguistics in the School of Social Sciences.

In response to the request from CPB for “a detailed budget plan with a clear account of the resources needed that would make CPB confident of the future success of the major,” we have prepared the attached spreadsheet. This lists FTE resources committed as well as operating expenses allocated to support this unit. As you can see, the School has committed $931,000 of its resources to Linguistics. It should also be noted that, even though the major was frozen for a number of years, the School continued to commit teaching resources with the possibility of relaunching the major at a later time. Now that there is an exceptional cohort of faculty (as described in an earlier response) we believe that time is now.

Bill Maurer
Dean

Attachment (1)

cc: Dave Leinen, Assistant Dean
Lisa Pearl, Chair
Arvind Rajaraman, CEP Chair
Michelle AuCoin, CEP Analyst
Natalie Schonfeld, Executive Director
Thao Nguyen, CPB Analyst
# Linguistics Department Budget FY17

## Personnel

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**Permanent Faculty Subtotals:**

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**Personnel Subtotals**

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## Operations

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<td>Operations</td>
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**Operations Subtotals**

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**Personnel and Operations Totals**

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<td></td>
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**Item 3-6**
September 2, 2016

Dear colleagues:

To CEP members:
The proposal for a Language Science B.A. was previously approved by the CEP in April 2016, pending the approval of proposed new courses. The Course Action Forms (CAFs) for these courses were unfortunately not submitted, and I was not made aware of this until August 2016. We have now submitted the proposed courses for approval (including CAFs).

Since April 2016, we have hired a new language science faculty member (Greg Scontras), I have become Chair of Linguistics, and we have made one substantial adjustment to the previously approved curriculum: For Section III (Additional Core Courses), we now allow any Linguistics course that is not listed elsewhere, rather than exhaustively listing those courses.

These changes are reflected in the updated proposal you see before you. I hope you will agree that it is also an acceptable (and hopefully even better) implementation of the Language Science B.A., and I very much appreciate your consideration of it.

To CPB members:
In May 2016, CPB declined to opine on the proposal for a Language Science B.A. approved by the CEP in April 2016. Two specific issues were mentioned:

1. **CPB was unconvinced departments such as Cognitive Sciences would not be adversely impacted by the plan (presented in the proposal) to split FTEs in the future.**

   Cognitive Sciences is aware of the plan to split FTEs and has actively been part of this process to split and/or transfer relevant Language Science FTEs between Cognitive Sciences and Linguistics. Memos have been written to this effect by all impacted parties (both individual faculty and Department Chairs), and I would be happy to provide them if the CPB wishes to review them and the relevant individuals agree to share these memos.

2. **CPB remains concerned of the establishment of a new major after the Department of Linguistics has been “on hiatus” since the early 2000s.**

   While the Department of Linguistics was on hiatus, it has now been re-invigorated and includes several language science FTEs, with more to be hired (one this coming year). Specifically, there
will be 11 language science faculty members with either 100%, 50%, or 0% appointments in Linguistics this academic year (see http://linguistics.uci.edu/people.php). The establishment of this new major is the first concrete step in creating integrated and interdisciplinary training that draws on the expertise of the current language science faculty.

I hope that this additional information is helpful to the CPB when deciding about its view on the proposed major and I thank you very much in advance for your consideration.

Sincerely,

Lisa Pearl (on behalf of the Language Science faculty)
Chair of Linguistics
Associate Professor of Cognitive Science, Linguistics, and Logic & Philosophy of Science
lpearl@uci.edu
Proposal for creation of the Language Science major
inside the Linguistics Department
in the School of Social Sciences

I. INTRODUCTION

1. Name of major and degree title
B.A. in Language Science

2. The School/Department/Program which will administer the major
The Department of Linguistics.

General context note: We are developing a plan to refocus the Department of Linguistics to one with a broader scope, with a title such as the Department of Language, Speech, and Hearing Sciences (LSHS).

3. The faculty vote
Because the department of Linguistics is going to broaden its focus and be administered within the School of Social Sciences, the vote includes Linguistics faculty (both core and affiliated) and other Social Sciences faculty who will be associated with the major.

Greg Hickok, Cognitive Sciences
Kent Johnson, Logic & Philosophy of Science
Virginia Mann, Cognitive Sciences
Keith Murphy, Anthropology
Lisa Pearl, Cognitive Sciences
Armin Schwegler, Spanish & Portuguese
Greg Scontras, Linguistics
Julio Torres, Spanish & Portuguese
Bernard Tranel, Linguistics
Kai Wehmeier, Logic & Philosophy of Science

These faculty unanimously support the major proposed below (10 recommend approval – 0 recommend against approval - 0 abstain – 0 absent or on sabbatical).

4. Is the major included in the most recent five-year plan?
Yes, though the name has changed to “Language Science” from ‘Speech, Language, and Hearing Sciences”. In particular, Language Science faculty have decided that it would be better to have two majors within the refocused Linguistics department: the B.A. in Language Science in this proposal and a B.S. in Speech and Hearing Sciences that will be created separately.

Previously-Acting Chair of Linguistics Mark Petracca, current Chair of Linguistics Lisa S. Pearl, and Dean of Social Sciences Bill Maurer have also expressed their support for the proposed major in Language Science, as indicated by their accompanying letters in Appendix B.

5. Background

(a) Briefly describe the historical development of the field, the discipline as offered at other UC campuses, and development of the discipline at UCI. &
(d) Is this considered a standard major at other major research universities?
UCI’s Department of Linguistics disintegrated in the early 2000s, which ultimately led to the phase out of the Linguistics major. In 2002/2003, then-Dean Dosher assembled a committee of Social Sciences and Humanities faculty to determine why the previous department failed and to make a recommendation regarding whether and how the department should be re-fielded. A core factor leading to the department's ultimate failure was judged to be the department’s fairly narrow focus (East Asian syntax in the Chomskyan tradition).\footnote{Additionally, several Linguistics faculty were recruited by other universities simultaneously. Before they could be replaced, many of the remaining faculty attained positions at other universities.} Based on the need for a major university to offer education in language science, given that all competing universities have such programs, the committee recommended re-fielding a more interdisciplinary department modeled on highly successful programs such as Linguistics at the University of Maryland. Three hires were made shortly thereafter (initially through existing departments) to serve as the core of a new program. Unfortunately, the economic downturn of the late 2000s precluded further development. We are now in the process of revitalizing the Department of Linguistics (which was never officially closed) and plan to expand its scope to include hearing as well, a particular strength at UCI. This proposal is a first step in rebuilding with a major titled “Language Science”.

Here we preview the shape of the envisioned department to provide context for the proposed Language Science major. Two extremely successful models for building language science programs have emerged in the last decade:

(A) The \textit{Maryland Model}, as implemented at the University of Maryland in College Park, has a core of theoretical linguistics with a multidisciplinary twist. It incorporates neuroscientific, psycholinguistic, and computational approaches, with a primary aim of understanding the cognitive representation of language. These kind of programs typically offer undergraduate and PhD degrees in Linguistics.

(B) The \textit{Midwest Model}, as implemented by several schools such as University of Iowa, University of Wisconsin-Madison, Northwestern, and Purdue, focuses on the health sciences aspect of language. These programs include some basic language science, but emphasize clinical speech and language disorders. These programs typically offer undergraduate degrees in areas such as “communication disorders” as well as PhDs and clinical/professional degrees in speech-language pathology and audiology.

At UCI and in California more generally, there is a broad interest in understanding language from multiple perspectives, including neuroscience, psychology, computer science, and development, in addition to the training in theoretical linguistics, as evidenced by the enrollment numbers below in Table 1. In addition, as Table 1 below shows, students have consistently minored in Linguistics even without an active department or major.
Table 1. Enrollment statistics for regularly taught language science courses from Fall 2009-Spring 2016 and Linguistics minors. Lower division (LD) courses include Ling1, Ling2, Ling3, Ling10, Ling20, Ling51, Ling68, and LPS30. Upper division (UD) courses include Ling102, Ling111, Ling150, Ling155, Ling158, Ling175, and Psych131B. Note that starting in Fall 2012, fewer courses were regularly offered due to the loss of three language science faculty members (Jon Sprouse, Patricia Schneider-Zioga, Francesca del Gobbo).

<table>
<thead>
<tr>
<th>Year</th>
<th>Total enrollment</th>
<th>Avg enrollment per course</th>
<th>% Courses with enrollment &gt; 50</th>
<th>Linguistics minors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LD</td>
<td>UD</td>
<td>All</td>
<td>LD</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1326</td>
<td>516</td>
<td>1842</td>
<td>111</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1494</td>
<td>397</td>
<td>1891</td>
<td>125</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1561</td>
<td>398</td>
<td>1959</td>
<td>156</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1395</td>
<td>251</td>
<td>1646</td>
<td>140</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1232</td>
<td>396</td>
<td>1628</td>
<td>137</td>
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<tr>
<td>2014-2015</td>
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<td>335</td>
<td>1432</td>
<td>122</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1451</td>
<td>352</td>
<td>1803</td>
<td>132</td>
</tr>
</tbody>
</table>

(b) Why is it important to begin the major now? &
(c) Ways in which the program will meet the needs of society
There is significant demand for allied health career-oriented undergraduate and graduate training. Currently, no UC schools have undergraduate-level preparatory and graduate degree programs in this area – instead, they exist only in Cal State schools.

At UCI, we have the foundations for creating a language program that combines the Maryland and the Midwest models (henceforth, the “M&M model”). On the cognitive science side, we have a small but strong group in language and speech; on the allied health side, we have a very strong hearing group.

Given this, our current aim is to create a department that embodies the M&M model and will house majors representing this broader view of language science. The new Language Science major will be one such major. (Others will include Hearing and Speech Science, which is currently offered as a minor.) Notably, while the new Language Science major will have some theoretical linguistics, it will also include training in other areas relevant for language science, including neuroscience, psychology, logic, computer science, development, education, anthropology, hearing, and speech.

Is the major addressed in the Campus Academic Plan?
Yes, as described in the most recent five-year plan in section 4 above.

6. The educational aspects of the major.

(a) Educational goals and objectives + assessment
The proposed major is structured to provide students with an interdisciplinary foundation to the scientific study of language, including its mental representations, its development and use, and its biological underpinnings. To ensure both an intellectually coherent experience and that students receive advanced training in one or more of these areas, all students in the major will be required to complete four advanced courses from at least two of four specialization areas: theoretical, behavioral & neuroscientific, computational, and applied language science (these are described more fully below in the Program & Courses section).
It is possible to generalize across these specializations and say that students completing the B.A. in Language Science will have a background in (a) theoretical linguistics, (b) language development & use, (c) advanced study of aspects of natural or formal languages, and (d) some combination of neuroscience, psychology, logic, computer science, anthropology, education, and hearing & speech, as related to the scientific study of language and its applications. They will also (e) have an understanding of the analytical tools of formal language study.

Goals (a)-(e) will be assessed by the completion of appropriate courses within the major with grades of 3.0 or better.

(b) How the proposed structure of the curriculum leads to the achievement of the stated learning goals and objectives.

The curriculum matrix in Table 2 on the next page demonstrates this.

(c) Distinctive features of the major which differentiate it from similar majors offered at UCI and at other major research universities.

As mentioned above, this broader view of the scientific study of language is a more interdisciplinary and integrative approach to language. This already distinguishes it from the previous Linguistics major (which no longer exists, and was more focused on theoretical linguistics). Moreover, as far as we are aware, the M&M design incorporating both the multidisciplinary approach to language and health sciences approach is distinct from both the linguistics and communication sciences majors offered at other major research universities.

Table 2. Curriculum matrix describing how proposed structure of major achieves stated learning goals and objectives.

<table>
<thead>
<tr>
<th>Required Course Categories</th>
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<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
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<tr>
<td>I. Core introductory lower-division courses</td>
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<td>✔</td>
<td>✔</td>
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<td>II. Natural/Formal language</td>
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<td>A. Foreign language structure</td>
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<td>B. Logic and computation</td>
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<td>III. Additional core courses</td>
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<td>A. Theory</td>
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<td>B. Behavioral &amp; Neuroscientific</td>
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<tr>
<td>D. Applied</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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</table>

7. Timetable

Though there are several newly proposed courses for the major, the faculty who would be teaching each of them had already planned to integrate these courses into their normal teaching schedule (Murphy, Pearl, Schwegler, Torres, Wehmeier). In addition, we have recently hired a new Language Science
faculty member (Scontras) whose teaching will consist entirely of Language Science courses, and we are currently conducting a search for a new Language Science faculty member (to be hired into the current Linguistics department). Because this faculty search specifically targets individuals with areas of expertise in syntax and one or more of behavioral, computational, and neuroscientific methods, the person hired would be able to teach some of the current courses, newly proposed courses, and/or additional courses in his/her areas of expertise. Moreover, given the Dean of Social Sciences’ support for the refocused Linguistics department, we anticipate several additional Language Science hires in the next few years.

Importantly, the majority of the courses in the proposed major are already offered, though some have only been offered infrequently in the last 5 years. Even without the rarely offered courses (some of which the new hires may be able to teach more regularly), we still have a sufficient set of courses to populate the proposed major. All but two of these courses are currently offered by the Department of Linguistics or are undergraduate courses offered by other departments that are not restricted to majors in those departments. The inclusion of the courses offered by other departments is supported by these departments, as discussed their letters of support in Appendix B. Therefore, once approved, the major could be implemented quickly.

8. Relationship to other existing programs at UCI

The intention is that the proposed major will attract those students who currently take language science courses and/or currently minor in Linguistics. This major provides a natural way for such students to continue their studies in language science at UCI and be formally recognized for it. Because of its interdisciplinary approach and foundational knowledge in a variety of areas related to language, this major may additionally attract students who currently major in psychology, neuroscience, computer science, and the humanities (e.g., Spanish, French, German, Chinese, Vietnamese, etc.).

Overlap with the Psychology Minor: Because the Language Science major and Psychology minor are both within the School of Social Sciences, this means no course overlap is allowed outside those needed to fulfill the School’s mathematics and computer science requirement. There is exactly one course that overlaps (Psych 150/Ling 155: Psychology of Language), and this is an optional course for both the proposed Language Science major and the Psychology minor. So, there are ample opportunities for students to complete both the courses for the major and the courses for the minor without overlap.

Overlap with the Hearing & Speech Sciences Minor: Because the Language Science major and Hearing & Speech Sciences minor are both within the School of Social Sciences, this means no course overlap is allowed outside those needed to fulfill the School’s mathematics and computer science requirement. While there are points of overlap between the major and minor (listed below in Table 3, based on the proposed Language Science major requirements in the next section), there is no instance where a course is required by both the major and the minor. So, disallowing overlap would not be a problem. There are ample opportunities for students to complete both the courses for the major and the courses for the minor without overlap.

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2 The two that are restricted to majors in the department are Mus 158A/B/C (Diction) and Drama 35 (Speech for Theater), which are for music and performance majors only, or drama and musical theater majors only, respectively. We included these in the Applied specialization area because they are clearly applications of language science and their inclusion may encourage music, performance, drama, and musical theater majors with language science interests to double major in Language Science.
Table 3. Overlapping courses in the Language Science Major (LangSci) and the Hearing and Speech Sciences (HeSp) Minor. Both required courses (req) and optional courses (opt add = optional additional core, opt concen = optional concentration, opt spec = optional specialization) are listed. Current course numberings are used.

<table>
<thead>
<tr>
<th>Course</th>
<th>LangSci Major</th>
<th>HeSp Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 161H: Hearing &amp; the Brain</td>
<td>opt spec</td>
<td>required</td>
</tr>
<tr>
<td>Psych 131B: Hearing</td>
<td>opt spec</td>
<td>opt concen</td>
</tr>
<tr>
<td>Ling 3: Intro to Linguistics</td>
<td>required</td>
<td>opt concen</td>
</tr>
<tr>
<td>Ling 10: Intro to Phonology</td>
<td>required</td>
<td>opt concen</td>
</tr>
<tr>
<td>Ling 51: Acquisition of Language</td>
<td>required</td>
<td>opt concen</td>
</tr>
<tr>
<td>Ling 155: Psychology of Language</td>
<td>opt add</td>
<td>opt concen</td>
</tr>
<tr>
<td>Ling 158: Language and the Brain</td>
<td>opt add</td>
<td>opt concen</td>
</tr>
</tbody>
</table>

Overlap with the Linguistics Minor: The same is not true for the Linguistics minor. Quite understandably, the Linguistics minor is a subset of the proposed courses for the Language Science major, with the three required courses for the minor as required core courses for the major. Therefore, it would not be possible to major in Language Science and minor in Linguistics.

II. PROJECTED DEMAND

1. Projected student demand for the major (including estimated number of majors each year for the first five years).

Because the courses in the current Linguistics Minor are all included in the proposed Language Science major, it is likely that the enrollment for the major will be related to the number of current Linguistics Minors (though of course a Minor requires less coursework than a major). A more accurate assessment may be based on the number of students enrolled in regularly taught upper-division language science courses on average. Given this and the information from the past four years, we expect enrollment around 75 the first year. Some percentage of these will likely be from transfer students, which comprise 25% of the School of Social Sciences as of March 2016. Assuming a similar rate of enrollment continues in subsequent years and graduation within four years, we expect the enrollments for the first five years to be 75, 150, 225, 300, and 300.

2. Projected number of degrees to be awarded each year for the first five years.

It is conceivable that some portion of students who are currently pursuing a Linguistics Minor would be able to transfer into the Language Science major (and be interested in doing so). Therefore, the degree projections for the first three years are based on a quarter, half, and two thirds the average number of Linguistics minors for the past three years, given the information in Table 1, which is approximately 20, 40, and 60, respectively. After that, we expect the number of degrees awarded to match the expected yearly enrollment (75). So, given these projections, 20 degrees would be awarded in Year 1, 40 degrees in Year 2, 60 degrees in Year 3, 75 degrees in Year 4, and 75 degrees in Year 5.

3. Student input to the development of this major.

Although a formal survey has not been done, discussions with current students who would have been qualified to be in this program have revealed a strong interest in it. This has been particularly notable during the summer 2016 quarter, when numerous student inquiries about when the major would be available were received.
III. STUDENT/FACULTY OPPORTUNITIES

1. Opportunities for graduates
The proposed B.A. in Language Science will provide graduates with an interdisciplinary language science background that has made students with a B.A. in Linguistics attractive for a variety of careers, including teaching, language technology industry positions, teaching English as a second language abroad, interpreting & translation, technical writing, language consulting for legal firms and medical practices, advertising, etc. In addition, this stronger foundation in formal and applied language science will better prepare graduates in the proposed major for graduate and professional programs in any of the areas related to Language Science, including Speech-Language Pathology, Linguistics, Cognitive Science, Cognitive Neuroscience, Developmental Psychology, Natural Language Processing, and Education.

2. Relationship of the program to research and/or professional interests of the faculty
The more broadly-focused major matches the more broadly-focused language science interests present in the faculty currently affiliated with Linguistics as well as the faculty likely to be affiliated with the refocused department, who are currently in Cognitive Sciences, Psychology & Social Behavior, Neurology, Anthropology, Spanish & Portuguese, Computer Science, Mathematics, Education, Drama, East Asian Languages and Literatures, and Otolaryngology. This makes it more likely for students in the new major to be productively involved in language science faculty research.

IV. PROGRAM AND COURSES
We intend for this major to have a broader focus when compared to traditional Linguistics curricula, since it includes the kind of interdisciplinary training envisioned for the M&M model. As such, it incorporates the areas described above: linguistics, psychology, neuroscience, logic, computer science, anthropology, education, hearing, and speech.

1. Curriculum
(a) All required and elective courses (course number and title), including all university-level prerequisite and corequisite courses.

1. All students must satisfy University and UCI requirements.
2. All students must satisfy School of Social Sciences requirements.
3. All students must meet the departmental requirements for the major.

Number of credits: 64
Number of courses: 16

Note that courses in *italics* are ones that are in the UCI course catalogue but were infrequently offered in the last 5 years, as shown in Table 4. Courses with *underlined* course numbers are offered outside the School of Social Sciences. We additionally refer to various courses as fulfilling General Education (GE) requirements using the 2015-2016 course catalogue available at http://catalogue.uci.edu/informationforadmittedstudents/requirementsforabachelorsdegree/.

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3 We note that the proposed credit and course quantities are derived from existing B.A. Degree requirements at UCI in Psychology and Economics.
I. Core introductory lower-division courses (all 5 required)
1. Ling 3: Intro to Linguistics **satisfies GE III, Vb
2. Ling 10: Intro to Phonology **satisfies GE III, Vb
3. Ling 20: Intro to Syntax **satisfies GE III, Vb
4. Ling 43/LPS 30: Intro to Symbolic Logic **satisfies GE Vb
5. Ling 51/Psych 56L: Acquisition of Language **satisfies GE III

II. Natural/Formal language (choose 2 from A and/or B)
A. Foreign language structure
1. Ling 164A: Topics in Romance Languages (prereqs may vary as this is a special topics course)
2. Ling 164B: French Phonetics (prereq French 1C)
3. Ling 172: History of English (prereq Ling 3)
4. Span 113A: Spanish Phonetics (prereq Span 3A-3B)
5. Span 113B: Intro to Spanish Linguistics (prereq Span 3 series)
6. Germ 104: Intro to German Linguistics (prereq German 2C with a C or better)
7. The 3x level of any non-English language. **satisfies GE VIII (*Note: May be used more than once. For example, a student could use 3A and 3B to satisfy both courses in section II. In addition, if a student places out of the 3x level in a language, then the Natural/Formal language requirement is satisfied by the 3x courses placed out of.)

B. Logic and computation
1. Ling 102/CompSci 162: Formal Languages and Automata (prereq I&C SCI 23 or CSE 23 or I&C SCI 46 or CSE 46) and MATH 2A and MATH 2B and I&C SCI 16B and I&C SCI 16D, I&C SCI 23 with a grade of C or better. CSE 23 with a grade of C or better. I&C SCI 46 with a grade of C or better. CSE 46 with a grade of C or better.
2. Ling142/LPS 104/Philos 104: Intro to Logic
3. Ling145A/LPS 105A/Philos 105A: Elementary Set Theory

III. Additional core courses (choose 5, at least 3 of which must be upper-division)
1. Any Linguistics course that is not listed in parts I, II, or IV. This includes the following courses:
   1) Ling 1: Languages of the World **satisfies GE VIII
   2) Ling 2: Discovering Language **satisfies GE VII
   3) Ling 68/Anthro 2D: Language and Culture
   4) Ling 111: Intermediate Phonology (prereq Ling 10)
   5) Ling 115: Intro to Phonetics (prereq Ling 3) *new course
   6) Ling 121: Intermediate Syntax (prereq Ling 20)
   7) Ling 143: Intro to Formal Semantics (prereq LPS/Phil 30 or LPS/Phil 104 with an A- or better)
   8) Ling145C/LPS 105C/LPS 205C/Philos 105C: Undecidability and Incompleteness (prereq LPS/Phil 105B/Ling145B)
   9) Ling 155/Psych150: Psychology of Language
   10) Ling 150/Psych156A: Acquisition of Language II *number to be changed to Ling 151
   11) Ling 158/Bio N160/Psych 161: Language and Brain (prereq Bio 35 or N110)
   12) Ling 168S/Anthro150A: Language and Social Cognition
   13) Ling 168J/Anthro151A: Improvisation, Language, and Culture
   14) LPS 105B/Philos 105B: Metalogic *to be cross-listed as Ling 145B (prereq LPS/Philos 105A/Ling145A)

2. Individual Study with a faculty member affiliated with the Program in Language Science. This will often take the form of a 199 independent study course (e.g., Psych 199/Ling 199/LPS 199/Anthro 199/Span 199) but may be a research course (such as Ling 195A/B/C, which is a *new course sequence), whose numbering varies by department. *Note: Individual study may count for up to two of the additional
core courses if taken for multiple quarters or with multiple faculty members affiliated with Language Science.

IV. Specializations (choose 4 distinct courses total, coming from at least two of A-D below)

A. Theoretical
1. Ling 112: Advanced Phonology (prereq Ling 111)
2. Ling 119: Special Topics in Phonetics/Phonology
3. Ling 124: Current Topics in Syntax
4. Ling 129: Special Topics in Syntax
5. Ling 141/LPS 145/Philos 145: Topics in Philosophy of Language
6. Ling 149: Special Topics in Semantics
7. Ling 168: Constructed Languages *new course
8. Ling 176: Intro to Pidgin and Creole Languages
9. Span 187: Special Topics in Spanish Linguistics

B. Behavioral & Neuroscientific
1. Ling 151A: Atypical Acquisition (prereq Ling150/Psych156A with A- or above) *new course
2. Ling 151B: Bilingual Acquisition (prereq Ling150/Psych156A with A- or above) *new course
3. Ling 151S: Second Language Acquisition (prereq Ling 3 or Span 113B) *new course
4. Ling 152: Acquisition of Language III (prereq Ling150/Psych156A with A- or above) *new course
5. Ling 159: Special Topics in Psycholinguistics
6. Ling 165L: Language Change, Acquisition, and Complexity (prereq Ling150/Psych156A with A- or above) *new course
7. Ling 175 Hist 135G/Anthro 152A/GlblClt 105: Language Origins: Evolution, Genetics, and the Brain

C. Computational
1. Ling 106M: Computational Models of Language Learning (prereq Ling150/Psych156A with A- or above) *new course
2. Ling 107M: Computational Methods for Language Research (prereq Psych 150 or Linguis 155 or Psych 156A or Linguis 150) *new course
3. Ling 109: Special Topics in Computational Linguistics
4. Comp Sci 142A/CSE 142: Compilers and Interpreters (prereq CSE 141 or CompSci 141 or Informatics 101)
5. Comp Sci 142B: Language Processor Construction (prereq CompSci 142A or CSE 142)
6. Comp Sci 171: Intro to Artificial Intelligence (prereq ICS 23 or CSE 23 or ICS 46 or CSE 46 and Math 2B)
7. Comp Sci 177: Applications of Probability in Computer Science (prereq MATH 2B and STATS 67 and I&C SCI 6B and I&C SCI 6D and (MATH 6G or MATH 3A or I&C SCI 6N)

D. Applied
1. Psych 131B: Hearing (prereq Psych 9A and 9B)
3. Psych 141J/K/L/M/N/O/P/Q/R/Educ 141A/B/C/D/E/F/G/H/I: Jumpstart I-III: Early Language, Literacy, and Social Development (no prereq for 141J) *Note: Only two courses of this series may count towards the four specialization courses
4. Span 151: Intro to Translation (prereq Span 3A and 3B)
5. Mus 158A/B/C: Diction (music and performance majors only) *Note: Only one course of this series may count towards the four specialization courses
7. Educ 151/Psy Beh 192V: Language and Literacy
8. BME 148/BME 262: Microimplants (prereq BME 111 and EECS 179)
9. Drama 35: Speech for Theater (drama and musical theater majors only)
10. Chinese 100A/B/C: Classical Chinese (prereq Chinese 3C or Japanese 3C or Korean 3C)
11. E Asian 125: Topics in East Asian Applied Linguistics

Table 4. Course frequency breakdown, based on statistics from Fall 2010 - Spring 2015. Underlined courses are taught outside the School of Social Sciences. We note that all new courses have syllabus summaries and course action form copies included in Appendix A.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Course codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>~every quarter</td>
<td>Ling3, Psych141J/K/L/M/N/O/P/Q/R, Educ134, Drama 35, Chinese 100A/B/C</td>
</tr>
<tr>
<td>~every year</td>
<td>Ling2, Ling10, Ling20, Ling43, Ling51, Ling68, Ling102, Ling111, Ling112,</td>
</tr>
<tr>
<td></td>
<td>Ling142, Ling145A, Ling145C, Ling158, Ling164B, LPS105B, Span113A, Span113B,</td>
</tr>
<tr>
<td></td>
<td>Span187, CompSci142A, CompSci171, Educ151</td>
</tr>
<tr>
<td>~every other year</td>
<td>Ling119, Ling141, Ling150, Ling151, Ling168J, Ling168S, Ling175, Psych131B,</td>
</tr>
<tr>
<td></td>
<td>Psych161H, Span187/Span205, CompSci142B, Mus158A/B/C, BME148</td>
</tr>
<tr>
<td>rarely</td>
<td>Ling1, Ling109, Ling114, Ling121, Ling122, Ling123, Ling124, Ling129,</td>
</tr>
<tr>
<td></td>
<td>Ling143, Ling149, Ling159, Ling160, Ling164A, Ling168A, Ling169/Ling174,</td>
</tr>
<tr>
<td></td>
<td>Ling172, Ling176, CompSci177, Span151, Germ 104, E Asian 125</td>
</tr>
</tbody>
</table>

Campus requirements not satisfied by the Major requirements
UCI General Education:
(I) Writing: 2 lower-division + 1 upper-division writing course
(II) Science and Technology: 3 courses
(IV) Arts and Humanities: 3 courses
(V) Quantitative, Symbolic, and Computational Reasoning: three courses that may also satisfy another GE category: 1 from Va (quantitative literacy)
(VI) Language Other Than English: 1 course (though most students may place out)

(b) Include Course Action Forms for all new or revised courses
Course Action Forms have been submitted for all new courses (Ling106M, Ling107M, Ling115, Ling151A, Ling151B, Ling151S, Ling152, Ling165L, Ling168, Ling195A/B/C) and revised courses (numbering: Ling150⇒Ling151, cross-listing: LPS105B⇒Ling145B).

Appendix A includes the sample syllabi for the new courses: Ling106M (Pearl, Scontras), Ling 107M (Pearl, Scontras), Ling115 (Tranel), Ling151A (Pearl), Ling151B (Pearl), Ling151S (Torres), Ling 152 (Pearl), Ling165L (Pearl), Ling168 (Murphy), and Ling195A/B/C (Pearl).

(c) Special requirements, if any
1. Double Majors within Social Sciences
In fulfilling degree requirements for multiple majors, a maximum of two lower-division courses may overlap between any two majors. Therefore, a double major in Language Science and Cognitive Sciences with a concentration in Language Science is not allowed.
2. **Honors program**
Students in the major can participate in the Campus Wide Honors program. A major-specific Honors program will be considered in the future.

3. **Non-English language**
Because detailed knowledge of a specific language is a significant asset to all students, and especially to language science students, we encourage students to study abroad via the EAP program\(^4\) or participate in UCI residential programs such as *La Casa Nuestra*\(^5\), where students live in campus-sponsored housing in which only the targeted language is spoken. However, there is no minimum foreign language requirement beyond the university’s general education requirement VI (Language Other Than English), as we felt this would place an undue course requirement burden (i.e., 16 courses are already required for the major, plus however many additional upper-division social science courses are required to complete the school-level requirement (5 in the example schedule in Table 5 below)). Nonetheless, we note that an option for the Natural/ Formal Language requirement (section II in the proposed curriculum) is advanced study (3x level, i.e., 3A, 3B, etc.) of a non-English language. This allows students interested in intensive study of a specific language to have a natural avenue within the major itself.

4. **Maximum overlap between major and minor requirements**
Students completing both a major and a minor within the School of Social Sciences may count courses taken to fulfill the School’s mathematics and computer science requirement toward satisfaction of both the major and the minor. No other course overlap is allowed. For students completing a major within the School of Social Sciences and a minor outside of the School of Social Sciences, a maximum of two courses may overlap between a major and a minor. For students pursuing a minor in Mathematics, Psychology and Social Behavior, or Statistics, a total of three courses may overlap. No course overlap is permitted between minors.

*(d) Will specializations, concentrations, or emphases be offered? If so, list specific titles and requirements.*
Please refer to section (a) above that lists the areas of specialization from which the four advanced courses must be drawn (theoretical, behavioral & neuroscientific, computational, and applied).

*(e) Sample four-year program for completion of the degree*  
This is shown in Table 5 below.

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\(^4\) [http://www.cie.uci.edu/academics/socialsciences.html](http://www.cie.uci.edu/academics/socialsciences.html)

\(^5\) [http://www.humanities.uci.edu/spanishandportuguese/program/La%20Casa%20Nuestra_Flyer.pdf](http://www.humanities.uci.edu/spanishandportuguese/program/La%20Casa%20Nuestra_Flyer.pdf)
Table 5. A sample four-year program. General education (GE) requirements are in [...]. Language Science modules are indicated in (…) and color-coded: C = Core, N/F = Natural/Formal Languages, AC = Additional Core, Sx = Specialization in area x). *Italicized course numbers* indicate renumbering or cross-listing of current courses, with the current numbering indicated after a /.

**Bolded** courses satisfy the requirements of the School of Social Sciences. All courses are 4 units.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I&amp;C SCI 31 [II, Vb]</td>
<td>Ling 2 (AC) [VII]</td>
<td>Ling 43/LPS 30 (C) [Vb]</td>
</tr>
<tr>
<td></td>
<td>Ling 3 (C) [III, Vb]</td>
<td>Ling 10 (C) [III, Vb]</td>
<td>Ling 20 (C) [III, Vb]</td>
</tr>
<tr>
<td></td>
<td>Ling 51 (C) [III]</td>
<td>GE [I]-lower</td>
<td>GE [II]</td>
</tr>
<tr>
<td>2</td>
<td>Ling 172 (N/F)</td>
<td>Ling 102 (N/F)</td>
<td>Ling151/Psych156A (AC)</td>
</tr>
<tr>
<td></td>
<td>Ling 1 (AC) [VIII]</td>
<td>Ling 168S/Anthro150A (AC)</td>
<td>Ling155/Psych150 (AC)</td>
</tr>
<tr>
<td></td>
<td>GE [I]-lower</td>
<td>GE [II]</td>
<td>GE [IV]</td>
</tr>
<tr>
<td></td>
<td>GE [VI]</td>
<td>Upper-div Social Science</td>
<td>Upper-div Social Science</td>
</tr>
<tr>
<td></td>
<td>Upper-div Social Science</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>3</td>
<td>Ling 152 (SB)</td>
<td>Ling 106M (SC)</td>
<td>Edu 134 (SD)</td>
</tr>
<tr>
<td></td>
<td>GE [IV]</td>
<td>Upper-div Social Science</td>
<td>GE [I]-upper</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Upper-div Social Science</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>4</td>
<td>GE [IV]</td>
<td>Ling 165L (SB)</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**2. Academic preparation for the major**

(a) **Recommended preparation at the freshman level for success**
Students prepare for this major by completing the standard college-preparatory courses in high school. Standard preparation in the areas of English, math, and science are appropriate.

(b) **Recommended preparation for junior-level standing**
To complete the program in two years, students would need to enter with (i) all the GE requirements completed, and (ii) nearly all the math and programming courses required by the School of Social Sciences (Math 2A-2B, Stats 7, I&C SCI 31 in the sample program in Table 5). This would leave approximately 21 courses (16 for the major and 5 upper-division Social Science courses for the School of Social Sciences in the sample program in Table 5), in addition to however many math and programming courses remain to complete. Assuming a course load of four courses per quarter, this is within the 24 course limit for a two-year completion.

Additionally, there are often courses offered at the community college level that may be equivalent to some of the courses required by the proposed major, and so may be eligible for transfer credit. These include courses like the following:

**Irvine Valley College:**
(a) Advanced Conversational French, Japanese, or Spanish (similar to the 3x level of natural language in section II [Natural/Formal Languages] of the proposed curriculum)
(b) Introduction to Logic (similar to Ling 43/LPS 30 in section I [Core] of the proposed curriculum)

**Orange Coast College:**
(a) Introduction to Linguistics (similar to Ling 1 in section III [Additional Core] of the proposed curriculum)
(b) Introduction to Symbolic Logic (similar to Ling 43/LPS 30 in section I [Core] of the proposed curriculum)
(c) Speech, Language, and Hearing Development (similar to Ling 51/Psych56A in Section I [Core] of the proposed curriculum)
(d) Introduction to Communication Disorders (would be appropriate as an Applied course in section IVD [Specializations] of the proposed curriculum)
(e) Introduction to Phonetics (similar to Ling115 in section III [Additional Core] of the proposed curriculum)

(c) Prerequisites for admission of new students at the freshman and transfer levels

1. Admissions requirements for new students at the freshman level
Students must meet all the basic UC admission requirements with a minimum 3.0 GPA or better. (http://www.admissions.uci.edu/applicants/freshman_admission.html)

2. Admissions requirements for transfer students
Students must meet all the admission requirements for the School of Social Sciences (http://www.admissions.uci.edu/applicants/transfer_prep/prep_socsci.html):
   (i) Meet all basic UC admission requirements with a minimum grade of C or better
   (ii) Have a cumulative UC transferable GPA of 2.7 (3.4 for TAG), unless otherwise specified
       For the Language Science major, the cumulative UC transferable GPA must be 3.0 (3.4 for TAG).
   (iii) Complete 60 semester or 90 quarter units of UC transferable credit by the end of the spring term prior to the fall quarter of enrollment

3. Change of major requirements
To change to the Language Science major, a student must meet the following requirements:
   a. Minimum cumulative UCI GPA = 2.00.
   b. Minimum UCI GPA for the quarter prior to changing major = 2.00
   c. Must complete two courses in Linguistics with a grade of B- or better. One of the courses must be in the lower div core courses (Ling3, Ling10, Ling20, LPS30, Ling51).

We note that (a) and (b) accord with standard UC-wide change of major requirements.

3. Present and proposed courses including potential instructors. What impact will this have on existing course loads?
Please refer to section IV-1(a) above and Table 4 for the list of present and proposed courses. Potential instructors for the proposed courses are listed above in section IV-1(b), and all are Academic Senate members. Table 6 below lists the faculty who will likely teach Social Sciences courses in the proposed major (both existing and proposed). Short biographical sketches are provided for each of the faculty teaching Social Sciences courses (Allen, Berg, Hayes, Hickok, Mann, Middlebrooks, Murphy, Pearl, Schwegler, Scontras, Torres, Tran, Tranel, Walsh, Wehmeier), which will form the current core of the Language Science major.
Table 6. Faculty teaching Social Sciences courses in the proposed major, as well as the specific courses each faculty member would teach. New courses are indicated with an asterisk (*). *Italicized* courses indicate courses the faculty member does not currently teach but could teach for the proposed major.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>Ling172</td>
</tr>
<tr>
<td>Berg</td>
<td>Psych131B</td>
</tr>
<tr>
<td>Hayes</td>
<td>Ling102</td>
</tr>
<tr>
<td>Hickok</td>
<td>Ling158, Ling159</td>
</tr>
<tr>
<td>Johnson</td>
<td>Ling141, Ling145C</td>
</tr>
<tr>
<td>Mann</td>
<td>Psych141J/K/L/M/N/O/P/Q/R</td>
</tr>
<tr>
<td>Middlebrooks</td>
<td>Psych161H</td>
</tr>
<tr>
<td>Murphy</td>
<td>Ling68, *Ling 168, Ling168J, Ling168S</td>
</tr>
<tr>
<td>Schwegler</td>
<td>Ling175, *Ling176, Span113A, Span113B, Span187/Span205</td>
</tr>
<tr>
<td>Torres</td>
<td>*Ling151L, *Ling151S, Span187</td>
</tr>
<tr>
<td>Tran</td>
<td>Ling164A</td>
</tr>
<tr>
<td>Tranel</td>
<td>Ling10, Ling111, Ling112, Ling114, *Ling115, Ling119, Ling164B</td>
</tr>
<tr>
<td>Walsh</td>
<td>Ling43, Ling145A, Ling141</td>
</tr>
<tr>
<td>Wehmeier</td>
<td>Ling145B, Ling145C, Ling149</td>
</tr>
</tbody>
</table>

*Short biographical sketches of faculty teaching Social Science courses*

*Elizabeth Allen* is an Associate Professor of English. Her research interests include the history of English and early Modern English poetry, and her teaching includes advanced undergraduate courses in historical linguistics.

*Bruce Berg* is an Associate Professor of Cognitive Sciences. His research interests include audition and computational models of hearing, and his teaching includes advanced undergraduate courses in audition.

*Wayne Hayes* is an Associate Professor of Computer Science, and a visiting scientist in the NASA Jet Propulsion Laboratory’s Cryogenics group. His research interests include compilers, graph theory, and combinatorics, and his courses include advanced undergraduate courses on formal languages and automata theory.

*Gregory Hickok* is a Professor of Cognitive Sciences, and affiliated faculty in Linguistics. He is also the Director of the Center for Language Science, and a member of both the Center for Neurobiology of Learning and Memory and the Center for Cognitive Neuroscience and Engineering. His research interests include the neuroanatomy of language, speech perception, speech production, and aphasia, and his teaching includes courses at the advanced undergraduate and advanced graduate level in the psychology of language, language and the brain, and trends in the neuroscience of language.

*Kent Johnson* is an Associate Professor of Logic and Philosophy of Science, and affiliated faculty in Linguistics. He is also a member of the Center for Language Science and the Institute for Mathematical and Behavioral Sciences. His research interests include philosophy of language, philosophy of linguistics, philosophy of cognitive science, and philosophy of psychology. His teaching includes courses at the introductory undergraduate, advanced undergraduate, introductory graduate, and advanced graduate level in logic, critical reasoning, foundations of psycholinguistics, philosophy of linguistics, and metalogic.
**Virginia Mann** is a Professor of Cognitive Sciences, and affiliated faculty in Education and Linguistics. She is also the director of both HABLA and UCI JumpStart, and a member of the Center for Language Science. Her research interests include reading ability, developmental dyslexia, speech perception, and context effects, and her courses at the introductory and advanced undergraduate level include Jumpstart, HABLA, and the psychology of reading.

**John Middlebrooks** is a Professor of Otolaryngology, and affiliated faculty in Neurobiology and Behavior, Cognitive Sciences, and Biomedical Engineering. He is also President-Elect of the Association for Research in Otolaryngology and a Fellow of the Acoustical Society of America. His research interests include the neural representation of hearing, spatial hearing, and auditory prosthesis. His teaching includes advanced undergraduate courses in hearing and the brain.

**Keith Murphy** is an Associate Professor of Anthropology, and affiliated faculty in Linguistics. He is also a member of the Center for Language Science. His research interests include the relationship between language, material culture, and human experience, as well as gestures and embodiment in conversation. His teaching includes courses at the introductory undergraduate, advanced undergraduate, and advanced graduate level in language and social cognition.

**Lisa Pearl** is an Associate Professor of Cognitive Sciences, and affiliated faculty in Logic and Philosophy of Science, Linguistics, and the Center for Machine Learning and Intelligent Systems. She is also Associate Director of the Center for Language Science and a member of the Institute for Mathematical and Behavioral Sciences. Her research interests include language acquisition and natural language processing, and she teaches courses at the introductory undergraduate, advanced undergraduate, introductory graduate, and advanced graduate level in language acquisition, computational methods for language science, and computational methods for cognitive science.

**Armin Schwegler** is a Professor of Spanish and Portuguese, and affiliated faculty in Linguistics and the Center for Language Science. He is also Associate Editor of the *Journal of Pidgin and Creole Languages*. His research interests include the study of Spanish from a linguistic perspective and the links between population genetics (DNA) and linguistic research. His teaching includes courses at the introductory undergraduate, advanced undergraduate, and advanced graduate level in Spanish phonetics and phonology, pidgins and creoles, the origin of language, and language contact.

**Greg Scontras** is an Assistant Professor of Linguistics. His research interests include computational approaches to semantics and pragmatics, as well as cognitive approaches to heritage language speakers. His teaching includes courses at the advanced undergraduate and graduate level in semantics and computational approaches, as well as introductory linguistics courses at the undergraduate level.

**Julio Torres** is an Assistant Professor of Spanish and Portuguese, and Director of the Spanish Language Program. His research interests include cognitive approaches to heritage and second language acquisition, bilingualism, and task-based language learning. His teaching includes courses at the advanced undergraduate level in hispanic linguistics, bilingualism, and the acquisition of Spanish.

**Tri Tran** is a lecturer of languages and linguistics in the Humanities Language Learning Program. His research interests include theoretical linguistics, dialectology, and heritage language acquisition. His teaching includes language courses in French, Spanish and Vietnamese as well as undergraduate and graduate courses in phonetics, Spanish linguistics, French linguistics, and Romance linguistics.

**Bernard Tranel** is a Professor of Linguistics, and a member of the Center for Language Science. His research interests include phonology, phonetics, and the linguistics of Romance languages. His teaching
includes courses at the introductory undergraduate and advanced undergraduate level in theoretical linguistics, phonology, and French phonetics.

**Sean Walsh** is an Assistant Professor of Logic and Philosophy of Science, and affiliated faculty in Mathematics. He is also Associate Director of the Center for the Advancement of Logic, Its Philosophy, History, and Applications. His research interests include philosophy of language, philosophy of logic, and mathematical logic. His teaching includes courses at the advanced undergraduate, introductory graduate, and advanced graduate level in philosophy of language, elementary set theory, and symbolic logic.

**Kai Wehmeier** is a Professor of Logic and Philosophy of Science, and affiliated faculty in Philosophy and the Center for Language Science. He is also Director of the Center for the Advancement of Logic, Its Philosophy, History, and Applications. His research interests include philosophy of language, philosophical logic, and mathematical logic. His teaching includes courses at the advanced undergraduate, introductory graduate, and advanced graduate level in philosophy of language, modal logic, and symbolic logic.

**Impact on existing course loads**

As noted in section I-7, the faculty who would be teaching each of the proposed courses had already planned to integrate these courses into their normal teaching schedule. Additionally, as mentioned in section I-7, the new Language Science faculty member(s) would also be able to teach courses. Given this, we don’t anticipate increasing course loads for current faculty.

4. **Impact of the proposed major on other undergraduate and graduate programs at UCI.**

(a) **Letters of agreement from department chair(s) or equivalent for courses and faculty participation from related fields and other departments.**

The following departments, which will teach the courses in the School of Social Sciences that are not yet cross-listed with Linguistics, have expressed their support for the proposed major, as indicated by their accompanying letters in Appendix B:

(i) Anthropology (letter from Department Chair George Marcus)
(ii) Cognitive Sciences (letter from Department Chair Ramesh Srinivasan)
(iii) Logic and Philosophy of Science (letter from Department Chair P. Kyle Stanford)

The following departments, which will teach courses outside the School of Social Sciences that are not yet cross-listed with Linguistics, have expressed their support for the proposed major, as indicated by their accompanying letters:

(i) Biomedical Engineering (letter from Department Chair Abraham Lee)
(ii) Computer Science (letter from Department Chair Alexandru Nicolau)
(iii) Drama (letter from Department Chair Daniel Busby)
(iv) East Asian Languages & Literatures (letter from Department Chair Michael Fuller)
(v) Education (letter from Associate Dean of Education Mark Warschauer)
(vi) German (letter from Language Program Director Glenn Levine)
(vii) Music (letter from Department Chair David Brodbeck)
(viii) Spanish & Portuguese (letter from Department Chair Luis Avilés)

(b) **Comment letters from all department chairs from areas related to the proposed major**

All department chairs from areas related to the proposed major (Anthropology, Cognitive Sciences, Logic and Philosophy of Science, Biomedical Engineering, Computer Science, Drama, East Asian Languages &
Literatures, Music, Spanish & Portuguese) have expressed their support for the proposed major, as indicated above, and demonstrated in their letters in Appendix B.

5. Proposed catalog copy including description of major, the educational goals and objectives of the major, and all requirements.

(a) Description of major
The scientific study of the mental representations and biological basis of language involves many questions, including what the nature of this system is, how humans master it so early in their cognitive development, how humans use it to communicate, and how it is implemented in human biology. The Language Science major offers concentrations in theoretical, behavioral, computational, and applied approaches to language science.

Graduates will have an interdisciplinary language science background that makes them attractive for a variety of careers, including teaching, language technology industry positions, teaching English as a second language abroad, interpreting & translation, technical writing, language consulting for legal firms and medical practices, and advertising, among others. In addition, this foundation in formal and applied language science better prepares graduates for graduate and professional programs in any of the areas related to language science, including speech-language pathology, linguistics, cognitive science, cognitive neuroscience, developmental psychology, natural language processing, and education.

(b) Educational goals and objectives of the major (taken from section (I6a) above)
The B.A. in Language Science is structured to provide students with an interdisciplinary foundation to the scientific study of language, including its mental representations, its development and use, and its biological underpinnings. To ensure both an intellectually coherent experience and that students receive advanced training in one or more of these areas, all students in the major will be required to complete four advanced courses from at least two of four specialization areas: theoretical, behavioral & neuroscientific, computational, and applied language science. Students completing the B.A. in Language Science will have a background in (a) theoretical linguistics, (b) language development & use, (c) advanced study of aspects of natural or formal languages, and (d) some combination of neuroscience, psychology, logic, computer science, anthropology, education, and hearing & speech, as related to the scientific study of language and its applications. They will also (e) have an understanding of the analytical tools of formal language study.

(c) All requirements
Requirements: Please see section (IV1a) above which describes the proposed curriculum. This includes all required and elective courses (course number and title), including all university-level prerequisite and corequisite courses.

Double majors and overlap between major and minor: Please see section (IV1c) above for special requirements concerning double majors and overlap between the proposed major and minors.

Sample program: Please see section (IV1e) above for a sample four-year program for completion of the degree.
V. ACADEMIC STAFF

1. Endorsement of the complete proposal by the Faculty Executive Committee of the school with the official vote attached.

The faculty Executive Committee of the School of Social Sciences reviewed the proposed B.A. in Language Science proposal on February 29, 2016 and unanimously endorsed its submission. A letter of support from the committee is included in Appendix B.

2. (a) List of faculty members in your department expected to teach majors' courses on a regular basis, including faculty ranks and areas of specialization.

The faculty in or affiliated with the new department who will be expected to teach Language Science courses on a regular basis are summarized in section (IV3) above, including short biographical sketches that describe their faculty rank and areas of specialization.

(b) Proposed Language Science course teaching assignments for the next year.

These are shown in Table 7 below.

Table 7. Proposed Language Science course teaching assignments for academic year 2017-2018. Italics represent updated course numbering within Ling, either due to new cross-listing or renumbering (as discussed in Section IV-1(b) above). New courses are in bold italics.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Allen</td>
<td>Ling 172</td>
</tr>
<tr>
<td>Bruce Berg</td>
<td>Psych 131B</td>
</tr>
<tr>
<td>Robin Buck</td>
<td>Mus 158A/B/C</td>
</tr>
<tr>
<td>Arunima Choudhury</td>
<td>Ling 1, Ling 2, Ling 20</td>
</tr>
<tr>
<td>Lesley Clear</td>
<td>Educ 134, Educ 151</td>
</tr>
<tr>
<td>Michael Fuller</td>
<td>Chinese 100A, Chinese 100B, Chinese 100C</td>
</tr>
<tr>
<td>Wayne Hayes</td>
<td>Ling 102</td>
</tr>
<tr>
<td>Greg Hickok</td>
<td>Ling 158</td>
</tr>
<tr>
<td>Kent Johnson</td>
<td>Ling 141</td>
</tr>
<tr>
<td>Rick Lathrop</td>
<td>Comp Sci 171</td>
</tr>
<tr>
<td>Glenn Levine</td>
<td>Germ 104</td>
</tr>
<tr>
<td>Virginia Mann</td>
<td>Psych 141J/K/L/M/N/O/P/Q/R</td>
</tr>
<tr>
<td>John Middlebrooks</td>
<td>Psych 161H</td>
</tr>
<tr>
<td>Benjamin Mis</td>
<td>Ling 3</td>
</tr>
<tr>
<td>Keith Murphy</td>
<td>Ling 68, <strong>Ling 168, Ling 168S</strong></td>
</tr>
<tr>
<td>Lisa Pearl</td>
<td>Ling 51, <strong>Ling 106M, Ling 151A</strong></td>
</tr>
<tr>
<td>Armin Schwegler</td>
<td>Ling175, Ling 176, Span 113A</td>
</tr>
<tr>
<td>Greg Scontras</td>
<td>Ling 109, Ling 143, Ling 155</td>
</tr>
<tr>
<td>William Tang</td>
<td>BME 148</td>
</tr>
<tr>
<td>Philip Thompson</td>
<td>Drama 35</td>
</tr>
<tr>
<td>Tri Tran</td>
<td>Ling 164A</td>
</tr>
<tr>
<td>Julio Torres</td>
<td>Span 113B, Span 187</td>
</tr>
<tr>
<td>Bernard Tranel</td>
<td>Ling 10, Ling 111, <strong>Ling 115</strong>, Ling 164B</td>
</tr>
<tr>
<td>Sean Walsh</td>
<td>Ling 43, <strong>Ling 145A, Ling 145C</strong></td>
</tr>
<tr>
<td>Kai Wehmeier</td>
<td>Ling 143, <strong>Ling 145B</strong></td>
</tr>
<tr>
<td>Harry Xu</td>
<td>Comp Sci 142A</td>
</tr>
</tbody>
</table>

VI. RESOURCE REQUIREMENTS

Note: In general, the B.A. in Language Science is designed to be resource-neutral at the initial stages.
1. Faculty FTE, including proposals for release time, if relevant.
The B.A. in Language Science as described can be implemented without additional faculty FTEs because
the curriculum utilizes many existing courses already being offered within the School of Social Sciences,
as well as other departments on campus. However, as noted above in section I7, a Language Science
faculty member was just hired into the Linguistics department (Scontras) and a search is currently being
conducted for an additional Language Science faculty member to be hired into the current Linguistics
department. This new hire will allow us to increase the number of language science courses that are
regularly offered. Funding for new FTEs and lecturers will be obtained through the campus’s and
participating Schools’ normal allocation process, based on students served and program size.

More generally, the Language Science B.A. will be supported through the Linguistics budget. In 2015,
Linguistics was allocated $31.5K in temporary teaching support and $14K for operations.
The School of Social Sciences anticipates similar levels of funding for the next few years.

Administrative costs are currently absorbed through the Office of the Associate Dean, with Kristy
Salsbury serving as the manager for Linguistics. If recruitment were conducted to hire a new manager, the
FTE allocation would need to be around $50-60K.

Two FTEs are currently allocated to this budget, through Linguistics: Bernard Tranel (~$110K) and the
new faculty hire Gregory Scontras (~$80K). Virginia Mann, previously faculty in Cognitive Sciences, is
in the process of transferring her appointment to Linguistics. In addition, there are two Language Science
faculty whose FTEs are in the process of being split between Cognitive Sciences (50%) and Linguistics
(50%): Greg Hickok and Lisa Pearl. For all three of these faculty (Mann, Hickok, and Pearl), the change
in FTE results in an increase to the Linguistics FTE and permanent budget, with a corresponding decrease
to Cognitive Sciences’s FTE and budget. Notably, this change in resource allocation would be budget-
neutral for the School of Social Sciences.

2. Teaching assistantships required.
No additional teaching assistantships are anticipated for this proposed major. All new courses proposed
are small enough to be taught without teaching assistants.

3. New library acquisitions. Include a letter from the University Librarian or the Head of Collection
Development.
No new library acquisitions are anticipated to be necessary. However, John Renaud, the Assistant
University Librarian for Research Resources, has expressed his support for the proposed major, as
indicated by his letter of support in Appendix B.

4. Instructional equipment, including computer and laboratory.
No new facilities are necessary.

5. Staff: staff shared with other programs; staff exclusive to administration of this major.
The current Language Science program manager, Kristy Salsbury, will assist with the administration of
this major.

6. Describe the resources or infrastructure available for the academic advising of new majors.
Undergraduate advising for the major will be handled within the School of Social Sciences.

7. Space and other capital facilities.
Not applicable.

8. Other operating costs.
Not applicable.
Appendix A: Sample syllabi for all new and recently sunset courses included in the proposed Language Science major. CAFs have been submitted for all new and revised courses.
Course Syllabus Summary

1. Basic course information

Course Number:
Ling106M, concurrent with Psych245A (existing, as “Computational Models of Language Learning”) and Ling206M (to be created, as “Computational Models of Language Learning”)

Course Title:
“Computational Models of Language Learning” (for both Ling106M and Ling206M)

Abbreviated Title:
CompModel Lang Lrng (for both Ling106M and Ling206M)
Units: 4

Course goals and description:
Focuses on using computational models to investigate questions related to language learning. Topics include computational models of language acquisition, principles underlying models of language learning and language change, computational learning theory, and modeling information extraction from language by humans.

Prerequisites for Ling106M: An A- or above in Psych156A/Ling151 (Acquisition of Language II) or permission of instructor.
Prerequisites for Ling245A: Ling252/Psych215L or permission of instructor

Class type: Seminar
Grading option: Letter grade
Repeatability: May be taken multiple times for credit. (Justification: Different readings each time.)

Potential course overlap: There is no expected course overlap.

2. Course content

Topical outline for seminar sessions (with number of sessions in […]):
1. Introduction & Background [1]
2. Underlying Principles [1]
5. Word Meaning [3]
6. Regularization [1]
7. Grammatical Categorization [1]
10. Linguistic Cues [1]
11. Automatic Knowledge Acquisition [1]
Sample reading list:
Ling 106M/206M: Computational Models of Language Learning (Pearl)

Perspectives on Bridging the Product and Action Traditions.

3. Course requirements and grading

Assignments:
(1) 2+ discussion questions prepared for each reading, posted to class message board for each session [20%]

(2) Active participation in class discussion of each session’s readings [20%]

(3a) Psych245A/Ling206M: at least 2 discussions led [20%]

OR

(3b) Ling106M: at least 1 discussion led [20%]

(4) Final writing assignment [40%]
The assignment itself will be a literature review, a detailed project proposal, or an implemented project & discussion. This portion of the grade will be divided as follows:

   (a) Peer review session participation: Having a draft other students can peer review [2%] and completing the peer reviews assigned [2%]
   (b) Final presentation of writing assignment during finals week [4%]
   (c) Writing assignment [28%]
   (d) Overall writing style [2%]
   (e) Proper use of citations and references [2%]

Part c (the writing assignment content) will be graded on the following scales:

<table>
<thead>
<tr>
<th>Ling106M</th>
<th>Ling206M/Psych245A</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100: A+</td>
<td>96.5-100: A+</td>
</tr>
<tr>
<td>92-96: A</td>
<td>93.5-96.5: A</td>
</tr>
<tr>
<td>88-92: A-</td>
<td>90-93.5: A-</td>
</tr>
<tr>
<td>84-88: B+</td>
<td>86.5-90: B+</td>
</tr>
<tr>
<td>80-84: B</td>
<td>83.5-86.5: B</td>
</tr>
<tr>
<td>76-80: B-</td>
<td>80-83.5: B-</td>
</tr>
<tr>
<td>72-76: C+</td>
<td>76.5-80: C+</td>
</tr>
<tr>
<td>68-72: C</td>
<td>73.5-76.5: C</td>
</tr>
<tr>
<td>64-68: C-</td>
<td>70-73.5: C-</td>
</tr>
<tr>
<td>60-64: D+</td>
<td>66.5-70: D+</td>
</tr>
<tr>
<td>56-60: D</td>
<td>63.5-66.5: D</td>
</tr>
<tr>
<td>52-56: D-</td>
<td>60-63.5: D-</td>
</tr>
<tr>
<td>0-52: F</td>
<td>0-60: F</td>
</tr>
</tbody>
</table>
Ling 107M/207M: Computational Methods for Language Research (Pearl)

Course Syllabus Summary

1. Basic course information
Course Number:
Ling107M, concurrent with Ling207M (to be created, as “Computational Methods for Language Research”)

Course Title:
“Computational Methods for Language Research” (for both Ling107M and Ling207M)

Abbreviated Title:
CompMeth Lang Res (for both Ling107M and Ling207M)
Units: 4

Course goals and description:
Focuses on computational methods useful for language research. Students become familiar with software and programming languages used for extracting information from electronic datasets and for creating basic simulations of linguistic cognition. No prior programming experience assumed.

Prerequisites for Ling107M: An A- or above in Psych156A/Ling151 (Acquisition of Language II) or Psych150/Ling155 (Psychology of Language) permission of instructor.
Prerequisites for Ling207M: Graduate standing

Class type: Laboratory
Grading option: Letter grade
Repeatability: May be taken only once for credit

Potential course overlap: There is no expected course overlap.

2. Course content
The class will be taught without lectures. Instead, the emphasis will be on in-class programming exercises using various computational tools. Students will be required to attend a weekly three hour laboratory session and complete assigned programming exercises in class.

Topical outline for laboratory sessions (with number of sessions in […]):
1: Introduction & Background [1]
2: Software: CHILDES & CLAN [1]
5-6: PERL: Data structures [2]
7: PERL: Subroutines [1]
8: PERL: Regular expressions [1]
9: PERL: Simulation [1]
10: PERL: Natural language processing tools [1]
Ling 107M/207M: Computational Methods for Language Research (Pearl)

Sample reading list:

Instructor-created workbooks with exercises:
(1) CHILDES & CLAN workbook:
http://www.socsci.uci.edu/~lpearl/courses/psych247M_2011spring/readings/CHILDES.pdf

(2) PERL workbook:
http://www.socsci.uci.edu/~lpearl/courses/psych247M_2011spring/readings/PERL.pdf

Textbook:

3. Course requirements and grading

Assignments:

As the best way to learn computational tools is to use them, there are a number of
questions and practice exercises that will be available for each topic covered in a
workbook chapter. These will generally be fairly short and are designed for students to
become familiar with the concepts behind the tools. Students must submit answers to the
chapter exercise sets they would like to count towards their grade. This can be done by
e-mail submission to the instructor (code in some cases, written up answers to questions in
others) and/or by demonstrating code functionality to the instructor during class (for code
only).

Larger course exercises are also available, and involve using the skills acquired through
the chapter exercise sets to solve a real-world style problem. These will serve in place of
exams or papers. Students are expected to turn in the following for each project:

- A file containing code that can be executed. (In most cases, code will be evaluated
  on a test input set to see how it functions.)
- Answers to any questions asked in the larger exercise.

Students may also substitute an instructor-approved individual project targeted to their
research interests in place of a larger course exercise.

Grades will be based on the following:
(Option 1) Six chapter exercise sets + one larger exercises
(Option 2) Four chapter exercise sets + two larger exercises

Note that students can choose any exercise sets and larger exercise(s) to submit. All that
matters is that the appropriate number of each is submitted.

No matter which option is chosen, the student’s grade is based on the following:
Ling 107M/207M: Computational Methods for Language Research (Pearl)

60%: Chapter exercise sets
40%: Larger exercises

The chapter exercise sets and larger exercises will be graded on the following scales:

<table>
<thead>
<tr>
<th>Ling107M</th>
<th>Ling207M</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100: A+</td>
<td>96.5-100: A+</td>
</tr>
<tr>
<td>92-96: A</td>
<td>93.5-96.5: A</td>
</tr>
<tr>
<td>88-92: A-</td>
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<td>80-84: B</td>
<td>83.5-86.5: B</td>
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<td>56-60: D</td>
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<td>60-63.5: D-</td>
</tr>
<tr>
<td>0-52: F</td>
<td>0-60: F</td>
</tr>
</tbody>
</table>
I. COURSE INFORMATION

- **Course Number:** Ling 115
- **Course Title:** Introduction to Phonetics
- **Abbreviated Title:** INTRO TO PHONETICS
- **Units:** 4

**Course goals and description:** This course is intended to introduce students to fundamental concepts of phonetics. The sound systems of selected languages around the world, including that of English, will be described in detail. Students will be trained to work with speech sound recognition, phonetic transcription and language sound production through class lectures, assigned readings, in-class practice, lab work and homework exercises.

- **Prerequisites:** Linguistics 3 – Introduction to linguistics
- **Class type:** Seminar
- **Grading option:** Letter grade

II. COURSE CONTENT


- **Topic outline:**

  INTRODUCTORY CONCEPTS:
  - Articulation and acoustics
  - Phonology and phonetic transcription

  ENGLISH PHONETICS
  - The consonants of English
  - English vowels
  - English words and sentences

  GENERAL PHONETICS
  - Airstream mechanisms and phonation types
  - Consonantal gestures
  - Vowels and vowel-like articulations
  - Syllables and suprasegmental features
### III. COURSE REQUIREMENT AND GRADING

The final grade is computed according to the following areas of performance:

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz 1: Phonetic symbol recognition</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz 2: Sound recognition/Transcription</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz 3: Sound production</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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</table>

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% - 100%</td>
<td>A+</td>
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<tr>
<td>94% - 97%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>74% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>64% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60% - 63%</td>
<td>D-</td>
</tr>
<tr>
<td>0 - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Item 3-36
Course Syllabus Summary

1. Basic course information

Course Number:
Ling143

Course Title:
“Introduction to Formal Semantics”

Abbreviated Title:
Intro Form Sem

Units: 4

Course goals and description:
A first course in formal semantics, introducing students to the analytical tools used in the
investigation of natural language semantics. Topics include the truth-conditional
approach to meaning, compositionality, scope and anaphora, generalized quantifier
theory, and intensionality.

Prerequisites: An A- or above in LPS/Phil 30 (Intro to Symbolic Logic) or in LPS/Phil
104 (Intro to Logic) or permission of instructor.

Class type: Lecture + Discussion
Grading option: Letter grade
Repeatability: Not repeatable for credit.

Potential course overlap: There is no overlap with currently existing courses. Both Ling
141 (Topics in Philosophy of Language) and Ling 149 (Special Topics in Semantics)
build on the material covered in this course.

2. Course content

Topical outline for lectures (with number of sessions in […]):
1. What is meaning? [1]
2. Theories of Meaning: Lexical Semantics, Sentence Meaning, Compositionality [1]
4. Predicates, Arguments, and Quantifiers [2]
5. Scope and Anaphora [3]
6. Discourse Anaphora and Donkey Anaphora [3]
7. Limits of First-Order Logic [1]
8. Generalized Quantifiers [3]
Ling 143: Introduction to Formal Semantics (Wehmeier)

Text:

3. Course grading

(1) weekly pop quizzes [20%]

(2) weekly homework assignments [20%]

(3) midterm exam [20%]

(4) cumulative final exam [40%]

The exams will be graded on the following scale:

96-100: A+
92-96: A
88-92: A-
84-88: B+
80-84: B
76-80: B-
72-76: C+
68-72: C
64-68: C-
60-64: D+
56-60: D
52-56: D-
0-52: F
Ling 151A/251A: Atypical Acquisition (Pearl)

Course Syllabus Summary

1. Basic course information
   Course Number:
   Ling151A, concurrent with Ling251A (to be created, as “Atypical Acquisition”)

   Course Title:
   “Atypical Acquisition” (for Ling151A and Ling251A)

   Abbreviated Title:
   ATYPICAL ACQUIS (for Ling151A and Ling251A)
   Units: 4

   Course goals and description:
   Focuses on different types of atypical acquisition, including acquisition in special
   populations and acquisition under atypical circumstances. Research techniques discussed
   include theoretical, experimental, and computational methods. Topics include the nature
   of the acquisition process in special populations, deficits and strengths in special
   populations, the form of language used by special populations, and the nature of the
   acquisition process in typically developing individuals who are in atypical linguistic
   situations.

   Prerequisites for Ling151A: An A- or above in Psych156A/Ling150 (Acquisition of
   Language II) or permission of instructor.

   Prerequisites for Ling251A: graduate standing or permission of instructor

   Class type: Seminar

   Grading option: Letter grade

   Repeatability: May be taken multiple times for credit. (Justification: Different readings
   each time.)

   Potential course overlap: There may be some minor overlap with Ling176 (Intro to
   Pidgin and Creole Languages), as one of the topics we cover is how typically developing
   individuals acquire language in an environment with an impoverished linguistic input
   (i.e., initial creole development). In contrast to the creole coverage in Ling176, students
   will be reading primary source literature, actively discussing it, and synthesizing it
   themselves, rather than receiving synopses of the information via lecture.

2. Course content

   Topical outline for seminar sessions (with number of sessions in […]):
   1. Introduction & Background [2]
   2. Special populations: Deaf [5]
   4. Special populations: Autism [1]
   5. Special populations: Williams & Down Syndrome [1]
Ling 151A/251A: Atypical Acquisition (Pearl)

6. Incomplete first language acquisition [1]
7. Creoles [7]
8. Peer Review [1]

Sample reading list:

3. Course requirements and grading

Assignments:
(1) 2+ discussion questions prepared for each reading, posted to class message board for each session [20%]
Ling 151A/251A: Atypical Acquisition (Pearl)

(2) Active participation in class discussion of each session’s readings [20%]

(3a) Ling251W: at least 2 discussions led [20%]

OR

(3b) Ling151W: at least 1 discussion led [20%]

(4) Final writing assignment [40%]

The assignment itself will be a literature review, a detailed project proposal, or an implemented project & discussion. This portion of the grade will be divided as follows:

(a) Peer review session participation: Having a draft other students can peer review [2%] and completing the peer reviews assigned [2%]
(b) Final presentation of writing assignment during finals week [4%]
(c) Writing assignment [28%]
(d) Overall writing style [2%]
(e) Proper use of citations and references [2%]

Part c (the writing assignment content) will be graded on the following scales:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ling151W</th>
<th>Ling251W</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td>96.5-100</td>
</tr>
<tr>
<td>A</td>
<td>92-96</td>
<td>93.5-96.5</td>
</tr>
<tr>
<td>A-</td>
<td>88-92</td>
<td>90-93.5</td>
</tr>
<tr>
<td>B+</td>
<td>84-88</td>
<td>86.5-90</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>83.5-86.5</td>
</tr>
<tr>
<td>B-</td>
<td>76-80</td>
<td>80-83.5</td>
</tr>
<tr>
<td>C+</td>
<td>72-76</td>
<td>76.5-80</td>
</tr>
<tr>
<td>C</td>
<td>68-72</td>
<td>73.5-76.5</td>
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<td>C-</td>
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<td>70-73.5</td>
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<tr>
<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>52-56</td>
<td>60-63.5</td>
</tr>
<tr>
<td>F</td>
<td>0-52</td>
<td>0-60</td>
</tr>
</tbody>
</table>

Item 3-41
Course Syllabus Summary

1. Basic course information

Course Number:
Ling151B, concurrent with Ling251B (to be created, as “Bilingual Acquisition”)

Course Title:
“Bilingual Acquisition” (for Ling151B and Ling251B)

Abbreviated Title:
BILINGUAL ACQUIS (for Ling151B and Ling251B)
Units: 4

Course goals and description:
Focuses on different forms of bilingualism, including bilingual first language acquisition, early second language acquisition, and late second language acquisition. Research techniques discussed include theoretical, experimental, and computational methods.

Prerequisites for Ling151I: An A- or above in Psych156A/Ling150 (Acquisition of Language II) or permission of instructor.

Prerequisites for Ling251I: graduate standing or permission of instructor

Class type: Seminar
Grading option: Letter grade
Repeatability: May be taken multiple times for credit. (Justification: Different readings each time.)

Potential course overlap: There may be some minor overlap with Ling151S, which focuses on late second language acquisition. In contrast, this course covers bilingualism more broadly, and will include comparisons between simultaneous and sequential bilingualism, comparisons between monolingual and bilingual acquisition, and the impact of bilingualism on cognition.

2. Course content

Topical outline for seminar sessions (with number of sessions in [...]):

1. Introduction & Background [1]
2. Early bilingualism [4]
3. Second language acquisition [3]
4. Theories of second language acquisition [4]
5. Bilingual development [2]
7. Computational studies [2]
8. Experimental studies [1]
9. Peer Review [1]
Sample reading list:


Li, P. 2013. Computational modeling of bilingualism: How can models tell us more about the bilingual mind? *Bilingualism: Language and Cognition*, 16(2), 241-245.


Ling 151B/251B: Bilingual Acquisition (Pearl)


### 3. Course requirements and grading

**Assignments:**

(1) 2+ discussion questions prepared for each reading, posted to class message board for each session [20%]

(2) Active participation in class discussion of each session’s readings [20%]

(3a) Ling251I: at least 2 discussions led [20%]

OR

(3b) Ling151I: at least 1 discussion led [20%]

(4) Final writing assignment [40%]

The assignment itself will be a literature review, a detailed project proposal, or an implemented project & discussion. This portion of the grade will be divided as follows:

(a) Peer review session participation: Having a draft other students can peer review [2%] and completing the peer reviews assigned [2%]
(b) Final presentation of writing assignment during finals week [4%]
(c) Writing assignment [28%]
(d) Overall writing style [2%]
(e) Proper use of citations and references [2%]

Part c (the writing assignment content) will be graded on the following scales:

<table>
<thead>
<tr>
<th>Ling151I</th>
<th>Ling251I</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100: A+</td>
<td>96.5-100: A+</td>
</tr>
<tr>
<td>92-96: A</td>
<td>93.5-96.5: A</td>
</tr>
<tr>
<td>88-92: A-</td>
<td>90-93.5: A-</td>
</tr>
<tr>
<td>84-88: B+</td>
<td>86.5-90: B+</td>
</tr>
<tr>
<td>80-84: B</td>
<td>83.5-86.5: B</td>
</tr>
<tr>
<td>76-80: B-</td>
<td>80-83.5: B-</td>
</tr>
<tr>
<td>72-76: C+</td>
<td>76.5-80: C+</td>
</tr>
<tr>
<td>68-72: C</td>
<td>73.5-76.5: C</td>
</tr>
<tr>
<td>64-68: C-</td>
<td>70-73.5: C-</td>
</tr>
<tr>
<td>60-64: D+</td>
<td>66.5-70: D+</td>
</tr>
<tr>
<td>56-60: D</td>
<td>63.5-66.5: D</td>
</tr>
<tr>
<td>52-56: D-</td>
<td>60-63.5: D-</td>
</tr>
<tr>
<td>0-52: F</td>
<td>0-60: F</td>
</tr>
</tbody>
</table>

Item 3-44
Ling 151S: Second Language Acquisition (Torres)

Course Syllabus Summary

1. Basic course information

Course Number:
LING 151S (cross-listed with SPAN 187 in Spanish & Portuguese department)

Course Title:
Second Language Acquisition

Abbreviated Title:
Second Lang Acq
Units: 4

Course goals and description:
This course examines a number of theoretical perspectives that attempt to explain second language learning with a focus on adult learners. We look at how universal constraints, individual differences and social factors influence the task of learning a second language as an adult. Topics will include the role of age, native language, input and instruction among others.

Prerequisites for Ling151S: Ling 3: Intro to Linguistics or SPAN 113B: Intro to Spanish Linguistics

Class type: Lecture
Grading option: Letter grade
Repeatability: Not repeatable for credit.

Potential course overlap: There may be some minor overlap with Ling151B, which focuses on bilingual acquisition more broadly, including simultaneous bilingualism and child second language acquisition. In contrast, this course focuses on second language acquisition in adult learners.

2. Course content

Topical outline for lecture sessions (with number of sessions in [...]):
1. Introduction & Historical Background [1]
2. Theoretical Approaches [2]
3. Age [1]
5. The Linguistic Environment [1]
6. Cognition [1]
8. Foreign Language Attitude [1]
9. Motivation [1]
10. Affect and Other Individual Differences [2]
11. Social Dimensions of L2 Learning [1]
Ling 151S: Second Language Acquisition (Torres)

12. Instruction [2]

Sample reading list:

Books:


3. Course requirements and grading

Assignments:

(1) Active participation: Discuss chapters and answer questions on blog site on the readings. (10%)

(2) Data Analysis exercises: In teams, students engage in data analysis that supports different theoretical perspectives. (25%)

(4) Midterm Exam: Evaluation of students’ understanding of key concepts as well as phenomena associated with second language acquisition. (30%)

(5) Final Project: Students will design and carry out a small-scale research project to test one of the course components (e.g., Interview a second language learner on his/her motivations for studying a second/foreign language.) (35%)

GRADING SCALE:

\[
\begin{align*}
A+ &= 100.0 - 97 \\
A &= 96.99 - 93 \\
A- &= 92.99 - 90.0 \\
B+ &= 89.99 - 87 \\
B &= 86.99 - 83 \\
B- &= 82.99 - 80.0 \\
C+ &= 79.99 - 77 \\
C &= 76.99 - 73 \\
C- &= 72.99 - 70.0 \\
D+ &= 69.99 - 67 \\
D &= 66.99 - 63 \\
D- &= 62.99 - 60.0 \\
F &= 59.99 - 00.0
\end{align*}
\]
Course Syllabus Summary

1. Basic course information
Course Number:
Ling152, concurrent with Psych215L (existing, as “Language Acquisition”) and Ling252 (to be created, as “Language Acquisition”)

Course Title:
“Acquisition of Language III” (for Ling152)
“Language Acquisition” (for Ling252)

Abbreviated Title:
Acq of Lang III (for Ling152)
Lang Acq (for Ling252)
Units: 4

Course goals and description: (same as 215L)
Focuses on native language learning, exploring the way in which infants and very young children unconsciously uncover the rich systematic knowledge of their native language. Examines both experimental and computational studies that quantitatively investigate the "how" of language acquisition.

Prerequisites for Ling152: An A- or above in Psych156A/Ling151 (Acquisition of Language II) or permission of instructor.
Prerequisites for Ling252: graduate standing or permission of instructor

Class type: Seminar
Grading option: Letter grade
Repeatability: Not repeatable for credit.

Potential course overlap: The overall topic is similar to Acquisition of Language II (Ling150/Psych156A). The difference is the depth of coverage – in this seminar-style class, students will read and actively discuss the primary source material, rather than getting a synopsis of it in lecture. In addition, rather than completing homework problems, they will develop technical writing skills by generating either a scientific synthesis piece or a research project summary.

2. Course content

Topical outline for seminar sessions (with number of sessions in […]):
1. Introduction & Background [1]
4. Phonology [1]
5. Speech Segmentation [2]
7. Grammatical Categorization [1]
8. Morphology [1]
9. Morphosyntax [1]
11. Pragmatics [1]
13. Peer Review [1]

Sample reading list:

Item 3-49
Ling 152/252: Acquisition of Language III/Language Acquisition (Pearl)


3. **Course requirements and grading**

**Assignments:**
(1) 2+ discussion questions prepared for each reading, posted to class message board for each session [20%]

(2) Active participation in class discussion of each session’s readings [20%]

(3a) Psych215L/Ling252: at least 2 discussions led [20%]

OR

(3b) Ling152: at least 1 discussion led [20%]

(4) Final writing assignment [40%]

The assignment itself will be a literature review, a detailed project proposal, or an implemented project & discussion. This portion of the grade will be divided as follows:

(a) Peer review session participation: Having a draft other students can peer review [2%] and completing the peer reviews assigned [2%]

(b) Final presentation of writing assignment during finals week [4%]

(c) Writing assignment [28%]

(d) Overall writing style [2%]

(e) Proper use of citations and references [2%]

Part c (the writing assignment content) will be graded on the following scales:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ling152</th>
<th>Ling252/Psych215L</th>
</tr>
</thead>
<tbody>
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<td>96.5-100: A+</td>
<td></td>
</tr>
<tr>
<td>92-96: A</td>
<td>93.5-96.5: A</td>
<td></td>
</tr>
<tr>
<td>88-92: A-</td>
<td>90-93.5: A-</td>
<td></td>
</tr>
<tr>
<td>84-88: B+</td>
<td>86.5-90: B+</td>
<td></td>
</tr>
<tr>
<td>80-84: B</td>
<td>83.5-86.5: B</td>
<td></td>
</tr>
<tr>
<td>76-80: B-</td>
<td>80-83.5: B-</td>
<td></td>
</tr>
<tr>
<td>72-76: C+</td>
<td>76.5-80: C+</td>
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<tr>
<td>68-72: C</td>
<td>73.5-76.5: C</td>
<td></td>
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<tr>
<td>64-68: C-</td>
<td>70-73.5: C-</td>
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</tr>
<tr>
<td>60-64: D+</td>
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<td>D-</td>
<td></td>
</tr>
<tr>
<td>0-60</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>
Course Syllabus Summary

1. Basic course information
Course Number:
Ling165L, concurrent with Ling265L (to be created, as “Language Change, Acquisition, and Complexity”)

Course Title:
“Language Change, Acquisition, and Complexity” (for Ling165L and Ling265L)

Abbreviated Title:
LANG CHG, ACQ, & COMPL (for Ling165L and Ling265L)
Units: 4

Course goals and description:
Focuses on models of language change, language acquisition, and language complexity, looking at the connections between them to explain empirical data relating to the form of existing languages and how languages change over time. Emphasis is placed on computational and mathematical models relating to these topics.

Prerequisites for Ling165L: An A- or above in Psych156A/Ling150 (Acquisition of Language II) or permission of instructor.
Prerequisites for Ling265L: graduate standing or permission of instructor

Class type: Seminar
Grading option: Letter grade
Repeatability: May be taken multiple times for credit. (Justification: Different readings each time.)

Potential course overlap: There may be some minor overlap with Ling175 (Language Origins: Evolution, Genetics, and the Brain), as one of the topics covered in this course is language evolution. In contrast to the coverage in Ling175, students will be reading primary source literature, actively discussing it, and synthesizing it themselves, rather than receiving synopses of the information via lecture. In addition, there is more of a focus on computational and mathematical modeling studies, rather than neurobiological studies.

2. Course content

Topical outline for seminar sessions (with number of sessions in [...]):
  1. Introduction & Background [1]
  2. Linguistic evolution & language acquisition [7]
  3. Language complexity [3]
  4. Phonology [2]
  5. Lexicon [1]
7. Cultural evolution and language change [1]
8. Evolution of language & the brain [1]
9. Peer Review [1]

Sample reading list:
Ling 165L/265L: Language Change, Acquisition, and Complexity (Pearl)


3. Course requirements and grading

Assignments:
(1) 2+ discussion questions prepared for each reading, posted to class message board for each session [20%]

(2) Active participation in class discussion of each session’s readings [20%]

(3a) Ling265L: at least 2 discussions led [20%]

OR

(3b) Ling165L: at least 1 discussion led [20%]

(4) Final writing assignment [40%]
The assignment itself will be a literature review, a detailed project proposal, or an implemented project & discussion. This portion of the grade will be divided as follows:

(a) Peer review session participation: Having a draft other students can peer review [2%] and completing the peer reviews assigned [2%]
(b) Final presentation of writing assignment during finals week [4%]
(c) Writing assignment [28%]
(d) Overall writing style [2%]
(e) Proper use of citations and references [2%]

Part c (the writing assignment content) will be graded on the following scales:

<table>
<thead>
<tr>
<th>Ling165L</th>
<th>Ling265L</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100: A+</td>
<td>96.5-100: A+</td>
</tr>
<tr>
<td>92-96: A</td>
<td>93.5-96.5: A</td>
</tr>
<tr>
<td>88-92: A-</td>
<td>90-93.5: A-</td>
</tr>
<tr>
<td>84-88: B+</td>
<td>86.5-90: B+</td>
</tr>
<tr>
<td>80-84: B</td>
<td>83.5-86.5: B</td>
</tr>
<tr>
<td>76-80: B-</td>
<td>80-83.5: B-</td>
</tr>
<tr>
<td>72-76: C+</td>
<td>76.5-80: C+</td>
</tr>
<tr>
<td>68-72: C</td>
<td>73.5-76.5: C</td>
</tr>
<tr>
<td>64-68: C-</td>
<td>70-73.5: C-</td>
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<td>Grade</td>
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<td>60-64: D+</td>
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<td>60-63.5: D-</td>
</tr>
<tr>
<td>0-52: F</td>
<td>0-60: F</td>
</tr>
</tbody>
</table>
1. Basic Course Information

**Course Number:** Linguistics 168/Anthropology 139

**Course Title:** Constructed Languages

**Abbreviated Title:** Con Langs

**Course Goals and Description:** This course is designed to provide students immersive exposure to the mechanics of language structure and its relation to culture and cultural concepts though the lens of constructed languages. The course is divided into three units. The first unit provides a historical overview of both well-known and less known artificial languages, including Esperanto, Klingon, and Dothraki. The second unit will provide students with a common set of “building blocks,” including both linguistic and cultural materials necessary for creating a coherent and useable artificial linguistic system. The final unit will be composed of a series of faculty-guided in-class workshops in which small groups of students work together to build a prototype of their own constructed language, which will be presented to the whole class on the final meeting of the quarter.

**Prerequisites:** Either Linguistics 3 or Anthro 2D/Linguistics 68 are strongly recommended

**Class type:** Seminar

**Grading option:** Letter grade

**Repeatability:** Not repeatable for credit.

**Potential Course Overlap:** A small amount of material will be repeated from Linguistics 3 and/or Anthropology 2D, but this is intended to calibrate the knowledge of students taking the course from both linguistics and anthropology tracks.

2. Course Content

**Topical Outline (by week)**

**Week 1:** Introductions and Orientations

**UNIT 1: Constructed Languages in Perspective**

**Week 2:** A Brief History of Invented Languages, Part 1: From Leibniz to Tolkien
**Week 3:** A Brief History of Invented Languages, Part 2: From Klingon to Dothraki

**UNIT 2: Building Blocks**

**Week 4:** Basic Materials Part 1: Linguistic Structure and Linguistic Rules
**Week 5:** Basic Materials Part 2: Social Structure and Cultural Rules
UNIT 3: Construction

Weeks 6: In-class workshop (phonology/morphology)
Week 7: In-class workshop (lexicon/syntax)
Week 8: In-class workshop (social rules)
Week 9a: Round 1 Presentations
Week 9b: In-class workshop (refinement based on feedback)
Week 10a: In-class workshop (refinement based on feedback)
Week 10b: Final Presentations

Sample Reading List


3. Course Requirements and Grading

The grading for the course will be based on the following criteria:

A) Participation (20% of final grade)

B) Assignments (60% of total grade)

1. Conlang transcription assignment: students will be given audio clips of a pre-selected (but unidentified) constructed language, and asked to transcribe what they hear.

2. Three (3) workshop contribution assignments, in which students are asked to develop specific aspects (phonology, morphology, etc.) of their group’s constructed language.

C) Final Group Presentation and Report (20% of final grade). These will be performed and written versions of the development process of each group’s prototype constructed language. It will include detailed analysis of phonology, morphology, lexicon, and syntax for each language, as well as “ethnographic” analysis of selected rules of use.

Assignments and presentation/report will be graded according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 — 100%</td>
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<td>A-</td>
<td>90 — 93%</td>
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<td>B+</td>
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<td>B</td>
<td>84 — 86%</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>67 — 69%</td>
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<td>D</td>
<td>64 — 66%</td>
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<tr>
<td>F</td>
<td>Below 66%</td>
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</tbody>
</table>
Linguistics 172: History of the English Language (Allen)

Course Syllabus Summary

1. Basic course information
Course Number:
Ling172

Course Title:
“History of the English Language”

Abbreviated Title:
History Eng Lang
Units: 4

Course goals and description:
This course traces the history of the English language from its roots through its earliest written records and into the present. We will study some of the fundamental changes that English has undergone in terms of morphology, phonology, syntax, semantics, and vocabulary. We will explore the grammar and sounds of Old and Middle English and see how they changed in following centuries. We will also explore some of the social, cultural, and historical forces that affect language. Finally, we will read an array of literary texts written across the centuries to deepen our understanding of how English has been used and how it has changed.

Prerequisites: Ling 3
Class type: Lecture
Grading option: Letter grade
Repeatability: May be taken only once for credit

Potential course overlap: There is no expected course overlap.

2. Course content
Textbook:

Text available from the Hill bookstore. Additional materials will be available on Coursework.

Class Participation and Attendance:
I encourage you to contribute to class discussion with your questions and ideas. Class attendance is required, as is participation. You simply won’t learn as much from a class that you do not attend regularly. If you are so unfortunate as to miss a class, it is your responsibility to learn about and promptly complete any work that was assigned in it. Please show up to class on time as well. Expect absences and tardiness to affect your grade adversely. Do also bring relevant readings—the textbook and/or readings posted on Coursework—with you to each class.

Consultation:
I encourage you to come to office hours to talk about course content, assignments, or other matters relevant to the course. I will also schedule meetings outside my office hours if you are unavailable during them, but please try to make it to office hours whenever possible. Short questions are appropriate over email, but do come see me if you have a question that requires more than a 1-2 sentence answer. Do not expect immediate responses to emails: I will respond to all messages that require response within 48 hours.

Assignments:
Readings and assignments should be completed by the day they appear on the syllabus. This class will include many short assignments, some that will reinforce lessons presented in the textbook and in class, and some that will give you the opportunity to write about your own observations of the language and analyze texts. The numbered assignments on the syllabus are the ones that need to be turned in. There may be assignments in addition to those that are on the syllabus. There will be no formal essays in this class. There will, however, be a mid-term and final exam.
**SYLLABUS: HISTORY OF THE ENGLISH LANGUAGE**

(Assuming 3 50-minute sessions per week)

**Note:** Reading assignments are from Brinton and Arnovick’s *English Language* unless otherwise noted. You are welcome to perform the exercises in the book if you’d like—the answers are given in the back—but they are not required. All of the other required assignments are available on Coursework.

**Week 1**

Session 1: Introduction: What it means to study the history of English

Session 2: The Origins of English and the Categories of Linguistic Analysis
Read Chapter 1, pp. 1-11 and 15-19, Ch. 4, pp. 95-103, and Ch. 5, pp. 128-30

Session 3: English phonetics
Read Chapter 2, pp. 29-48
Assignment #1: Phonetics Exercise

**Week 2**

Session 1: The Development of Old English I: Anglo-Saxon history and the English Alphabet
Read Chapter 2, pp. 49-53, and Chapter 5, pp. 151-59
Read Millward and Hayes, *A Biography of the English Language*, 93-97.
Read Crystal, *Stories of English*, pp. 34-53
Assignment: Study for Phonetics Quiz
*Phonetics Quiz*

Session 2: The Development of Old English II: The Lexicon
Read Chapter 6, pp. 163-69
Read Crystal, *Stories of English*, pp. 57-81
Assignment #2: How to Use the OED Exercise

Session 3: Old English I: Word Compounds and Phonology
Read Chapter 6, pp. 170-189
Assignment #3: OE Etymologies Exercise

**Week 3**

Session 1: Old English II: Phonology, Continued, and Personal and Interrogative Pronouns
Read Chapter 7, pp. 195-98
Assignment: Practice Pronunciation, *Beowulf*

Session 2: Old English II: Nouns and Demonstrative Pronouns
Read Chapter 7, pp. 195-206
Assignment #4: OE Pronouns Exercise

Session 3: Old English Grammar III: Adjectives, Adverbs, and Verbs
Read Chapter 7, pp. 207-225
Assignment #5: OE Nouns Exercise

**Week 4**

Session 1: Translation Practice: Exeter Riddles
Assignment #6: OE Verbs Exercise

Session 2: Translation Practice: *Dream of the Rood*
Assignment #7: Translation Exercise

Session 3: Mid-Term Review

*Item 3-60*
Week 5
Session 1  Mid-Term Exam

Session 2  The Development of Middle English I: History, Lexicon, and Dialects
Read Chapter 8, pp. 241-52
Read Crystal, *Stories of English*, pp. 121-39

Session 3  Middle English I: Orthography and Phonology
Read Chapter 8, pp. 259-75
Assignment #8: ME Etymologies Exercise

Week 6
Session 1  Middle English II: Morphology
Read Chapter 9, pp. 282-98
Assignment: ME Pronunciation Exercise

Session 2  Middle English III: Syntax and Standardization
Read Chapter 9, pp. 299-301 and 306-19
Assignment #9: ME Grammar Exercise

Session 3  Reading Early Middle English
Read *Bestiary: The Whale*
Assignment #10: ME Passage Analysis

Week 7
Session 1  Reading Middle Middle English
Read *The Owl and the Nightingale*, Selection
Assignment #11: ME Syntax Exercise

Session 2  Reading Late Middle English in the South
Read Chaucer, *Reeve’s Tale*
Assignment #12: Write a 1-page analysis of the thematic significance of dialect in the text

Session 3  Reading Late Middle English in the North
Read *Sir Gawain and the Green Knight*, selection

Week 8
Session 1  Early Modern English I: The Great Vowel Shift and the Sound of Early Modern English
Read Chapter 10, pp. 327-45
Read Lerer, “A Universal Hubbub Wild,” *Inventing English*, 141-52
Read Spenser, *Faerie Queene*, Selection

Session 2  Early Modern English II: Morphology
Read Chapter 10, pp. 346-62, and Chapter 11, pp. 368-78
Read King James Bible, Selection

Session 3  Early Modern English III: Print and Punctuation
Assignment #13: Analysis of a Shakespearean sonnet

Week 9
Session 1  Eighteenth Century: Standardization and Prescriptivism
Read Chapter 11, pp. 379-401
Read Samuel Johnson, Preface to *Dictionary*
Read Pope, *The Rape of the Lock*, Selection
Read Lynch, “Enchaining Syllables,” from *The Lexicographer’s Dilemma*
Assignment #14: Identify and describe 2 distinctively 18th century grammatical forms in the readings from Johnson and/or Pope.

Session 2  Modern English: Syntax and Lexicon
Read Chapter 12, pp. 404-14
Read Murray, “Appeal to the English-speaking and English-reading public” (1879)
Read Robert Browning, “Caliban upon Setibos”

Session 3  American English versus British English
Read Chapter 13, pp. 432-48
Read Noah Webster, Introduction to An American Dictionary of English
Read Twain, “Concerning the American Language”
Read Lynch, “The People in These States”

Week 10
Session 1  American English: Dialects
Read Chapter 13, pp. 466-79
Charles Chesnutt, “The Dumb Witness” and “Tobe’s Tribulations”
Assignment #15: 2-page analysis of the thematic significance of dialect in either story

Session 2  American English Today
Read Chapter 12, pp. 415-29
Additional Readings TBA

Session 3  Final Review

Finals Week
Final Exam

3. Course requirements & grading

Grades:
Your final grade will be determined by the sum of your work. Keep all of your work throughout the quarter.
Assignments, including phonetics quiz:  30%
Mid-Term Exam:  30%
Final Exam:  30%
Class Participation:  10%
Course Syllabus Summary

1. Basic course information
Course Number:
Ling176

Course Title:
“Intro to Pidgin and Creole Languages”

Abbreviated Title:
Pidgin & Creole
Units: 4

Course goals and description:
Explores the phonological and morphosyntactic structures of pidgin and creole (or creoloid) languages. Examines the major theories that have been advanced to account for the surprisingly high degree of morphosyntactic similarities found across pidgin and creole languages. Focuses on the sociolinguistic situations in which such vernaculars are typically created. Introduces the student to field methods used today to study pidgin and creole speech varieties.

Prerequisites: Recommended Ling 3 (Intro to Linguistics) or Span 113A (Intro to Spanish Phonetics).

Class type: Lecture
Grading option: Letter grade
Repeatability: Not repeatable for credit.

Potential course overlap: There is no anticipated overlap with existing undergraduate courses.

2. Course content

Topical outline for seminar sessions (with number of sessions in [...]):
   1. Introduction & Background [2]
   2. Geographical Influences [1]
   3. English-based Creoles [1]
   4. African Creoles [1]
   5. Theories of Genesis [2]
   6. NSL & AAVE [1]
   7. Jamaican Creole [1]
   8. Social Factors [1]
  10. Similarities: Phonology [1]
Sample text:

3. Course requirements and grading

Assignments:
(1) Pop quizzes: 2-3 throughout the quarter [5%]
(2) Homework [5%]
(3) Midterm [25%]
(4) Final [40%]
(5) Oral presentation & collaborative research paper [25%]

The grading scale will be as follows:
96.5-100: A+
93.5-96.5: A
90-93.5: A-
86.5-90: B+
83.5-86.5: B
80-83.5: B-
76.5-80: C+
73.5-76.5: C
70-73.5: C-
66.5-70: D+
63.5-66.5: D
60-63.5: D-
0-60: F
Course Syllabus Summary

1. Basic course information

Course Number(s):
Ling195A-B-C, concurrent with Psych295A-B-C (to be created, as “Language Science Research”)

Course Title:
“Language Science Research” (for both Ling195A-B-C and Ling295A-B-C)

Abbreviated Title:
Lang Sci Res (for both Ling195A-B-C and Ling295A-B-C)
Units: 4-4-4 (i.e., 4 for each quarter)

Course goals and description (true for each course in the sequence, A-B-C):
This course provides students with in-depth experience in different facets of research in language science. It includes theoretical, behavioral, computational, and/or applied language science topics and methodologies. Students engage in faculty-supervised research, participate in a weekly research seminar, and attend both language science research presentations and reading groups as available throughout the quarter. This allows them to gain valuable experience with the research process (including literature review, project design and implementation, research presentation, and research writing), culminating with their own language science research contribution.

Prerequisites for Ling195A-B-C and Ling295A-B-C: Permission of faculty advisor. If this is not the same faculty member as the course instructor, the faculty advisor will coordinate with the course instructor when it comes to assessing the student’s research process at the end of each quarter.

Class type: Research
Grading option: Letter grade (with P/NP option)
Repeatability: May be taken multiple times for credit. (Justification: Research topics vary and research process differs depending on the research stage the student is at.)

Potential course overlap: There is no expected course overlap.

2. Course content

Note: This is the same for all quarters (A-B-C), as students may begin to engage in the research process at any point during the year.

The general research process a student engages in will typically include the following components: literature review, skills development, project design & implementation, presentation, and writeup. Each component will be tailored to the student’s individual research interests. In addition, students will participate in relevant research discussion groups (lab meetings, colloquia, reading groups) in order to learn how to fruitfully
discuss scientific research.

**A. Literature review**
This will provide the student with relevant background concepts and an awareness of current research results. Below is an example beginning reading list for a student interested in computational models of speech segmentation:


**B. Skills development**
This can include relevant formal, experimental, computational, and applied skills. Below is a sample skillset for a student interested in computational models of speech segmentation:

1. Programming in python and/or perl
2. Evaluation metrics used in natural language processing
3. IPA and phonetic transcription for speech streams
(4) Bayesian probability techniques

C. Project design & implementation
This involves the student learning how to design an informative scientific study, implementing it (including IRB submission as appropriate), and conducting appropriate analysis of the results.

D. Project presentation
This involves the student learning how to synthesize the results into a coherent presentation understandable by audiences of different kinds (professional, lay science, etc.). Students will typically present a conference-style talk in an appropriate venue (such as a lab meeting, research colloquia, UROP/SURP colloquia, etc.).

E. Project writeup
This involves the student learning how to write their research up in a manner suitable for professional dissemination. This can include conference abstracts, conference papers, and honors theses. It may also include project proposal writing, such as for SURP/UROP proposals and NSF Graduate Research Fellowships. In the latter case, the writeup process will likely occur before the project is carried out.

F. Research discussion
This involves the student participating in relevant groups that involve discussing language science research. Discussion includes both research content and the way the research is presented. Students learn how to identify relevant questions about language science research and gain confidence in formulating these questions in group settings.

3. Course requirements and grading

Students will attend weekly research meetings (~1 hour per week), and both research colloquia and research discussion group meetings as available throughout the quarter (~1 hour per week). Students will additionally meet with their faculty advisor individually throughout the quarter (~1 hour per week) in order to conduct research in a language science area. Grades will be based on the faculty advisor’s assessment of the student’s research participation, progress, and relevant deliverable items (reviews, datasets, experimental designs, analyses, presentations, papers, etc.).
Appendix B: Letters of Support
July 2, 2015

Re: Proposal for a New Major in Language Science

I am delighted to lend my most enthusiastic support for the proposed major in Language Science. The proposal very nicely articulates the need for such a major, including growing student interest, and the core areas of existing faculty and instructional strength in the area. The proposed major is interdisciplinary yet integrated. It offers an innovative and exciting program of study for students pursuing academic as well as professional interests in the field of language science, with potential applications in health, speech language pathology and computer science. As is evident from the strong letters of support that accompany this proposal, the new major leverages existing strengths both within the School of Social Sciences and across the campus. The proposal also aligns with the School’s strategic goals of eventually re-launching the Linguistics Department, most likely under a new name that captures the distinctiveness of this program.

Please do not hesitate to contact me if you require any further information or evaluative commentary on this most excellent proposal.

Bill Maurer
Dean
May 28, 2015

RE: Proposal for a New Major in Language Science

I, in my capacity as Acting Chair of the Department of Linguistics, am delighted to enthusiastically endorse and strongly support the proposal for a new major in Language Science to be administered by the Department of Linguistics.

As proposed, the new major will bring together faculty from a number of academic disciplines to offer a truly innovative and interdisciplinary major to students interested in a multi-facted approach to the scientific study of language.

I welcome the opportunity to work with the faculty identified in this proposal to operationalize this major at the earliest possible date.

Thank you for all the effort and care which has gone into the crafting of the proposal new major in Language Science.

Mark P. Petracca
Associate Dean and
Acting Chair,
Department of Linguistics

Tel. 949-824-9010;
Email: mpetrac@uci.edu
RE: Proposal for a new major in Language Science

I am writing in my capacity as Chair of Linguistics to express my enthusiastic support for the proposed major in Language Science. The proposal clearly describes the need for a major of this kind, including increasing student interest, core areas of faculty expertise in language science, and instructional strength in this area. I believe the proposed major offers an exciting new program of study for students pursuing both academic as well as professional interests in language science, with potential applications in health, computer science, and speech & language pathology, among many others. Moreover, the proposal aligns with the School’s strategic goals of broadening the focus of the Linguistics Department and providing training that captures this interdisciplinary yet integrated approach to the science of language.

Please don’t hesitate to contact me if you require any further information on this excellent proposal.

Sincerely,

Lisa S. Pearl
Chair of Linguistics
lpearl@uci.edu
May 15, 2015

I am pleased to express my support of Lisa Pearl's proposed major in Language Science, which incorporates anthropology into its curriculum via several courses in the Department of Anthropology, which Keith Murphy has approved. I believe this area will be a valuable component of the proposed major.

Classes in question:

Anthro 150A: Language and Social Cognition

Anthro 151A: Improvisation, Language, and Culture
Re: Proposal for a Language Sciences Major

I am writing to express my department's enthusiastic support for a Language Sciences major inside the Linguistics department as detailed in this proposal. The department would welcome Language Science students in the Psychology courses included in the major. The scientific study of language using a variety of approaches (theoretical linguistics, neuroscience, psychology, and philosophy) in an integrated program has the potential to have major impact. The importance of language science is increasingly appreciated in many practical domains such as health or information sciences. Because of the strong interdisciplinary program developed by the proposers, I believe this major could have broad appeal as an entry point for undergraduate students to a variety of career paths and graduate studies.

Our department supports the development of Language Science research and teaching at UCI. This proposal is an excellent first step in that direction.

Sincerely,

Ramesh Srinivasan
Professor and Chair
Dear Colleagues,

I write as Chair of the Department of Logic and Philosophy of Science to express my strong and enthusiastic support for the formation of a Language Sciences major, which incorporates logic and philosophy of science through its inclusion of a number of courses listed in our department. I think the formation of such a major will be of real and significant value to a number of academic units on campus including our own, and I believe that the proposed inclusion of relevant courses in logic and philosophy of science would make a valuable contribution to the major itself. I am particularly pleased not only by this effort to reestablish the scientific study of language as a major on the UCI campus, but also by this attempt to do so in this distinctively interdisciplinary way that draws on a number of areas of academic strength already represented on the campus. I think this strategy makes the prospects for success in this venture very high.

Please do not hesitate to contact me if there is any further information I can provide or any other way in which I can be of service to your deliberations. I am most easily reached by email at stanford@uci.edu.

Sincerely,

P. Kyle Stanford
Professor and Chair
Department of Logic and Philosophy of Science
University of California, Irvine

May 5, 2015
June 8, 2015

LISA S. PEARL
ASSOCIATE PROFESSOR
COGNITIVE SCIENCES, LINGUISTICS, AND LOGIC & PHILOSOPHY OF SCIENCE

Dear Lisa,

I am pleased to express my support of the proposed major in Language Science, which incorporates Biomedical Engineering into its proposed curriculum via one course in the Department of Biomedical Engineering. I believe BME148: Microimplants will be a valuable component of the proposed major.

Sincerely,

Abraham P. Lee, Ph.D.
William J. Link, Professor and Chair
Biomedical Engineering
University of California, Irvine
June 4, 2015

To Whom It May Concern:

RE: Language Science proposed major

I am pleased to express my support of the proposed major in Language Science, which incorporates Computer Science into its proposed curriculum via several courses in the Department of Computer Science. I believe this area will be a valuable component of the proposed major.

Sincerely,

Alex Nicolau
Professor and Chair
Department of Computer Science
15 January 2016

STATEMENT OF SUPPORT
DRAMA 35 INCLUDED IN PROPOSED LANGUAGE SCIENCE MAJOR

I am pleased to express my support of the proposed major in Language Science, which incorporates Drama into its proposed curriculum via one course (DRAMA 35: SPEECH FOR THEATER) in the Department of Drama. I believe this area will be a valuable component of the proposed major.

I believe that DRAMA 35 will be a valuable course in for this curriculum as it develops skills that performers need to understand for basic stage voice and speech craft. These same skills will be very useful for non-actor students who can benefit from the information which the course will provide.

If you have any questions, please contact me at your convenience.

Respectfully submitted,

Daniel Gary Busby
Chair, Department of Drama
Claire Trevor School of the Arts
March 2, 2016

Professor Lisa S. Pearl
Department of Linguistics
3151 Social Science Plaza
School of Social Sciences
University of California, Irvine

Re: The Proposal to Create a Major in Language Science

Dear Professor Pearl:

It was with great interest and pleasure that I received your Department’s proposal to create a B.A. in Language Science. I am deeply impressed by the innovative nature of the proposed major, which strikes me as the timely synthesis of a wide range of disciplines from traditional linguistics, philosophy of language, and cognitive science to neuroscience and speech pathology. We can anticipate important synergies through the collaboration of these theoretical and empirical perspectives on the study of language.

I thus would like express my support of the proposed major in Language Science, which incorporates the Department of East Asian Languages and Literatures into its proposed curriculum through two courses:

Chinese 100A-B-C: Introduction to Literary Chinese
East Asian 125: Topics in East Asian Applied Linguistics

Although EA 125 has been taught only irregularly, the Chinese 100 series is taught every year. These courses will contribute to the component of the proposed major listed in Section IV (D)—Applied/Health—of the requirements.

Yours truly,

Michael A. Fuller
Professor and Chair
10 June 2015

LISA PEARL, ASSOCIATE PROFESSOR
COGNITIVE SCIENCES

RE: Proposed Language Science Major

Thank you for sharing with me the proposal for creation of a Language Science major inside the UCI Linguistics Department. The proposal seems well founded and I believe will make an important contribution to undergraduate education at UCI.

I was also pleased to see that two School of Education courses are incorporated into the proposed curriculum. I agree that these will be a valuable component of the proposed major.

In short, I fully support the proposal. If I, or the School of Education, can assist you in any other ways, please let us know.

Sincerely,

[Signature]
Professor and Associate Dean

cc: Bill Maurer, Dean of Social Sciences
    Mark Petracca, Acting Chair of Linguistics
    Deborah Vandell, Dean of Education
    Kevin Reimer, Director of the School of Education Undergraduate Program
    Penelope Collins, Faculty Chair of School of Education Undergrad Committee
Support for proposed new Language Science major

I am pleased to express my support of the proposed major in Language Science, which incorporates German into its proposed curriculum via one course in the Department of European Languages and Studies, entitled, Introduction to German Linguistics. I believe this area will be a valuable component of the proposed major.

Sincerely,

Glenn S. Levine
Professor of German
June 3, 2015

To whom it may concern:

I am pleased to express my support of the proposed major in Language Science, which incorporates Music into its proposed curriculum via one course in the Department of Music (Music 158A–B–C). I believe this area will be a valuable component of the proposed major.

David Brodbeck  
Professor and the Robert and Marjorie Rawlins Chair of Music
June 9, 2015

To whom it may concern:

I am pleased to express my full support of the proposed major in Language Science, which incorporates Spanish into its proposed curriculum via several courses in the Department of Spanish and Portuguese. I believe this area will be a valuable component of the proposed major.

Sincerely,

Luis F. Avilés, Chair
Spanish and Portuguese
laviles@uci.edu
30 June 2015

TO: Professor Lisa Pearl, Associate Professor of Cognitive Sciences, Linguistics, and Logic & Philosophy of Science, UC Irvine

FROM: John Renaud, Assistant University Librarian for Research Resources

RE: Program Proposal for a Language Science Major in the Linguistics Department

The UCI Libraries support the proposal for this new degree program, the Major in Language Science in the Linguistics Department in the School of Social Sciences at UC Irvine. This proposed major enjoys support from core and affiliated faculty and administrators, and the Libraries are happy to add our voice to this. There is clearly significant demand and interest in this program.

The UCI Libraries continue to develop strong print and electronic collections that support the existing disciplines on which this program will draw. While in consulting with Library colleagues, I have learned that the Libraries may have edited our collecting in linguistics when the major was phased out in the early 2000’s, it would be very possible to reframe our approval plans and other collecting strategies. It is also possible that we will need to add some additional journal subscriptions. However, given that the courses will be taught by current UCI faculty and will build upon their existing teaching and research interest, it appears that the Libraries would be able to support the program without any unmanageable impact on our current collection strategies. Should the required courses or research projects that will comprise this program necessitate that the Libraries significantly expand our collecting parameters, we will work with the Program to determine how we can collaborate to address those needs.

The Libraries will work with the Program to ensure that necessary support is provided to users. The UCI librarians who will work with the faculty and students in this new degree program have all expressed enthusiasm and are looking forward to being involved.

Sincerely,

John P. Renaud
Assistant University Librarian for Research Resources
Dear Professor Pearl,

The Executive Committee for the School of Social Sciences is pleased to endorse the proposal to establish a Language Science undergraduate major in the Department of Linguistics. The vote in the Committee was 4 in favor, none against. Two members of the committee did not participate.

The committee is impressed with the proposal and believes that it represents an exciting opportunity for the undergraduates at UCI. We also welcome the rejuvenation of the Department of Linguistics and look forward to the research and additional educational opportunities that the Department will bring to the School and campus.

Sincerely yours,

Linda R. Cohen
Professor of Economics and Law
Chair, Social Sciences Executive Committee
lrcohen@uci.edu