

IDS 2760: Historical Linguistics and Artificial Intelligence

I. General Information

Class Information

Course: IDS 2760: Historical Linguistics and Artificial Intelligence

Course #: 20190

Section: 2SH2

Semester: Fall 2025, 8/21/25 - 12/03/25

Time: MWF, 10:40-11:30

Location: MAEB 0229

Instructor: Benjamin Hebblethwaite

Office: 363 Dauer Hall

Office Hours: Mondays and Wednesdays, 2nd period (8:30-9:30 am), and by appointment.

Contact: 352-273-3762 & hebble@ufl.edu

Description:

Analyzes historical linguistic change in lexicon, semantics, phonology, morphology, and syntax, articulating traditional and artificial intelligence methods of analysis. Examines relatedness between languages, the comparative method, internal reconstruction, the origin and propagation of change, contact and the birth and death of languages, language and prehistory, and the very remote relations between languages. Explores diverse linguistic datasets through AI technologies.

Course Objectives

1. Identify historical linguistic change in the lexicon, semantics, phonology, morphology, and syntax of languages, and analyze the types of changes occurring.
2. Assess relatedness between languages, the comparative method, internal reconstruction, the origin and propagation of change, contact and the birth and death of languages, language and prehistory, and the very distant relations between languages.
3. Evaluate quantitative or qualitative linguistic data using traditional and Artificial Intelligence methodologies to encourage familiarity with big data for the workforce.
4. Create an AI-informed project focused on hypothesizing about the future of English based on historical linguistic data predictions from AI.

Detailed Course Description

This 3-credit Quest 2 course, *Historical Linguistics and Artificial Intelligence*, explores historical linguistics by analyzing linguistic data that reflects **change** in the lexicon, semantics, phonology, morphology, and syntax. Students analyze traditional methods of historical linguistic analysis by means of *Trask's Historical Linguistics* as well as Artificial Intelligence technologies like ChatGPT. Students will test, compare, and interpret datasets by means of traditional methods and AI technologies.

Students identify the inevitability of language change across languages and interpret attitudes about it. Lexical and semantic change are traced to borrowings, the formation of new words, and changes in word-meaning. Students describe the phonological and morphological treatments of loan words. Assessed are changes in pronunciation as well phonological systems, requiring attention to core concepts like the phonetic basis of phonological change, assimilation and dissimilation, lenition and fortition, additions and removals of phonetic features, vowel and syllable structure, and whole-segment processes. Notions like conditioning and rephonologization, phonological space, chain shifts, and phonological change as rule change, are key for the analysis of how phonological systems change.

Students analyze morphological changes through reanalysis, analogy, levelling, and morphologization, and they analyze syntactic changes through reanalysis of surface structure, shift in markedness, grammaticalization, typological harmony, and study syntactic change as restructuring of grammar. Students evaluate relatedness between languages through dialectology, assess theories on the origin of dialects, and study genetic linguistic relationships. Students compare the tree model and the wave model to assess their explanatory power with the goal of extending them or improving them using AI technologies. Students analyze the comparative method that employs systematic correspondences, comparative reconstruction, and semantic reconstruction. Analyzed are linguistic typology and universals in the reconstruction of languages and discovery of proto-languages. Students relate the comparative method to the datasets that they investigate using AI technologies.

Students analyze the historical linguistic method of internal reconstruction that relies on comparing data from a single language to internally reconstruct earlier stages of the language. Students identify language-internal datasets about which to ask prompts using AI technologies. Students evaluate the origin and propagation of linguistic changes and variation, including the role of social stratification and variation in influencing linguistic change.

The course also analyzes the larger historical forces that act upon linguistic change, including the birth, maturation, and death of languages. Central ideas include linguistic areas, pidgins and creoles, relexification, decreolization, language planning, and language death. Students acquire knowledge about language and prehistory, identifying tools like etymology, place names, and linguistic paleontology. Described are historical linguistics' connections to fields like archeology, statistics, and computational linguistics. Students evaluate proposals regarding the very remote relations between languages such as the Nostratic hypothesis and Greenberg's multilateral comparisons, and they assess ideas about linguistic macro-families and theories about the early spread of people and languages. Students explore the role of AI in investigating very remote relations between languages and they utilize it to discover changes taking place in contemporary English.

- 3 credits.

Course resources, information, announcements, updates, assignments, and discussions are available through the course canvas site (<https://elearning.ufl.edu/>) .

Quest and General Education Credit Information

- Quest 2
- Social & Behavioral Sciences (S)

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Link to information about General Education categories:

<https://undergrad.ua.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Description of the Social and Behavioral Sciences (S) Category of General Education:

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to analyze the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Required Readings

Ciobanu, Alina Maria and Liviu P. Dinu. 2019. "Automatic Identification and Production of Related Words for Historical Linguistics." *Computational Linguistics*, Vol. 45, Issue 4, 668-700.

Fonteyn, Lauren. 2022. "AI and Historical Language: Shall I Compare Thee to a Human Being?" *The Low Countries*. Online resource:

<https://www.the-low-countries.com/article/ai-and-historical-language-shall-i-compare-thee-to-a-human-being>

List, Johann-Mattis, Greenhill, S. J., & Gray, R. D. (2017). "The potential of automatic word comparison for historical linguistics." *PLoS One*, 12(1): pp 1-19.

doi:<https://doi.org/10.1371/journal.pone.0170046>

McColl Millar, Robert, and R.L. Trask. 2023. *Trask's Historical Linguistics*. New Jersey: Routledge.

Toews, Rob. 2022. "Language Is The Next Great Frontier In AI" *Forbes*. Online resource:

<https://www.forbes.com/sites/robtoews/2022/02/13/language-is-the-next-great-frontier-in-ai/?sh=2f3f3f125c50>

Recommended writing manual

The Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

<i>Graded Activity</i>	<i>Points</i>	<i>Percentage of Grade</i>
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One AI-assisted analytical essay (1,000 words) submitted as MS Word or PDF file type	200	20%
One in-class presentation about your AI-assisted analytical essay submitted as MS Word or PDF file type	100	10%
One experiential learning recorded interview with a person over 50 years of age + 500-word self-reflection analysis submitted as MS Word or PDF file type	200	20%
Ten Artificial Intelligence-assisted homework assignments submitted as MS Word or PDF file type	200 (10 assignments, 20 points each)	20%
One Oral Midterm	100	10%
One Oral Final Exam	100	10%
Attendance	100	10%
Total	1,000 points	100%

One AI-assisted analytical essay (1,000 words) (200 points, 20% of grade)

In this essay submitted as MS Word or PDF file type you will gather a dataset to ask and prompt AI technologies about the types of language changes it predicts into the future for English based on the data that you present it. Using examples of language change from our textbook as well as others encountered in class and in your experience, your essay will use AI to analyze linguistic datasets that reflect language change with the goal of predicting the types of changes speakers of English can expect to encounter in the coming decades and centuries. Your essay should focus on one or two (but not more) changes in the lexicon, semantics, phonology, morphology, or syntax of English. You are encouraged to submit questions and prompts to AI technologies as you develop your essay. Although you are required to use AI for this assignment, the phrasing and choice of words must be your own and must not be copied-and-pasted verbatim from AI (unacceptable copying or plagiarism). Essays should include a bibliography with at least 3 peer-reviewed-sources and 3 open web-sources. The goal is for students to produce a strong argument supported by textual and AI-assisted evidence. See the rubric below. (Content, and critical thinking)

One in-class presentation about your AI-assisted analytical essay (100 points, 10% of grade)

Students have 5-minutes to provide a mini-presentation based upon their findings for the AI-assisted analytical essay. Students should be prepared to respond to questions. Slides should be clear and uncluttered. Images, tables, and graphs should be included in the PowerPoint (or similar presentation software) to provide context. The AI-assisted methodology employed by the student should be made clear. The presentation should include a PowerPoint slide for the title, thesis statement, methodology, findings, and summary. Therefore, I expect about 5 slides

per presentation. Students will be graded on their communication skills, insights, preparation, and ability to connect the course readings and discussions to their presentation. Students will present their project using different forms of multimedia and technology (Communication).

Grading:

- Presentation Materials (PowerPoint or other visuals): 70 points. The sources used for the presentation as well as for the essay should be included as the final slide.
- Presentation: 30 points. Grading will be based on cohesiveness, clarity, organization, and engagement.

One experiential learning Interview with a person over 50 years of age + one 500-word self-reflection analysis essay (200 points, 20% of grade)

The student is required to seek out a U.S.-born English native speaker interviewee (from any background) over the age of 50 who is willing to participate in a 15-minute recorded interview with the student. You are not interviewing about a particular topic. Instead, you want to capture “naturalistic” speech. One way to distract the interviewee from the formality of recording is to ask him or her a question that elicits excitement. For example, “Have you ever been in danger of death?” Or, equally effective, ask, “Tell me about your experiences in high school athletics,” or “What did you dislike most about high school?”

Once students have completed and uploaded the 15-minute interview, she or he will develop a 500-word self-reflection analysis submitted as MS Word or PDF file type of the most unique speech patterns of the interviewee with an ear to identifying differences (that reflect linguistic change) between the speech of the interviewee and you, the interviewer. Students will seek and give examples of one or more changes in the lexicon, semantics, phonology, morphology, or syntax of English as reflected in the interviewee’s speech compared with her or his own. Students are required to explain what the linguistic change involves using appropriate linguistic terminology from *Trask’s Historical Linguistics*, exploring the origins of the change(s), other morphemes or words impacted by the change (if any), and what the long-term impact of the linguistic change(s) might be. Students are encouraged to utilize AI to analyze datasets and to generate explanatory ideas, but all phrasing and wording must be written by the student.

Grading:

- Contacting an interviewee: 20 points
- The recorded interview uploaded as a sound or audiovisual file: 80 points
- The analysis of the interviewee’s speech in comparison with the interviewer’s speech in 500 words: 100 points

Ten Artificial Intelligence-assisted homework assignments (200 points, 20% of grade)

A total of ten assignments (each involving two problems) from *Trask’s Historical Linguistics* are due over the course of the semester, submitted as MS Word or PDF file type. Each assignment is worth 20 points. Students are encouraged to utilize Artificial Intelligence technologies to generate ideas and solutions for the datasets in the assigned exercises. However, the underlying

ideas, wording, and phrasing must be from the student. Responses should be succinct as possible, limiting the number of words to a minimum.

One Oral Midterm (100 points, 10% of grade)

The Oral Midterm involves the instructor conducting a 5-10-minute interview with the student to determine if she or he has read and understood the class lectures and assigned readings. The student will have 20 questions.

Grading:

- Each question is worth 5 points.
- Correct answers receive 5 points.
- Partially correct answers receive 2.5 points.

One Oral Final Exam (100 points, 10% of grade)

The Oral Midterm involves the instructor conducting a 5-10-minute interview with the student to determine if she or he has read and understood the class lectures and assigned readings.

Grading:

- Each question is worth 5 points.
- Correct answers receive 5 points.
- Partially correct answers receive 2.5 points.

Attendance (100 points, 10% of grade)

These statements only apply to the synchronous, in-person course. Attendance is taken at the beginning of class. Attendance points are based on classroom attendance. If you do not want to participate, that is okay, but disruptions are not acceptable. The attendance is calculated by taking the number of class meetings (50-minute periods) per semester and then calculating how many points each is worth out of 100 points. Then the student will receive credit for each class attended by that number of points. If our class meets 40 times in a semester, for example, then attending each class meeting is worth 2.5 points (100 points divided by 40 meetings).

For example, if a given student attended 35/40 classes, their attendance score will be 2.5 points x 35 class periods for 87.5/100 points (or 8.7% of the total grade). Another student, for another example, who attended 23/40 classes will have an attendance score of 2.5 points x 23 class periods for 57.5/100 points (or 5.7% of the total grade). Therefore, each missed class has a proportionate impact on the attendance score.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor. Please read more about UF attendance policies here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Grading Scale & GPA equivalent:

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%	C	73 – 76.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	77 – 79.9%	E	<60%

- A minimum grade of C is required for general education credit.

General writing rubric for all assignments. Although this course does not meet WR requirements, there will be a 1,000-Word Analytical Paper and a 500-Word Self-Reflection Essay, and the following rubric will be used:

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. (36-40)	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)
Organization and Coherence (30pts)	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. (27-30)	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. (24-27)	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	No organization lacks coherence. (0-18)

Support (10pts)	Uses evidence appropriately and effectively. (9-10)	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. (8-9)	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. (7-8)	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. (6-7)	Uses irrelevant details or lacks supporting evidence. (0-6)
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Awkward sentences throughout. Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)

III. Annotated Weekly Schedule

Week	Topic Area and Required Reading from <i>Trask's Historical Linguistics</i>
1 Fri 8/22- Wed 8/27	The fact of language change: Required Reading: Trask 2023, pp. 1-14 Required Reading: Fonteyn 2022 (https://www.the-low-countries.com/article/ai-and-historical-language-shall-i-compare-thee-to-a-human-being) (9-min. read) Homework Assignment 1: Exercises 1.1 and 1.4
2 Fri 8/29- Fri 9/5	Lexical and semantic change: Required Reading: Trask 2023, pp. 17-54 Required Reading: Toews 2022 (https://www.forbes.com/sites/robtoews/2022/02/13/language-is-the-next-great-frontier-in-ai/?sh=2f3f3f125c50) (10-minute read) Phonological change I Due: Homework Assignment 2, Exercises 2.3 and 2.6 NO CLASS MONDAY 9/1: Holiday
3 Mon 9/8- Fri 9/12	Phonological change I: Change in pronunciation: Required Reading: Trask 2023, pp. 55-75 Required Reading: List <i>et al.</i> 2017, pp 1-9. Due: Homework Assignment 3, Exercises 3.3 and 3.5
4 Mon 9/15 -Fri 9/19	Phonological change II: Change in phonological systems: Required Reading: Trask 2023, pp. 76-101 Required Reading: List <i>et al.</i> 2017, pp 10-19. Due: Homework Assignment 4, Exercises 4.2 and 4.3 Due 9/21 : Name of interviewee submitted
5 Mon 9/22 -Fri 9/26	Morphological change: Required Reading: Trask 2023, pp. 102-132 Required Reading: Ciobanu & Dinu 2019, p. 668-676 Due: Homework Assignment 5, Exercises 5.1 and 5.2
6 Mon 9/30 -Fri 10/3	Syntactic change: Required Reading: Trask 2023, pp. 133-164; Required Reading: Ciobanu & Dinu 2019, p. 676-686 Due: Homework Assignment 6, Exercises 6.2 and 6.4 Due 10/5 : Recording of interviewee uploaded
7 Mon 10/6 -Fri 10/10	Oral Midterm Exam Week (sign up for your 5-minute slot in-class)
8 Mon 10/13	Relatedness between languages: Required Reading: Trask 2023, pp. 165-201; Required Reading: Ciobanu & Dinu 2019, p. 687-691 Due: Homework Assignment 7, Exercises 7.1 and 7.6

Mon 10/20	NO CLASS FRIDAY 10/17: Homecoming Due 10/19 : 500-word analysis of your interviewee's speech patterns
9 Wed 10/22- Mon 10/27	The comparative method: Required Reading: Trask 2023, pp. 202-247 Required Reading: Ciobanu & Dinu 2019, p. 691-700 Due: Homework Assignment 8, Exercises 8.2 and 8.6
10 Wed 10/29-Fri 10/31 [2 days]	Internal reconstruction: Required Reading: Trask 2023, pp. 248-266. N.b.: There are no homework exercises assigned from Chapter 9 this week.
11 Mon 11/3 -Wed 11/5 [2 days]	The origin and propagation of change: Required Reading: Trask 2023, pp. 267-307. Due: Homework Assignment 9, Exercises 10.3 and 10.4 Due: Sign-up for in-class presentation!
12 Fri 11/7- Mon 11/10 [2 days]	Contact and the birth and death of languages: Required Reading: Trask 2023, pp. 308-344. Due: Homework Assignment 10, Exercises 11.7 and 11.8 Due: 1,000-word AI-assisted analytical essay Due: In-class presentation about the AI-assisted analytical essay (Mon 11/10-Wed-Fri)
13 Wed 11/12- Fri 11/14 [2 days]	Language and prehistory: Required Reading: Trask 2023, pp. 345-375. Due: In-class presentation about the AI-assisted analytical essay (Mon-Wed-Fri)
14 Mon 11/17-Fri 11/21	Very remote linguistic relations: Required Reading: Trask 2023, pp. 376-404. Due: In-class presentation about the AI-assisted analytical essay (Mon-Wed-Fri)
11/23- 11/29	NO CLASS: Thanksgiving Holiday
15 Mon 12/1-Wed 12/3	Oral Final Exam Monday & Wednesday (sign up for your 5-minute slot in-class)

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Quest 2, S).

- Analyze attitudes about linguistic change. Assessments: Oral Exams, Class Assignments
- Identify, describe, and explain the concerns of linguists working on lexical, semantic, phonological, morphological, and syntactic change in historical linguistics. Assessments: Oral Exams, Class Assignments, 1,000-Word Essay
- Describe the significance of relatedness between languages, the comparative method, internal reconstruction, and the origin and propagation of linguistic change in historical linguistics. Assessments: Oral Exams, Class Assignments
- Characterize language contact and its role in the birth and death of languages in historical linguistics. Assessments: Oral Exams, Class Assignments, 1,000-Word Essay
- Explain the contribution of historical linguistics to investigating prehistory. Assessments: Oral Exams, Class Assignments
- Identify the very remote relations that exist among languages around the globe. Assessments: Oral Exams, Class Assignments

Critical Thinking: Evaluate quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Quest 2, S). Assessment: 1,000 Word Analytical Essay, Oral Exams, Homework Assignments.

- Evaluate quantitative and qualitative data to explore, discover, and hypothesize about one or more linguistic changes that could occur in the future lexicon, semantics, phonology, morphology, or syntax of English and argue for the findings with evidence. Assessments: 1,000-Word Analytical Essay
- Categorize and interpret the historical linguistic datasets using AI technologies. Assessments: Homework Assignments, 1,000-Word Analytical Essay
- Compare the speech of a U.S.-born native speaker over the age of 50 in our community with the speech of standard English to identify linguistic changes that are in progress in our time. Assessment: Experiential Learning Interview and 500-Word Analysis

Communication: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges. (Quest 2, S)

- Explain the basic concepts of historical linguistics. Assessment: Oral Exams

- Develop and present a PowerPoint for an in-class presentation that synthesizes the key findings of the student's analytical essay. Assessment: Analytical Essay, In-Class Presentation
- Describe and evaluate the role of AI technologies in the development and interpretation of historical linguistic datasets and ideas. Assessment: Analytical Essay, In-Class Presentation

Connection: Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.

- Adapt and utilize AI technologies for analyzing, evaluating, and describing big datasets. Assessment: 1,000-Word Analytical Essay; Homework Assignments
- Use AI skills to connect to applications outside of historical linguistics. Assessments: Homework Assignments, 1,000-Word Analytical Essay
- Analyze the connection between historical linguistics and the subdisciplines of linguistics such as lexicon, semantics, phonology, morphology, syntax, and sociolinguistics.
- Assess and utilize tools on the Internet, AI, and Machine Translation to make connections and assessments in historical linguistics. Assessments: Oral Exams, Homework Assignments, 1,000-Word Analytical Essay, Experiential Learning Interview and 500-Word Analysis.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

The Experiential Learning Interview assignment requires that the student seek out a U.S.-born, native English speaker who is over the age of 50 years (from any background). The student is expected to reach out to a member of our community to request a short, 15-minute, recorded interview. The work requires seeking connections in the community, immersive listening, and careful linguistic analysis based on the interview recording. Transcription, analysis, interpretation, and the synthesis of the interview are analytical tasks, requiring that the student carefully catalog and annotate her or his recording while considering how the recorded speech of a person at least 50 years old differs from her or his own speech.

2. Details of Self-Reflection Component

After the Experiential Learning Interview is complete, uploaded to Canvas, and the relevant parts transcribed and analyzed, the student is expected to compare her or his own speech patterns (whether they are lexical, semantic, phonological, morphological, or syntactic) with those of the (at least) 50-year-old native speaker of English to identify instances of linguistic change. The student will write self-reflections about her or his speech in a 500-word essay. The student will answer these questions:

- Why is my speech different from the speech of those Americans over 50 years old?
- What linguistic changes are taking place in my speech and in the speech of those Americans over 50 years old?
- How can I use AI technologies to gather new points of view on datasets collected from the interview?
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VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: 1. The email they receive from GatorEvals, 2. Their Canvas course menu under GatorEvals, or 3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.