Linguistics/Anthropology 300  
Linguistic Analysis  
Rice University  
Fall 2020

Syllabus

Class Meetings: MWF 11:00-11:55am, Synchronously on Zoom

Instructor: Dr. Robert Englebretson ("Dr. E") he/him/his
  Physical Office: Herring 206
  Office Hours: By Appointment on Zoom
  Homework Hangout: Thurs. 4-6pm on Zoom
  E-mail: reng@rice.edu (I answer emails within 24 hours, usually sooner.)
  Office Phone: 713 348-4776 (Leave a voicemail and I will return your call ASAP.)

TEACHING ASSISTANT: Emily McGhee she/her/hers
  Homework Hangout: Thurs. 6-8pm on Zoom
  E-mail: cjm8@rice.edu

Course Objectives and Learning Outcomes

This is a class in which you will solve puzzles from a diverse variety of the world’s languages. This is also a class that will introduce you to morphology and syntax from a functional-typological perspective—you will learn how people around the world put words and sentences together in the languages they speak. We will explore the similarities and differences in the morphology and syntax of the world’s languages, and we will consider how grammar is shaped by human cognition, culture, and speakers’ communicative goals.

After you take this class, you will be able to:

✓ Analyze data from a field language, even if you don’t speak it.
✓ Describe the general patterns found in the basic morphology and syntax of the world’s languages.
✓ Appreciate how cool and diverse languages are, and the complexity and beauty of their grammars!

* Note: Linguistics 200 is a prerequisite for this class and is strictly enforced.
Online Course Expectations and Attendance

During the fall 2020 semester, Ling/Anth 300 is being taught fully online due to the coronavirus. Class sessions will take place synchronously on Zoom. If you live within four time zones of Houston, you are expected to attend synchronously. If you live further away, or if you miss a class, you may 'attend' asynchronously on Canvas, where recordings of each class will be posted. For privacy reasons, these recordings are only available to students registered in the course, and they must be streamed and are not downloadable. Students are expected to arrive on time via Zoom, and to be actively engaged in the classroom. However, you are not required to use your video camera unless you wish to do so. During in-class discussion, be prepared to use your microphone, know how to 'mute' and 'unmute' your audio, and use the chat window and the 'raise hand' function when you have questions. If you find that you are having technical difficulties with Zoom or Canvas, or if you are having equipment or connectivity problems that are hindering your ability to take part in the course, please get in touch with me right away so that we can find a solution. In an online course such as this, communication is crucial, and I will do what I can to help you access the resources you need.

Online Study Groups

I have assigned each of you to a study group, in which you will be working throughout the semester. You will regularly interact with the other study group members in Zoom breakout rooms during class meetings. I also strongly urge each study group to set up a standing weekly meeting outside of class, during which you can discuss material from lecture, and work through analyzing homework puzzles together. While group participation is not a graded requirement, I highly recommend it, as it will facilitate your understanding of the material and will foster discussion and social interaction in the course. Since some of the group members may be in other time zones, please do your best to find a meeting time when everyone can attend. Study groups should use whatever platform(s) they find most convenient for interacting outside of class (Zoom, Slack, GroupMe, etc.) I will let you know who your fellow group members are during the first week of class. If you have any concerns about the study group to which you have been assigned (such as time conflicts or interpersonal conflicts), please contact me privately so that I can work with you to find a solution.

Grade Policies

- Top 11 scores from 12 homework assignments: 55%
- Language Sketch: 15%
- Review Quiz (closed-book, closed-notes): 10%
- Final Exam (Take-home, open-book, open-note): 20%

TOTAL: 100%

Course letter grades will be assigned as follows:

- 0-59.99%: F
- 60-69.99%: D
- 70-79.99%: C
- 80-89.99%: B
- 90-100%: A
Designations of plus and minus will be given to grades ranging within 1 percentage point of the cutoff. For example: 99.0-100% is an A+, 90.0-90.99% is an A-, 89.0-89.99% is a B+, and so on. Students who earn less-than 60% will fail the course.

Homework

There are 12 homework assignments for this class, due on Fridays (weeks 2-13), as shown on the course schedule. The lowest of your 12 homework scores will be dropped, thus leaving 11 scores to be calculated into your overall course grade. Because you have one freebee, late homework will only be accepted under extenuating circumstances related to illness or the pandemic. Please contact me if you know your assignment will be late. Homework answers must be submitted electronically on the Canvas system before 11:00 am on the day they are due. Allowed file formats are .RTF (rich text format), .DOC or .DOCX (Microsoft Word). PDFs and images are not accepted. A note about homework answers: I encourage you to work together on the homework assignments in your study groups. However, after you have figured/argued them out together, you must type up your homework answers alone, and submit them separately from the other study group members.

Language Sketch

By Wednesday, Sept. 30, choose a language which you are interested in learning more about, and which has online or printed reference grammars available from Fondren Library. We will discuss how to find reference grammars in class. For some ideas, look at the list in Appendix 2 of the Payne textbook, or else go browsing through the online Fondren Library catalog. If you know speakers of that language, you may consult them for language data as well. The language you choose should not be a language you have ever studied in a classroom setting. Please clear your choice of language with me by Sept. 30. More information on the specifics of this assignment will be handed out in class later in the semester. Your language sketch should consist of a 6-10 page paper giving a basic overview of the language and focusing on three areas of morphosyntax discussed in class. Support your claims with lots of data from the language. Your examples must be in romanization or IPA, and should conform to the three-line glossing conventions used in this class. Your language sketch counts as 15% of your course grade and is due before 11:55 pm on December 4 (last day of the “independent study week” for the semester). I am happy to give you feedback on a draft of your sketch, as long as you send it to me by November 24. Language sketches turned in after the December 4 deadline will lose 10% of their grade for every day they are late.

Review Quiz

On Friday, December 4, there will be an online review quiz administered on Canvas, worth 10% of your course grade. The reason for this quiz is to help you prepare for the final exam, and to make sure you have mastered the basic terms and central concepts from the course. We will write the questions for this quiz together as a class beforehand in a discussion thread on Canvas—you all get to decide what questions are on it. The quiz will consist of a total of 40 true-false, multiple-choice, and fill-in questions, and you will have 60 minutes to complete it. The quiz will focus on the definitions and terminology you have learned in course lectures and from the Payne textbook, and on key areas of the languages discussed in the Fieldwork Friday presentations. The quiz is closed-book, closed-note, and you are not allowed to work together or to discuss it with anyone while you
(or they) are taking it. Make-up quizzes will be given only under extreme extenuating circumstances, and you must make arrangements with me beforehand if you know you will be unable to take it during the scheduled time. Failure to submit the quiz will give you a score of 0 on it.

Final Exam

The final exam will consist of puzzles similar to those you will have encountered on homework assignments. The purpose of this exam is to demonstrate that you have mastered the basic skills of analysis that we will have been practicing all semester. The exam will be take-home, open-book, open-note, will be made available on Canvas on December 4, and is due no later than 5:00pm on December 16 (the last day of finals week). It is worth 20% of your overall course grade. Students who do not turn in the exam by the deadline will receive a score of 0 on it. You are not permitted to work together on the final or to discuss it in any way.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Appropriating someone else’s work and portraying it as your own is cheating. Obtaining answers to homework assignments or exams from previous semesters is cheating. Falsifying data or experimental results is cheating. (The foregoing is not intended to be a complete list.) If you are suspected of cheating, you will be referred to the Honor Council. If you are unsure about whether a specific action is cheating, please ask the professor. Some general guidelines are:

- Do not look at notes, assignments, or exams from previous semesters.
- Do not seek solutions to homework problems or exams from outside sources, including books (other than the textbook) or the internet.
- Do not copy other (current or former) students’ work. To minimize this temptation, always type up your final homework answers by yourself, and submit them separately from your study group or other students in the class.
- Cite all sources of language data used for your language sketch.
- Once you have started to work on the take-home final exam, do not discuss it with other students, until after you (and they) have turned it in.
Students with Disabilities

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Title IX Responsible Employee Notification

Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination, or relationship, sexual, or other forms of interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleix.rice.edu, or email titleixsupport@rice.edu.
Course Outline

* The following schedule may change slightly as the semester progresses. Any changes will be communicated in class and published in the Announcements section on the course Canvas site.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (Payne)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
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<tr>
<td>8/24</td>
<td>Introduction</td>
<td>Ch. 0-1 (pp. 1-19)</td>
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<td>8/26</td>
<td>Morphology Overview #1</td>
<td>Ch. 2 (pp. 20-31)</td>
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<td>8/28</td>
<td>Fieldwork Friday / Discussion</td>
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<td>WEEK 2</td>
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<tr>
<td>8/31</td>
<td>Morphology Overview #2</td>
<td>Ch. 2 (pp. 20-31)</td>
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<td>9/2</td>
<td>Noun Morphology</td>
<td>Ch. 5 (pp. 92-110)</td>
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<td>9/4</td>
<td>Ling at the Library / Discussion</td>
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<td>WEEK 3</td>
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<td>No Class! (Labor Day)</td>
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<td>9/9</td>
<td>Noun Morphology #2</td>
<td>Ch. 5 (pp. 92-110)</td>
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<td>9/14</td>
<td>Verb Morphology</td>
<td>Ch. 9 (pp. 223-260)</td>
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<td>Ch. 9 (pp. 223-260)</td>
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<td>9/21</td>
<td>Word Classes</td>
<td>Ch. 3 (pp. 32-70)</td>
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<td>9/25</td>
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<td>10/5</td>
<td>Grammatical Relations</td>
<td>pp. 129-168</td>
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<td>10/7</td>
<td>Grammatical Relations #2</td>
<td>pp. 129-168</td>
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<td>10/12</td>
<td>Recipients</td>
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<td>10/14</td>
<td>Voice and Valence</td>
<td>Ch. 8 (pp. 169-222)</td>
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<td>10/16</td>
<td>Fieldwork Friday / Discussion</td>
<td></td>
<td>HW #7 Due</td>
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WEEK 9
10/19   ELPP (Existentials, Locatives, Predicate Nominals, Possessives) Ch. 6 (pp. 111-128)
10/21   ELPP #2 Ch. 6 (pp. 111-128)
10/23   Fieldwork Friday / Discussion HW #8 Due

WEEK 10
10/26   Questions pp. 294-305
10/28   Questions #2 pp. 294-305
10/30   Fieldwork Friday / Discussion HW #9 Due

WEEK 11
11/2    Negation pp. 282-294
11/4    Imperatives pp. 282-294
11/6    Fieldwork Friday / Discussion HW #10 Due

WEEK 12
11/9    Relative Clauses pp. 325-336
11/11   Relative Clauses #2 pp. 325-336
11/13   Fieldwork Friday / Discussion HW #11 Due

WEEK 13
11/16   Complements pp. 306-316
11/18   Causatives pp. 175-186
11/20   Fieldwork Friday / Discussion HW #12 Due

INDEPENDENT STUDY WEEK
12/4    Review Quiz on Canvas
        Language Sketch Due by 11:55pm

FINALS WEEK
12/16   Take-Home Final Due on Canvas by 5:00pm.