

Linguistics 300
Linguistic Analysis
Rice University
Fall 2024

Syllabus

Class Meetings: MWF 11:00-11:50am, HUM 119

Course Canvas Site: <https://canvas.rice.edu/courses/72244>

Instructor: Robert Englebretson (“Dr. E”) he/him/his
Office: Herring 206
Homework Hangout & Office hours: Thurs. 2-4pm in person (&by appointment on Zoom)
E-mail: reng@rice.edu
Office Phone: 713-348-4776

TEACHING ASSISTANT: Nadia Thieriot she/they
Homework Hangout: Thurs. 4-5pm, Herring 202
E-mail: njt5@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!

Required Textbook

Payne, Thomas E. 1997. *Describing morphosyntax: a guide for field linguists*. New York: Cambridge University Press. ISBN 9780521588058

Course Attendance Policy

Ling 300 is an in-person course. We are all adults here, and I am not going to take attendance. I trust you to attend class unless you are dealing with illness or unforeseen circumstances. Slides and handouts will be made available on Canvas before each class, but these will generally only provide a rough outline of what we cover. If you do miss class because of illness or other unforeseen circumstances, please talk with another member of your study group and come to my office hours.

Technology Policy

You will need regular access to a reliable computer and stable internet connection to submit your homework assignments, language sketch, and final, and to take the online review quiz. The use of mobile devices and computers is permitted in the classroom for course-related purposes only, such as taking notes and accessing materials on Canvas. All personal uses of technology (such as texting, social media, shopping, watching videos, working on assignments for other classes, etc.) are not permitted in the classroom, as they are bothersome to those sitting around you. If another student is distracting or disturbing you by inappropriate use of technology in the classroom, please politely ask them to stop, or let me know and I will address the problem.

The use of generative AI such as ChatGPT and similar tools is not permitted in this class.

Study Groups

I have assigned each of you to a study group based on your college, in which you will be working throughout the semester. You are not required to take part in the study group to which you were assigned (you can join a different one if you want), but I 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. Study groups should use whatever platform(s) they find most convenient for interacting outside of class (Zoom, Slack, GroupMe, etc.) and/or meet in person.

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% | 60-69.99% | 70-79.99% | 80-89.99% | 90-100% |
| F | D | C | B | 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 most Fridays 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. Please contact me if you know your assignment will be late.** Homework answers must be submitted electronically on the Canvas system before 11:00am 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.** Assistance from AI tools such as ChatGPT is not permitted on homework assignments.

Language Sketch

By Monday, 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 early 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 11:59pm on December 6 (last day of classes). Language sketches turned in after the December 6 deadline will lose 10% of their grade for every day they are late.

I am accepting drafts of each of the three sections of your Language Sketch by Oct. 14 (§1), Nov. 4 (§2), and Nov. 27 (§3). You are not required to turn these in, but I strongly recommend it. If you do, I will give comments and feedback that you can incorporate into the final version (Due. Dec. 6), and it will be one less term paper for you to have to worry about writing during the very busy time at the end of the semester.

Review Quiz

On Monday, Nov. 25, there will be an online review quiz administered on Canvas, worth 10% of your course grade. The purpose of 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 the discussion on Fri. Nov. 22—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. 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. You must make arrangements with me beforehand if you know you will be unable to take the quiz 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 6, and is due no later than 11:59pm on December 17 (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. The use of AI tools such as ChatGPT 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 check with me first. 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), AI tools, 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.

Mental Health Statement

The wellbeing and mental health of students is important; if you are having trouble completing your coursework, please reach out to the Wellbeing and Counseling Center.

Rice University provides cost-free mental health services through the Wellbeing and Counseling Center to help you manage personal challenges that threaten your personal or academic well-being. If you believe you are experiencing unusual amounts of stress, sadness, or anxiety, the Student Wellbeing Office or the Rice Counseling Center may be able to assist you. The Wellbeing and Counseling Center is located in the Gibbs Wellness Center and can be reached at 713-348-3311 (available 24/7).

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.

| Date | Topic | Reading (Payne) | Assignment |
|---------------|------------------------------------|------------------------|---|
| WEEK 1 | | | |
| 8/26 | Introduction | Ch. 0-1 (pp. 1-19) | |
| 8/28 | Morphology Overview #1 | Ch. 2 (pp. 20-31) | |
| 8/30 | Morphology Overview #2 | Ch. 2 (pp. 20-31) | |
| WEEK 2 | | | |
| 9/2 | No Class! (Labor Day) | | |
| 9/4 | Morphology Overview #3 | Ch. 2 (pp. 20-31) | |
| 9/6 | Discussion | | HW #1 Due |
| WEEK 3 | | | |
| 9/9 | Noun Morphology #1 | Ch. 5 (pp. 92-110) | |
| 9/11 | Noun Morphology #2 | Ch. 5 (pp. 92-110) | |
| 9/13 | Discussion | | HW #2 Due |
| WEEK 4 | | | |
| 9/16 | Verb Morphology #1 | Ch. 9 (pp. 223-260) | |
| 9/18 | Verb Morphology #2 | Ch. 9 (pp. 223-260) | |
| 9/20 | Discussion / Word Classes #1 | | HW #3 Due |
| WEEK 5 | | | |
| 9/23 | Word Classes #2 | Ch. 3 (pp. 32-70) | |
| 9/25 | Word Classes #3 | Ch. 3 (pp. 32-70) | |
| 9/27 | Discussion | | HW #4 Due |
| WEEK 6 | | | |
| 9/30 | Clause Structure | None | Language Sketch language (via email) |
| 10/2 | Word Order | Ch. 4 (pp. 71-91) | |
| 10/4 | Discussion | | HW #5 Due |
| WEEK 7 | | | |
| 10/7 | Grammatical Relations/Alignment #1 | pp. 129-144 | |
| 10/9 | Grammatical Relations/Alignment #2 | pp. 129-144 | |
| 10/11 | Discussion | | HW #6 Due |
| WEEK 8 | | | |
| 10/14 | No Class (Midterm Recess) | | Language Sketch §1 (optional) |
| 10/16 | Split Alignment Systems | pp. 144-168 | |
| 10/18 | Recipients | None | |

WEEK 9

| | | | |
|-------|----------------------|---------------------|-----------|
| 10/21 | Voice and Valence #1 | Ch. 8 (pp. 169-222) | |
| 10/23 | Voice and Valence #2 | Ch. 8 (pp. 169-222) | |
| 10/25 | Discussion | | HW #7 Due |

WEEK 10

| | | | |
|-------|--|---------------------|-----------|
| 10/28 | ELPP (Existentials, Locatives, Predicate Nominals, Possessives) #1 | Ch. 6 (pp. 111-128) | |
| 10/30 | ELPP #2 | Ch. 6 (pp. 111-128) | |
| 11/1 | Discussion | | HW #8 Due |

WEEK 11

| | | | |
|------|--------------|-------------|-------------------------------|
| 11/4 | Questions #1 | pp. 294-305 | Language Sketch §2 (optional) |
| 11/6 | Questions #2 | pp. 294-305 | |
| 11/8 | Discussion | | HW #9 Due |

WEEK 12

| | | | |
|-------|-------------|-------------|------------|
| 11/11 | Negation | pp. 282-294 | |
| 11/13 | Imperatives | pp. 282-294 | |
| 11/15 | Discussion | | HW #10 Due |

WEEK 13

| | | | |
|-------|-------------------------------|-------------|------------|
| 11/18 | Relative Clauses #1 | pp. 325-336 | |
| 11/20 | Relative Clauses #2 | pp. 325-336 | |
| 11/22 | Review Quiz Prep / Discussion | | HW #11 Due |

WEEK 14

| | | | |
|-------|--------------------------------|--|-------------------------------|
| 11/25 | Review Quiz (on Canvas) | | Online Quiz |
| 11/27 | No Class (Thanksgiving Recess) | | Language Sketch §3 (optional) |
| 11/29 | No Class (Thanksgiving Recess) | | |

WEEK 15

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|------|----------------------|-------------|-----------------------------------|
| 12/2 | Complements | pp. 306-316 | |
| 12/4 | Causatives | pp. 175-186 | |
| 12/6 | Wrap-up / Discussion | | HW #12 Due Language Sketch Due |

FINALS WEEK

Tues. 12/17 Take-Home Final Due on Canvas by 11:59pm.