

Language Typology

LING124 - UCSC Department of Linguistics - Winter 2020

Course Staff	Matt Wagers, < mwagers@ucsc.edu > Steven Foley < srfoley@ucsc.edu >	Instructor Teaching Assistant
Lecture	MWF, 4:00 - 5:05pm	Cowell 131
Sections	<i>Tuesday</i> (Stevenson 151) A: 1:30-2:35pm	<i>Wednesday</i> (Merrill 132) B: 10:40-11:45am
Office Hours	Thursdays 10:30am-12n STEV231 (MW) Fridays 2-3pm STEV265 (SF)	

Course Description and Course Goals

Languages differ from one another, though not in unlimited ways. In Typology, we will study this linguistic diversity and ask two questions: empirically, how do languages vary systematically in their structure, and what are the limits on this variation? theoretically, why do languages exhibit this range of variation?

There are three main skills to be developed and goals to be achieved:

- to advance your abilities to analyze and discuss data from unfamiliar languages
- to familiarize you with the morphological and syntactic variation found among the world's languages
- to introduce you to different kinds of explanations for this linguistic diversity; including theories rooted in language acquisition and language processing

We will examine several phenomena, such as word order, case and agreement, ergativity, valence changing operations (passive and causative), relativization, and differential object marking.

Web Site and Communication

This course has a Google Classroom web site (<https://classroom.google.com>; add code: ttF04x.), and it will be our primary line of communication with you. Make sure you're receiving notifications. We are using Google Classroom instead of Canvas because this course involves writing, and feedback on writing. That can be better managed electronically using Google Docs.

Requirements and Evaluation

You will be evaluated by the criteria below. The numbers in parentheses indicate the weighting each component has on your grade. There is a final research paper, and no exam.

1. (10%) **ATTENDANCE AND PARTICIPATION** in class and section. Come to class every time and participate in a serious way. Almost everything interesting or important in this course happens in the collaborative exchange among instructors and students. **If you are unable to attend section, please let the section leader know in advance.** We will not take formal attendance in lecture after Week 1.
2. (60%) **WRITTEN ASSIGNMENTS.** There will be six homework assignments, due on Fridays. We will accept one, and only one, late assignment
3. (30%) **FINAL PAPER.** A final paper on an unfamiliar language. There are three stages to this assignment: the paper is itself due at 3 pm on **Thursday, March 19.** You will turn in a statement of paper topic (language and grammar you will be using) by **Wednesday, Feb 5;** and a paper outline by **Wednesday, Mar 4.**

All written work should have a continuous prose style with complete sentences and have a coherent organizational structure. In addition, it should follow the guidelines given below.

Writing Guidelines

- All assignments and the final paper should be completed carefully and must be submitted in by the beginning of class (4pm) on the date due.
- Working on assignments with your classmates is encouraged (even expected). But, you must write up your own answer alone and in accord with university rules concerning academic integrity. If you use an idea that clearly originated with someone else, give

them credit for it.

- All written work should be typed in a standard 12-point serif font with 1-in margins.
- Write in complete sentences. Be as clear as possible. When in doubt, err on the side of clarity.
- Writing up an assignment does not reduce to a list of answers (example sentences, rules, etc.) It should have a meaningful structure, which organizes the material in a systematic fashion and helps the reader understand your reasoning in developing these answers.
- Be consistent in your use of terminology, abbreviations, etc. If you make up a notation, abbreviation, or term, be sure to introduce and define it first. There are some conventions that all linguists follow:
 1. Number your examples and set them apart from the text
 2. If you cite example material in the running text, put it in italics or underline it.
 3. When providing data from languages other than English, there should be three lines in each example: 1) a transcription; 2) an interlinear with morpheme-by-morpheme glosses; and, 3) a translation. For the interlinear, use the Leipzig Glossing Rules, which can be found here: <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>
 4. When constructing minimal pairs of sentence, parentheses may be used to enclose the difference, as in *He thinks (that) pigs can fly*. If the two versions of the example differ in grammaticality, place the annotation mark accordingly. For example, in *I asked whether (*that) pigs can fly*, the (*...) annotation indicates that inserting the material in parenthesis renders an otherwise grammatical sentence ungrammatical. In contrast, in **(That) pigs can fly is news to me*, the *(...) annotation indicates the sentence would be ungrammatical if the material in parentheses were omitted.
- Your final paper should include in-text parenthetical references for any data or points that are not your own. Include a list of references at the end of your term paper that follows the stylesheet for a major linguistics journal, such as *Language*.

Responsibilities and Support

Timeliness and Preparation

Arriving late and/or gathering your belongings to leave in anticipation of the class ending is really disruptive (especially the latter). It can affect course participants who may be hard of hearing, and it can distract the instructor from making important announcements.

We understand that class schedules and the geography of campus are real challenges; and we often have “tight connections.” So if you need to enter/exit the classroom while class is in progress for any reason, prepare yourself and be aware of your surroundings, e.g., remove notebooks/pens from your bag ahead of time.

Consult with the course personnel

We want you to feel very welcome to consult with the instructor and TAs at any juncture. If you get into difficulty or feel confused, it is entirely appropriate to seek help. We hope you won't hesitate to do so.

Please join us in Office Hours, as listed on page 1. We like meeting you one-on-one, and are always happy to talk about any issues raised by course material — even if it's just to satisfy your curiosity.

And I (=MW) can guarantee you, from years of experience, that students who come to office hours *feel more a part of the course, learn more and improve their course performance*. Feel free to come by without a specific question and just introduce yourself.

Coursework and academic integrity

You are encouraged to work out the solutions to the weekly assignments with other students. **However, each student must write up all assignments on their own.**

- Copying or paraphrasing any portion of another student's work constitutes a violation of academic integrity. You are allowed to use another classmates observations, if you explicitly credit them in your assignment using a parenthetical citation or footnote (see Writing Guidelines above).
- No student may have access to any other student's written work while writing up their own assignment.
- No work which violates academic integrity can count in fulfillment of course requirements.

The Academic Integrity web site contains the policies and procedures that bind us both if the instructor has evidence of academic dishonesty: <https://ue.ucsc.edu/academic-misconduct.html>.

Device Use

I welcome you to use a device to take notes or otherwise assist you in your participation in the course. However, I also invite you to seriously reflect on how your attention, and the attention of your classmates, can be disabled if you also text, surf the web, etc., while class is going on. In doing so you could unwittingly sabotage your ability to learn the material. The course staff will not police device use, but if you are creating a persistent visible/audible distraction, you may be asked to leave.

DRC Accommodations

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Academic Access Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week. (You are also welcome to give it to me after lecture, but I cannot guarantee your privacy this way.)

I also encourage you to discuss with me ways we can ensure your full participation in this course. I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet in-person with a DRC staff member. The phone number is 831-459-2089, or email drc@ucsc.edu.

Slug Support

College can be a challenging time for students and during times of stress it is not always easy find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students of concern and develop an action plan focusing on retention through provision of support and resources. UCSC's Slug Support Program is a two-part, comprised of both an individual Slug Support Coordinator and the Slug Support Team. While the Slug Support Program does not provide counseling directly to students, we work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are student or know a student who is need of support and/or resources, you can start by navigating to the referral page for instructions on making a referral for our services.

This site has been established to make the UCSC Slug Support Program and available resources more accessible to students, faculty, staff and community members. If you have questions or would like more information on the Slug Support Program, please contact the Dean of Students Office at 831-459-4446 or you may send an email to deanofstudents@ucsc.edu.

Title IX

The UC Policy on Sexual Violence and Sexual Harassment designates faculty and student employees, including Teaching Assistants, Readers, Tutors, etc., as “responsible employees” who are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required. The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact the Title IX Officer at (831) 459-2462, or use this [online reporting link](#).

Undocumented Students

The UC system is committed to providing undocumented students with a safe and supportive learning environment.

To learn about the resources available to undocumented students at UCSC, see https://eop.ucsc.edu/undocumented_student_services/index.html and <http://undoc.universityofcalifornia.edu/>, or contact Valeria Chavez-Ayala, the UCSC Undocumented Student Services Coordinator (vchaveza@ucsc.edu, 831-459-2296).

Students at immediate risk of deportation should contact Anna Campos (alcampos@ucsc.edu, 831-459-3048), or Pablo Reguerin (831-428-2839).

Unauthorized Sale of Notes

The unauthorized sale of lecture notes, handouts, readers or other course materials, is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Students may be disciplined for selling, preparing, or distributing course lecture notes for

any commercial purpose, whether or not the student took the notes themselves. Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

There is a (non-commercial) note taker program affiliated with the DRC. The DRC hires note takers for eligible students with disabilities who need notes for a specific class. See the DRC website for more information.