I. COURSE INFORMATION

Department: Linguistics  
Course Title: North American Indigenous Languages and Linguistics  
Course Number: LING 484  
Type of Request: Renew  
Rationale: This course is one of two Linguistics courses that currently provide an opportunity to fulfill the Advanced College Writing Requirement. With this form, we are seeking ASCRC approval to continue offering it as such.

II. ENDORSEMENT / APPROVALS

* Instructor: Leora Bar-el (see Note below.)  
  Phone / Email: x4837; irene.appelbaum@umontana.edu  
Program Chair: Irene Appelbaum  
Dean: Christopher Comer  
*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.  

NOTE: Instructor is on Sabbatical; form being submitted by Irene Appelbaum

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

This course is an overview of the languages of Native North America from a linguistic perspective. It has been suggested that "[n]early 300 distinct mutually unintelligible languages are known to have been spoken north of the Rio Grande" (Mithun 1999: 1). These languages constitute more than 50 language families and differ in interesting ways from more well-known languages of the world, and among themselves. In this course we will look at a variety of grammatical features (e.g., phonetics, phonology, morphology, syntax and semantics) of Indigenous languages of North America and the ways in which some of them are described and analyzed by linguists.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.  
  ✔ Yes  If yes, how will student learning be supported?

Required readings in this course include not only chapters from the main textbook, but readings from the current linguistic literature. Article summaries and presentations help students learn to identify research questions and arguments proposed in the literature. Class discussions expand on these issues. Student essays are required to identify a central research question and to make an original contribution (i.e., not just a summary of the literature, but a proposal based on a synthesis of the literature).
No  If no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (description of information literacy outcomes appropriate for each class level). Subject liaison librarians are available to assist you embed information literacy into your course:
  ☑ Yes  If yes, how will student learning be supported?

Each week students are assigned regular readings from both a main textbook as well as journal articles/book chapters that focus on the same topic (e.g., grammatical feature) but looking at a particular language(s), or from a particular perspective. For their final essays students are expected to consult materials other than those discussed in the course. The main textbook also includes an extensive list of references and catalogue of languages.

☐ No  If no, course may not be eligible

- Manage multiple perspectives as appropriate
  ☑ Yes  If yes, how will student learning be supported?

Throughout the course students are exposed to generalizations about the grammatical features of Indigenous languages of North America. In some cases students are exploring different analyses of similar data sets and then are encouraged to arrive at their own conclusions. In other cases, students are exploring the ways in which the same grammatical features surfaces in different languages in this part of the world. Throughout the course students are learning about the different ways that data of this type is described and analyzed by linguists.

☐ No  If no, course may not be eligible

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  ☑ Yes  If yes, how will student learning be supported?

Students are exposed to a variety of material from the linguistic literature. Class discussions focus on extracting the central proposals and arguments put forth by researchers in these disciplines. Students are directed to further reading of the literature both for expanded views on the topics covered in the course and for their research papers. Students are informed that assessment, especially for the final paper, is based on those features (e.g., identification of a central research question, argumentation, etc.) of the readings that are discussed in class.

☐ No  If no, course may not be eligible

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  ✔ Yes  If yes, how will student learning be supported?

Students write three Article Summaries during the course. They get feedback on one before going on to the next. Research Papers are completed in steps: students submit a Research Paper Outline with a list of references they have consulted or plan to consult. They meet with the instructor individually about their outline to get feedback and ask questions. They submit a short draft of their Research Paper to the Writing Center for feedback. Students are also encouraged to submit this draft to a classmate for peer review. Students give Research Paper Presentations in class before their Research Papers are due so that they can get feedback on their work before submission. In addition to in-class discussion for each presentation, students complete peer feedback forms which they submit directly to the presenter, and students get feedback from the instructor before submission.
Students are required to choose a linguistic journal as a model for formatting of their final essay. They are pointed to a number of suggestions in the course. Students are encouraged to visit the Linguistic Society of America (LSA) website for information about publications in linguistics.

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students.  ☑ Yes   ☐ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.

Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.
One goal of the assigned article summaries and presentations is to help students explore different writing styles in linguistics; students learn about the ways in which data is presented and analysis is argued in linguistics. Students are given instructor and classmate feedback on their work throughout the course (summaries, presentations, essay outlines, etc.). Students are encouraged to use the UM Writing Center resources and to visit the Linguistic Society of America website for further advice on writing and presenting in the field of linguistics. Students are encouraged to write a draft of their final essay for peer review by a classmate.

- Which written assignment(s) includes revision in response to instructor’s feedback?
Article Summaries: They receive written feedback from instructor on 3 Article Summaries, with the goal of incorporating feedback about formal features of Article Summaries into subsequent Summary submissions.
  • Research Proposal: After submitting a Research Proposal, each student meets with the instructor individually to get feedback on their Proposal and to incorporate into their Proposal.
  • Research Paper Draft: Students write a 5-page draft of their paper on which they receive feedback from the Writing Center.
  • Research Paper Presentation: Students receive feedback on the Handout submitted with the Paper Presentation, to be incorporated into final Research Paper.

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- **Formal Graded Assignments**

  Article Summaries (1-2 pgs each; 10% each) = 3-6 pgs 30%
  Research paper proposal 1 page 5%
  Research paper draft 5 pgs 5%
  Research paper 12-15 pgs 30%

- **Informal Ungraded Assignments**

  - Essay draft for peer review (~5 pgs)

- **Attach** a sample writing assignment. Include instructions / handouts provided to students.

**VII. WRITING ASSESSMENT**

**HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED?** Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

**Rubric for Assessing Research Paper**

**Identification and Pursuit of Sophisticated questions for Academic Inquiry**

Holistic assessment based on extent to which the following criteria are satisfied:

- Research paper makes an original contribution (i.e., is not just a summary of the literature).
- Research paper identifies a central research question the paper attempts to answer.
- Research question is clearly stated in the Introduction.
- Remainder of paper relates to answering research question.
- Research question is answered in a voice appropriate for the intended audience.

**Analysis and Synthesis of Information from Diverse Sources**

Holistic assessment based on extent to which the following criteria are satisfied:

- Introduction provides an overview of the paper and accomplishes the following:
  — Identifies the goal(s) of the research.
  — Explains why the research is interesting.
  — States a research question in the form of a question or as a problem or issue.
  — Gives a brief outline of the paper.

- Paper discusses previous literature on the topic including addressing one or more of the following:
  — Identifying drawbacks to previous analyses.
  — Articulating how the analysis in paper constitutes an improvement over previous analyses.
  — Noting if/how paper is an extension of previous work.

- Paper contains Data and Analysis section, which accomplishes the following:
  — Presents and discusses the data, including giving the descriptive generalizations of the data.
  — Explains analysis in detail appropriate for audience. — Shows/discusses how the data support analysis.
• Paper discusses of the implications of the paper, and identifies issues for further research, including answering one or more of the following:
  — What can we learn from the analysis?
  — What contribution does the analysis make to the study of the research topic?
  — What can be learned about the language(s) of focus?
  — What additional questions does this paper raise?

Citation, Documentation, Formal Presentation

• Presentation of Data follows established interlinearizing guidelines.
• Data is separated from the text with a blank line beforehand after.
• For data referred to within the text of the paper, target language data appears in italics,
• For data referred to within the text of the paper, glosses/translations of data appear in single quotes.
• References section lists all and only the sources cited in paper.
• References section gives complete bibliographic information for each reference.
• References are consistently formatted using the Linguistic Society of America’s Unified Style Sheet for Linguistics: http://www.linguisticsociety.org/files/style-sheet_0.pdf

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

• Identify and pursue more sophisticated questions for academic inquiry
• Find, evaluate, analyze, and synthesize information effectively from diverse sources
• Manage multiple perspectives as appropriate
• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
• Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
North American Indigenous Languages and Linguistics
LING 484/584
The University of Montana

Autumn 2014
Instructor: Dr. Leora Bar-el

COURSE OUTLINE

“The loss of Native American languages is a cultural tragedy of almost unimaginable dimensions, but it also puts at grave risk our ability to ever understand fundamental aspects of how we as humans are organized and function. In a very real sense, we will not be able to understand how English works until we understand how Meskwaki, and Mohawk and Navajo work…”
(Goddard 2004: 8)

Instructor information

<cleora.bar-el@mso.umt.edu>

243-2387

Social Science 210
Office hours: Wednesdays 10:00am-12:00pm, or by appointment

Course meeting times and venue

Tuesdays and Thursdays
11:10am-12:30pm
Social Science Building 252

Course objectives

This course is an overview of the languages of Native North America from a linguistic perspective. It has been suggested that “[n]early 300 distinct mutually unintelligible languages are known to have been spoken north of the Rio Grande” (Mithun 1999: 1). These languages constitute more than 50 language families and differ in interesting ways from more well-known languages of the world, and among themselves. In this course we will look at a variety of grammatical features (e.g., phonetics, phonology, morphology, syntax and semantics) of Indigenous languages of North America and the ways in which some of them are described and analyzed by linguists.

Prerequisites

LING 470 is a prerequisite for this course.

Moodle

This course has an online supplement Moodle site, which can be accessed at: http://umonline.umt.edu/ (follow the Moodle login links). Slides, worksheets, assignments, links, etc. will be posted there. Links to Tech Support are available at the login page and below. Please inform me if you have any problems accessing the site.

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641;
http://umonline.umt.edu/tech-support. umonline-help@umontana.edu

ITCentral: 406-243-4357; http://umt.edu/it/support/. italk@umontana.edu;
Course Structure

Class meetings will include reading (text and article) discussions, data sets, student presentations, and other linguistic training. Powerpoint slides will be posted on the course Moodle site for downloading.

Throughout the course we will be reading and discussing chapters from the course textbook (Mithun 1999) as well as additional articles that focus on an aspect of the textbook readings. Articles are available for downloading from the course Moodle site (see schedule below for a reading schedule).

Over the course of the semester, you will complete two assignments that will involve examining data from different Indigenous languages of North America (see schedule below for due dates).

During the term we will be reading and discussing articles that provide an in-depth examination of grammatical properties in specific languages. You are required to submit three article summaries over the course of the semester. You can choose from five of the assigned articles (see details below).

You are required to write a research paper. For this project, you will (i) submit a research paper proposal, (ii) give an in-class presentation of your paper, (iii) write a five-page draft of your paper and take it to the Writing Centre for feedback, (iv) revise and submit your research paper (see details and due dates below).

Learning Outcomes

Upon successful completion of this course, you will be able to:

(a) identify a variety of linguistic properties that are characteristic of Indigenous languages of North America
(b) critically read, summarize and discuss claims and arguments from primarily linguistic literature
(c) give a presentation of your own linguistic research
(d) develop and write a linguistic research paper

Assessment (undergraduate)

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<td>Assignments (2 x 5% each)</td>
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<tr>
<td>Article summaries (3 x 10% each)</td>
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<tr>
<td>Research paper proposal</td>
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<td>Research paper draft (Writing Center)</td>
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<td>Research paper presentation</td>
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<td>Research paper</td>
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- Participation includes attendance, introductory questionnaire, readings, in-class worksheets/discussions, answering/asking questions in-class, etc.
- Assignments will be posted on our course Moodle site approximately one week before the submission deadlines. They are due at the beginning of class on the date specified in the schedule below. We will review the answers in class, so bring an extra copy of your assignment to class to refer to during our review.
- Article summaries are due at the beginning of class on the day that the article is scheduled to be discussed (see schedule below).
- Your research paper proposal is due at the beginning of class on Thursday October 23.
- A 5-page research paper draft must be completed and taken to the Writing Center for review/feedback prior to submission of your final paper to me.
- Research paper presentations will take place in the two weeks of classes. A presentation schedule will be circulated later in the term.
- Research papers are due in my office by 10:00am on Tuesday December 9.

**REMINDER:** Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss assignments, articles, etc. together with classmates, but you must write up your work on your own. Always keep a copy of your submitted work.
Assessment (graduate)

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<td>Research paper presentation</td>
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<td>Research paper</td>
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<td>Research paper abstract</td>
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In addition to the undergraduate requirements listed above, graduate students taking this course are required to write a conference-style abstract of their final paper which must be submitted by **10am Wednesday December 10**. Furthermore, graduate student research papers have longer page requirements and are expected to be of a more advanced nature. Further information will be circulated to graduate students later in the term.

**Grading criteria**

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<td>B</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>Below 60%</td>
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**Required text**


**Additional required readings**

- Required article readings listed on the schedule can be found on our course Moodle site (under the Articles folder in the central column of the main page).
- Additional readings may be circulated throughout the term. They will either be available for downloading on Moodle, or on reserve in the library.
- Make sure you have the assigned readings done BEFORE the relevant classes. Even if you do not understand all the material, it will be to your advantage to at least be familiar with the topic before we discuss it in class.

**Other useful sources**


Campbell, Lyle. 1997. *American Indian Languages: the historical linguistics of Native America*. New York: Oxford University Press. [This book is on reserve in the library but is restricted to library use only. Note that this resource is also available as an Electronic Book]

- There are numerous other sources cited in these books, as well as plenty of books, book series, journals, etc. which focus on Indigenous languages of North America (e.g., the International Journal of American Linguistics – electronic copies available via the UM library website [http://www.lib.umanitoba.ca/UBC/WPL](http://www.lib.umanitoba.ca/UBC/WPL) and I have several of these volumes). I will point you to any other relevant materials during the course but I also urge you to do your own searches.

**Library Reserves**

- This course has a Library Course Reserves webpage. From the Mansfield library main page: [www.lib.umanitoba.ca](http://www.lib.umanitoba.ca), click on the Course Reserve Materials link, scroll down to LING 484 or LING 584 (both links go to the same page) and follow the link for a list of books on reserve for this course. Books on reserve are available from the Information Centre on the main floor of the library (Level 3).
• There is one copy of Mithun’s *The Languages of Native North America* available on 24 hr checkout.

• A copy of Campbell’s *American Indian Languages: the historical linguistics of Native America* is available for library use only; the library also has an electronic copy that you can connect to from the library website.

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**Course Policies and Procedures**

• **Attendance:** You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible. I also urge you to contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is your responsibility to make sure that you sign the sheet so that you are registered as being in class.

• **Respect:** Arrive to class on time. We will begin class promptly at 11:10am. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. You can catch up on what you may have missed after class. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus), contact me as soon as possible.

• **Student Conduct Code:** You are expected to be familiar with the *University of Montana Student Conduct Code.* “Being a student at UM presupposes a commitment to the principles and policies embodied in this Code.” The Conduct code is downloadable from the following website: [http://life.umt.edu/vpfa/student_conduct.php](http://life.umt.edu/vpfa/student_conduct.php). You are also expected to be familiar with the University of Montana Academic Policies and Procedures: [http://www.umt.edu/catalog/academics/academic-policy-procedure.php](http://www.umt.edu/catalog/academics/academic-policy-procedure.php).

• **E-mail:** Throughout the semester, course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. You are responsible for ensuring that you are able to receive any course information circulated by e-mail. If you have any concerns, please speak to me.

• **Course Accommodations Statement (DDS):** If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at [http://life.umt.edu/dss/](http://life.umt.edu/dss/).

• **Technical Requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents (.ppt, .doc, .pdf), webpages, etc. More information can be found on the UMOnline Systems Requirements page: [http://umonline.umt.edu/tech-support/system-requirements.php](http://umonline.umt.edu/tech-support/system-requirements.php). Contact UMOnline: 406-243-4999 or toll-free 866-225-1641; [http://umonline.umt.edu/tech-support](http://umonline.umt.edu/tech-support) for assistance.

• **Submitting assignments:** Assignments must be submitted as a hard copy at the beginning of class on the day they are due (see proposed schedule below). Assignments will be posted on our course Moodle site as both .doc and .pdf files. Download the .doc file, complete the assignment electronically and then submit a printed copy in class. If you have any formatting/font concerns, use the .pdf version of the assignment as reference; however, hand-written assignments will not be accepted. Double-sided copies are strongly preferred where possible. **IMPORTANT:** see section below on fonts. **REMINIDER:** bring an extra copy of your assignment to class that you can refer to during in-class assignment review.

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**Fonts**

• North American Indigenous Languages use several different orthographies, thus special fonts are needed to create and view some documents in this course. Whenever possible, I use DoulosSIL in this course, a free font available for both Mac and PC operating systems. You may want to use this font in your own work. The font can be downloaded from the following site:

  [http://scripts.sil.org/cms/scripts/page.php?site_id=nrssi&amp;item_id=DoulosSIL_download#1fd0063a](http://scripts.sil.org/cms/scripts/page.php?site_id=nrssi&amp;item_id=DoulosSIL_download#1fd0063a)
Instructions on how to download and install the fonts will vary depending on your computer and operating system. Some advice is available from the link below:


For your reference, further information on phonetic fonts and the web can be found at the following sites:
http://www.alanwood.net/unicode/     http://www.phon.ucl.ac.uk/home/wells/ipa-unicode.htm

If you are having any trouble downloading fonts/viewing files, please ask!

Article summaries
- You are required to submit three article summaries over the course of the term. You can choose from the following five articles: Koch & Matthewson 2009, Gillon 2009, Bar-el et al. 2004, Armoskaite 2010, Matthewson 2006.

- In your article summary you should identify the central research question/issue being addressed in the paper, the author’s proposal(s), the arguments that the author presents in support of the proposal, and where appropriate, the implications of the proposal.

- Your summaries must be submitted as a typed hard copy at the beginning of class on the day they are scheduled to be discussed (see schedule below). Hand-written copies are not permitted. Your summaries can be a maximum of two pages, and must be double-spaced, 12-point font (use standard fonts: e.g., Times, Times New Roman, Arial), with 1-inch margins. Double-sided copies are strongly preferred where possible.

- We will have an in-class workshop on Thursday September 11 focused on reading critically and writing article summaries. In preparation for this workshop, you write a draft summary of the Bird (2012) article and bring a hard copy to class. You will not hand this in, but your draft will be reviewed by fellow classmates and will form the basis of discussion.

Research paper proposal
- You are required to submit a research paper proposal at the beginning of class on Thursday October 23. A list of references (other than those articles we have discussed in class) which you have consulted or plan to consult for your essay should be included. Further details will be disseminated in our in-class workshop on research proposals scheduled for Thursday October 2.

Research paper
- Your research paper is expected to identify a central research question and to make an original contribution. In other words, your paper cannot be limited to a summary of the literature, but must make a proposal/claim with appropriate argumentation. You should consult materials other than just those we cover in class. Mithun has an extensive reference list, and you can also look at the references from other articles covered in class, do your own search through the literature, ask a fellow classmate, ask me, etc.

- An in-class workshop on writing research papers and giving research presentations is scheduled for Thursday November 6 where further information about your research papers/presentations will be disseminated.

Research paper draft
- You are required to write a 5-page draft of your research paper and take it to the Writing Center for feedback http://www.uvm.edu/writingcenter/. This will involve booking an appointment at the Writing Center, which should be done in advance. This draft and review is a requirement of the course and will count towards 5% of your final grade. You will submit a form signed by a Writing Center tutor confirming your review appointment when you submit the revised version of your research paper to me.
Research paper presentation

- The last three classes of this course (November 25, December 2, 4) are set aside for research paper presentations. You will be required to give a short presentation of your research (approx. 15 minutes). Your paper need not be in its final state for the presentation. The purpose of the presentation is not only to gain experience giving a presentation, but also to get feedback from your peers and me that you can incorporate into your paper.
- You are required to prepare a short **handout** and/or **powerpoint slides** and bring copies for the class.
- Respect your fellow students: you are expected to attend each presentation and to arrive to class on time; you will be asked to complete a peer feedback form for each of your classmates.
- A presentation schedule will be circulated later in the term (see also note above re: workshop)

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**Proposed Schedule (subject to change)**

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<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings**</th>
<th>Notes***</th>
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<tr>
<td>1</td>
<td>Tues</td>
<td>Aug. 26</td>
<td>Course overview; Introduction</td>
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<tr>
<td>2</td>
<td>Tues</td>
<td>Sept. 2</td>
<td>Relations among languages</td>
<td>Ch. 6</td>
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<td></td>
<td>Thurs</td>
<td>Sept. 4</td>
<td>Orthographies, transcription conventions</td>
<td>Ch. 1 (§1.7); Hinton 2001</td>
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<td><strong>Bring descriptive grammar to class</strong></td>
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<td>3</td>
<td>Tues</td>
<td>Sept. 9</td>
<td>Phonetics &amp; phonology</td>
<td>Ch. 1 (§1.1-1.6)</td>
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<td></td>
<td>Thurs</td>
<td>Sept. 11</td>
<td>Phonetics &amp; phonology (cont’d)</td>
<td>Bird (2012)</td>
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<td></td>
<td>Workshop: Writing article summaries</td>
<td>Tough 2000</td>
<td><strong>Draft Bird 2012 summaries due</strong></td>
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<tr>
<td>4</td>
<td>Tues</td>
<td>Sept. 16</td>
<td>Morphology: roots, affixes, etc.</td>
<td>Ch. 2 (§2.1-2.3)</td>
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<td></td>
<td>Thurs</td>
<td>Sept. 18</td>
<td>Morphology: lexical categories</td>
<td>Ch. 2 (§2.3)</td>
<td><strong>Koch &amp; Matthewson 2009 summaries due</strong></td>
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<td>Koch &amp; Matthewson 2009*</td>
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<tr>
<td>5</td>
<td>Tues</td>
<td>Sept. 23</td>
<td>Categories: person, number, gender</td>
<td>Ch. 3 (§3.1-3.3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Sept. 25</td>
<td>Obviation</td>
<td></td>
<td><strong>Assignment 1 due</strong></td>
</tr>
<tr>
<td>6</td>
<td>Tues</td>
<td>Sept. 30</td>
<td>Categories: classifiers, manner, control</td>
<td>Ch. 3 (§3.4-3.6)</td>
<td></td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Oct. 2</td>
<td>Workshop: Research proposals</td>
<td></td>
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<tr>
<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Text</td>
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<tr>
<td>7</td>
<td>Tues</td>
<td>Oct. 7</td>
<td>Categories: space</td>
<td>Ch. 3 ($3.7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Oct. 9</td>
<td>Deixis in Salish</td>
<td>Gillon 2009*</td>
<td>Gillon 2009 summaries due</td>
</tr>
<tr>
<td>8</td>
<td>Tues</td>
<td>Oct. 14</td>
<td>Categories: time, modality</td>
<td>Ch. 3 ($3.8-3.9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Oct. 16</td>
<td>Tense/Aspect/Modality in Salish</td>
<td>Bar-el et al. 2004*</td>
<td>Bar-el et al. 2004 article summaries due</td>
</tr>
<tr>
<td>9</td>
<td>Tues</td>
<td>Oct. 21</td>
<td>Tense in Kutenaxa</td>
<td>Laturnus 2011</td>
<td></td>
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<td></td>
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<td></td>
<td>Tense/Aspect in Cree</td>
<td>Wolvengrey 2006</td>
<td></td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Oct. 23</td>
<td>TBA</td>
<td>TBA</td>
<td>Research paper proposals due</td>
</tr>
<tr>
<td>10</td>
<td>Tues</td>
<td>Oct. 28</td>
<td>Syntax: predicates/arguments, word order</td>
<td>Ch. 4 ($4.1-4.2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Oct. 30</td>
<td>Syntax: grammatical relations, case</td>
<td>Ch. 4 ($4.3)</td>
<td>Armoskaite 2010 summaries due</td>
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<td></td>
<td></td>
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<td>Transitivity in Blackfoot</td>
<td></td>
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<tr>
<td>11</td>
<td>Tues</td>
<td>Nov. 4</td>
<td>Election Day – No Class</td>
<td></td>
<td>Assignments 2 due</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Nov. 6</td>
<td>Workshop: giving presentations and writing research papers</td>
<td></td>
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<tr>
<td>12</td>
<td>Tues</td>
<td>Nov. 11</td>
<td>Veterans Day – No Class</td>
<td></td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Nov. 13</td>
<td>Semantics: presupposition in Salish</td>
<td>Matthewson 2006*</td>
<td>Matthewson 2006 summaries due</td>
</tr>
<tr>
<td>13</td>
<td>Tues</td>
<td>Nov. 18</td>
<td>Semantics: transitivity, culmination and control in Salish</td>
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<td></td>
<td>Thurs</td>
<td>Nov. 20</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>14</td>
<td>Tues</td>
<td>Nov. 25</td>
<td>Student presentations</td>
<td></td>
<td>Schedule TBA</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>Nov. 27</td>
<td>Thanksgiving – No Class</td>
<td></td>
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<tr>
<td>15</td>
<td>Tues</td>
<td>Dec. 2</td>
<td>Student presentations</td>
<td></td>
<td>Schedule TBA</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Dec. 4</td>
<td>Student presentations: Wrap-up</td>
<td></td>
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</tr>
</tbody>
</table>

* Articles for your article summaries must be chosen from the five highlighted articles that appear with an asterisk in the Readings column.

** "Ch." refers to chapters/sections from The Languages of Native North America (Mithun); other listed readings are articles available for downloading from our course Moodle site.

*** You are only required to submit three article summaries over the course of the semester (see above)
Required Readings


North American Indigenous Languages and Linguistics
LING 484
Autumn 2014
Instructor: Dr. Leona Bar-El

Week 11
November 6, 2014
• Research Papers

Preamble
• What follows are SOME guidelines and questions to think about when writing your research papers.
• This is not a complete list, but should help you with requirements for this course and beyond.
• "Never ever possible, ask fellow student to read a draft of your paper. The more feedback you get, the more drafts you write, the more your paper will improve."

Writing a research paper in linguistics
• A research paper must make an original contribution (i.e., it is not just a summary of the literature).
• Your paper must identify a central research question/problem that you are trying to answer/solve in the paper.
• Your research question/problem/issue should be clearly stated in your introduction and then everything included in the paper should relate back to it and is there to help answer your research question.
• Keep your reader in mind throughout!

General structure (though may vary)
• This is the general structure of a research paper in linguistics, though of course it may vary depending on your topic (and to some degree, your personal style):
  - Introduction
  - Theoretical background
  - Data and analysis
  - Summary
  - Implications and issues for further research

Introduction
• Your introduction is an overview of the paper. In it, you should:
  - Identify the goal(s) of your research
  - Explain why this research is interesting (e.g., what will we learn? Is there a debate in the field about this issue? Has this ever been discussed for this language? What are the implications?, etc.)
  - State your research question (can be stated in the form of a question or as a problem or issue)
  - Give a brief summary of your proposal (what you ultimately end up claiming in the paper).
  - Give a brief outline of the paper (i.e., what you do show in each major section, listing the section numbers).

Theoretical background
• Next, you should discuss the theoretical background/claims of the relevant literature. Here are some questions to help you think about what to include in this section.
  - What has been claimed about this topic/issue?
  - Are the drawbacks to previous analyses? How is your analysis an improvement?
  - Is your work an extension of these claims (i.e., are you applying a theory/proposal to a new set of data, etc.)?
  - If you need to define any terminology or present the theoretical assumptions that you adopt for your paper, this section is a good place for it.
Data and analysis

- The discussion of your data and your analysis may constitute a few sections of your paper. In this/these section(s), you should:
  - Present and discuss the data, making sure to give the descriptive generalizations of the data.
  - Don’t assume that your reader will understand your claim simply by looking at the data – make sure you walk your reader through it in as much detail as needed. (Imagine if Milton simply listed a bunch of data in his book without any explanations!)
  - Explain your analysis – walk the reader through the relevant steps.
  - Show/discuss how the data support your analysis.

Data and analysis (cont’d)

- Identify where the data comes from – this can be done in the introduction of the paper, or in a footnote which can be at the first place that data is presented.
  - If using multiple sources, cite each piece of data appropriately. Include page numbers from source (and example numbers, if relevant, as Milton does in his book).
  - Optional (and only if relevant/appropriate): if there is an alternate analysis, show how your analysis is the preferred one.

Summary

- At the end of your paper, briefly summarize the paper (do not refer to section numbers here – in this way it is different from your introduction - just focus on your proposal and analysis).

Implications

- Your paper should devote some space to discussion of the implications of your proposal, beyond just answering your research question. Think about the following questions:
  - What can we learn from your analysis?
  - What contribution does your analysis make to the study of your research topic?
  - What can be learned about the language(s) of focus?
  - What questions does this proposal raise?
  - etc.

Issues for further research

- Identify any other issues raised by your analysis but not covered in the paper; think about what next steps you might take if you were going to continue this research.

- Note: your summary, implications and issues for further research can be presented all in one section, or they can be separated into different sections/subsections. What works best will depend on your paper.

Appendices

- If appendices are relevant to your paper, they should appear in a section following the your last section and before your references.
References

- List all and only the sources you cite in your paper (thus your reference list in your research paper is different from the list in your research proposal).
- Give complete bibliographic information for each reference.
- Be consistent.
- Although there is no specific number of references that I am expecting you to cite, I do expect you to consult (and thus cite) both the literature on the language(s) you discuss as well as the literature on your research topic more generally.
- Follow the formatting guidelines on the next slide.

Formatting, etc.

- Follow the Linguistic Society of America's Unified Style Sheet for Linguistics.
- BE CONSISTENT!
- Your paper should be divided into sections with appropriate headings.
- Subsections are also OK, but avoid going further than three levels (e.g., 1.1.1.1.1) for a paper of this length.
- Subsections are only needed if there is more than 1 subsection (e.g., there is no need for 1.1 if there isn’t also 1.2; otherwise, just have a section 1 with no subsections).
- Avoid going from a section to a subsection directly – there should be some text in between.
- Leave a blank line between sections.

Formatting, etc. (cont’d)

- No title page is needed – instead, at the top of the first page, give your paper title with your name and course number below it.
- Number your pages.
- Data:
  - Can be single spaced (as opposed to the text of the paper which should be double-spaced)
  - Follow referencing guidelines from the beginning of this course (e.g., line up glosses, etc.).
  - Separate your data from the text with a blank line before and after.
  - When referring to data within the text of the paper, target language data should appear in italics, while glosses/translations of data should appear in single quotes.

Formatting, etc. (cont’d)

- Citing sources:
  - Do not give paper or book titles in the text of the paper – the author and year are sufficient
    - e.g., “Gilson (2009) argues that...”
    - NOT “In his 2009 paper Dialect Features: Evidence from Slawo Timsh, Gilson argues that...”
  - e.g., “Mithun (1999) suggests that...”
    - NOT “In her 1999 book Languages of Native North America, Mithun suggests that...”
  - Ideas that are not your own should be cited throughout your paper.

Research Paper Assessment

- Research papers will be evaluated based on the following criteria:
  - Research question and argumentation
  - Structure of the paper
  - Original contribution
  - Literature
  - Style and formatting

Submission Requirements

- All research papers should be double-spaced (though see previous comment on data), 1 inch margins, 12 pt font.
- Undergraduate papers should be 10-12 pages.
- Graduate papers should be 15-18 pages. Graduate students are also required to submit a 2 page linguistics conference-style abstract along with your paper.
- Fonts: use standard fonts (e.g., Times, Times New Roman, Arial); exceptions of course are special fonts for presenting language data.
- Double-sided copies are strongly preferred, and always keep a copy of your submitted work.
- Deadline: research papers are due in person in my office by 10-06am on Tuesday December 9.
Suggestions

- **Proofread your paper!** Typos and awkward sentences can be very distracting to your reader and distract from the content of your paper.

- **Get feedback from your classmates!** We don’t always catch our own mistakes. When you are very familiar with the content, it is hard to gauge whether your ideas will be clear to other readers. Ask a friend to read a draft! They need not be a linguist in order to provide feedback!

- **Explore campus resources!** Although you are required to visit The Writing Centre once before submission of your paper, you can go more often, at different stages of your work and get more feedback!

Drafts/Writing Center

- A ~5-page draft of your paper must be reviewed by a Writing Centre tutor.

- The Writing Centre form (downloadable from our course Moodle site) must be completed and signed by the tutor (providing evidence of your tutoring session) and the form must be submitted with your final paper. This is worth 25% of your final grade.

- Appointments can be made online. I strongly encourage you to get your drafts done early and book your appointment early e.g. by November 19th. You are responsible for securing an appointment at the Writing Centre.

- Remember, this is not just a requirement of the course, but is a way to help you improve your writing and strengthen your research paper.

Presentation Schedule

- We’ll be discussing giving research presentations next week, but in the meantime, here is the presentation schedule:

**Tuesday December 2**
- Karyna
- Donii Y.
- Bonnie

**Thursday December 4**
- Kacie
- Sarah
- Dane H.

Proposed schedule for rest of term

(This information was posted on Moodle)

- Tues. Nov. 11 - Veterans Day (no class), Assignment #2 posted
- Thurs. Nov. 13 - Mathewson (2005): summaries of the article due; questions about Assignment #2, discussion of research presentations
- Tues. Nov. 18 - Assignment #2 due, in-class review of Assignment #2; summary, similarities and contrast in Salish
- Thurs. Nov. 20 - TBA (Is there a topic that you would like to discuss?)
- Tues. Nov. 25 - course wrap-up, informal Q&A about papers/presentations
- Thurs. Nov. 27 - Thanksgiving (no class)
- Tues. Dec. 2 - your presentations (Karyna, Donii Y., Bonnie)
- Thurs. Dec. 4 - your presentations (Kacie, Sarah, Dane H.)
North American Indigenous Languages and Linguistics
LING 484/584
Autumn 2014
Instructor: Dr. Leora Bar-eli
Week 6
October 2, 2014
Research paper proposals
Categories (cont’d)
- Person, number and gender (cont’d)
Assignment #1 will be returned today

Linguistic research papers
- Note: I will be discussing the structure of linguistic papers and presentations later this semester. The following is some information that is designed to help you prepare a research paper outline. You are of course welcome to ask me questions about your papers/presentations at any time in the semester.
- A research paper should identify a central research question or problem that you are trying to answer/solve in the paper (note: it need not be in the form of a question)
- A research paper should make an original contribution (i.e., it goes beyond just a summary of the literature). The main proposal and analysis you put forth in your paper is your original contribution.
- Your research question should be specific (or rather, not too general), and you should be able to answer your research question in your paper.

Linguistic research papers (cont’d)
- In case this helps you think about/plan for your proposal, the following is the general structure of a research paper in linguistics, (though of course it may vary depending on your topic and your personal style):
  - Introduction
  - Theoretical background
  - Data and analysis
  - Summary
  - Implications and issues for further research
- I will discuss the content and structure of each section in more detail during the in-class workshop.

Choosing a topic/things to think about
- Choose a research area that is of interest to you (and think about why it is interesting to you so that may help you narrow down your research question)
- Look at the literature to see what sort of questions people ask about this area and what people have proposed:
  - what claims have been made?
  - are there problems with those claims?
  - could that issue be approached in a different way?
  - will your paper improve on previous analyses?
  - will your work be an extension of those claims (e.g., are you extending a proposal to a new set of data?)
  - are there unanswered questions or debated issues?
- The data you examine is your can be from a single language or several languages. The choice will depend on your topic.

Research paper proposal
- The purpose of the research paper proposal is to (a) get you started thinking about your paper early, and (b) to get some feedback from me (and potentially your classmates) about your ideas.
- The proposal should be 1-page max, can be written in bullet point form, and should include the following:
  - your research question/problem/issue that your paper will address/answer/prove
  - a brief explanation of why this research question is interesting/the relevance of this research question (e.g., what has been done in the field about this issue? Has this ever been discussed for this language? Implications? etc.)
  - some background on what has/haven’t been said about this issue in the literature
  - an outline of how you will go about answering your research question (e.g., the sort of data you will look at, etc.)

Research paper proposal (cont’d)
- With your proposal, you should also include a list of references, 1-page max, that you have consulted or plan to consult during Mulhern’s book, and the articles discussed in class – that is, I am expecting you to do some exploring of the literature. Note that this can include references cited in Mulhern’s book.
- The purpose of asking for a list of references is to ensure that you will have enough resources to answer your research question. There is no specific number of references I am looking for – I am looking for appropriate, useful references.
- So what you submit should be a maximum of 2 pages (max 1-page proposal, max 1-page references). Double-sided copies are preferred where possible. Proposals are due Thursday October 23.
- The more concrete your proposal, the better the feedback I can provide.
- If you have other questions, please ask!
I need help!

- Help! I have no topic! What should I do?
- Help! I have a topic but don’t know where to begin!
- Help! There’s so much information on my topic — how do I narrow my research question?
- Help! I can’t find any information on my topic — what should I do?
- Help! There’s so much I don’t know — how could I possibly make an original contribution?

Final words for today...

- Next week we continue our discussion of categories, turning our attention to spatial relations.
- For Tuesday, read Ch. 3, Section 3.7 (we won’t cover all of it in class, but reading through it will give you a nice overview of the types of spatial contrasts we find in languages of Indigenous North America).
- For Thursday, read Gilton (2009). If you are writing a summary of the Gilton article, it is due at the beginning of class on Thursday, October 9.
- Reminder: on Tuesday Professor Arica Goloch will be conducting an in-class feedback session with you for the first 20 minutes of class. Please arrive to class on time.
North American Indigenous Languages and Linguistics
LING 484

Autumn 2014
Instructor: Dr. Leora Bar-el

Week 12
November 13, 2014

* Presentations and Supplements

Any questions about Assignment #2?

Preamble

- What follows are SOME guidelines and questions to think about when preparing your research presentations.

- This is not a complete list, but should help you with requirements for this course and beyond.

- Whenever possible, ask fellow student for feedback on your presentation. The more feedback you get, the better your presentation will be.

- As well, practice your presentation in front of a fellow classmate, friend, cat (or even in front of the mirror). This will improve not only the content but the delivery of your presentation.

Presenting your research

- Prior to submitting your research paper, you will give a presentation of your research in class.

- The purpose of the presentation is not only to gain experience talking about your research in a more formal way, but also to get feedback from your peers and me that you can incorporate into your paper.

- Your paper need not be in its final state for the presentation. You are being evaluated on how well you present your research, not how close your paper is to being finished.

Presenting your research (cont’d)

- Undergraduate presentations are allotted 10 minutes + 5-8 minutes discussion/questions.

- Graduate presentations are allotted 15 minutes + 5-8 minutes discussion/questions.

- Contrary to what you might think, 10 or 15 minutes goes by very quickly! You need not (and likely can’t) include everything from your paper in your presentation.

- The clearer you are, the more concrete you can be, the better your feedback will be.

Presenting your research (cont’d)

- Timing – practice your presentation before your scheduled time slot so that you know where you should be at different points in your presentation.

- If you run out of time – do not rush through the rest of the presentation, but choose a section to possibly skip (and this completely by practicing your talk beforehand).

- Maintain eye contact with your audience – avoid reading directly from your supplements (see below).

- Remember: your presentation is different from the lectures that I give in class. The latter involve questions and discussions throughout the presentation of material. For your presentations, you are allotted a block of time for you to present your work with a 5-8 minute question/discussion period to follow.

Presentation Supplements

- For this class, you are required to prepare either a short handout or powerpoint slides to accompany your presentation.

- You need to bring 6 copies (7 if you include yourself) of your handout/slides for the class.

- If you use ppt slides, you must bring handout versions of your slides – see below for details.

- If you use ppt slides, bring your presentation on a flashdrive. No personal laptops can be used for class presentations. Files must be uploaded to the classroom computer. As well, e-mail your presentation to me and to yourself. This will also serve as a back-up in case your flashdrive fails to work.
Using supplements

- Avoid large amounts of text – bullet points and point form are fine.
- Remember this is a supplement – use it as a reference, to remind you where you are and what you want to talk about, but do not rely on it as a script – you should be able to discuss the content of your presentation without the supplement!
- Your handout/ppt slides should be clear, concise, and well organized.

To start off...

- At the beginning of your presentation:
  - State the goals of the presentation
  - State your proposal
  - Give a short outline of the presentation (beginning with the NEXT section)

Handouts/ppt Presentations

- Stand alone handouts are still used often in the field of linguistics – so you can feel free to use them for your presentations in this class.
- For this course, if you use ppt slides, you must also bring handouts of your slides for the class:
  - Max. 6 slides per page, though 4 per page is good also with a landscape setup.
  - NUMBER YOUR SLIDES!
  - Use a light slide background (e.g., white) for the handout

Powerpoint Slides

- Use a minimum of 20 pt font size – I suggest using Arial.
- Avoid too much text on each slide – bullet points are fine.
- Use appropriate headings on your slides – use (cont’d) for a second slide with the same heading.
- For animation, use "appear" – avoid anything fancy or distracting.

Final words re: presentations

- Respect your classmates; you are expected to attend each presentation and to arrive on time. Do not use cell phones or laptops during your classmates’ presentations.
- You will complete a feedback form for each presentation (I will provide blank forms). Your comments for and from your fellow classmates are extremely beneficial – be honest, relevant and constructive.
- Your research paper presentation is worth 16% of your final grade.

Presentation Schedule

Tuesday December 2
Karen
Darri Y
Bonn

Thursday December 4
Kelce
Sarah
Dan H.
REMINDER

- Assignment #2 is due at the beginning of class on Tuesday November 18 (= next class).

- Bring an extra copy to class that you can refer to during our in-class review.
This form must be completed and signed by a writing tutor from the UM Writing Centre and must be submitted with your research paper. Reminder: a Writing Centre feedback/tutoring session focusing on a 5-page draft of your research paper is a requirement for this course and is worth 5% of your final grade.

Appointments can be made online http://www.umt.edu/writingcenter/. I strongly encourage you to get your draft done early and book your appointment by November 18th. You are responsible for securing an appointment at the Writing Centre. Failure to do so will result in a grade of 0% for this requirement.

Remember, this is not just a requirement of the course, but is a way to help you improve your writing and strengthen your research paper.

When preparing to work with a writing tutor, remember to bring a copy of the research paper guidelines and a draft of your paper to your appointment. Before your appointment, please complete the following:

Student’s name: ____________________________________________

1) What is your assignment?

________________________________________________________________________

________________________________________________________________________

2) What would you like to work on during this tutoring session?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

At the end of the session, please ask the tutor to help you fill out the following:

What specific aspects of your writing did you work on during this session? What revisions do you plan to make as a result of your session?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Tutor’s signature: ____________________________ Date: ________________