

**LING 5360 Sec 001 Non-Western Linguistic Structures**  
**"Native American Languages"**  
**Spring 2015 Course Syllabus and Policies**

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<b>Web page:</b>	<a href="http://www.uta.edu/faculty/cmfitz">http://www.uta.edu/faculty/cmfitz</a>
<b>Office Hours:</b>	Tuesdays 11am – 12:00 pm or by appointment
<b>Section info:</b>	LING 4360 Section 001 LING 5360 Section 001
<b>Time and Place of Meetings:</b>	Tuesday & Thursdays 9:30 am – 10:50 pm, Trimble Hall 110
<b>Prerequisites:</b>	LING 3330 & LING 3340
<b>Description of course content:</b>	This course is on Non-Western Linguistic Structures. We will focus on Native American languages, with most attention being paid to the indigenous languages of the United States and Canada. These languages are grammatically rich, typically possessing extraordinarily characteristics of typological interest. The first half of the semester will look at various structural properties, the second half will focus more on specific languages. Topics in the second half of the semester may be adjusted based on student interests.
<b>Required Texts and Resources</b>	<i>The Languages of Native North America</i> . 1999. Marianne Mithun. <i>Describing Morphosyntax: A Guide for Field Linguists</i> . 1997. Thomas E. Payne. Cambridge University Press. Additional readings as announced and posted on Blackboard <a href="http://elearn.uta.edu/">http://elearn.uta.edu/</a>
<b>Recommended Readings</b>	<i>The Mesoamerican Indian Languages</i> . 1983. Jorge A. Suarez. Cambridge University Press. (optional)
<b>Student learning outcomes:</b>	<b>Student Learning Outcomes:</b> Students who successfully complete LING 4360/5360 should be able to do the following: <ul style="list-style-type: none"><li>○ Develop and refine skills in linguistic analysis, especially as pertains to the typologically interesting languages of North America</li><li>○ Become familiar with the linguistic patterns typologically associated with Native American languages.</li><li>○ Do independent research in Native American linguistics, at least at a beginning level.</li><li>○ Recognize and formulate linguistic arguments, as well as express them in prose.</li></ul>

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**Descriptions of major  
(and minor) assignments  
and examinations:**

- Each graduate student should, with my approval, choose a Native American language to 'follow' for the semester to be the subject of assignments (3-6) and possibly (2). For complete description and requirements of all assignments, see separate assignment sheet.
- 1) *Homework* (100 points total) Four or five homework assignments, dates as announced in class, weighted equally
- 2) *Wiki assignments* (75 points) Students will be responsible for either expanding a stub or creating an approved new entry for at least one linguist/indigenous scholar working on Native languages and two Native American languages (3 entries total)
- 3) *Language/language family presentation* (75 points) Presentation of a short structural overview of linguistic aspects of the chosen language (April 16)
- 4) *Research abstract* (50 points): Abstract that will also serve as a research project proposal; must follow SSILA guidelines for abstracts and be turned in by **March 17**
- 5) *Research presentation* (100 points total) Students will do a research project, culminating in a class presentation during the classes on **May 5 & 7**.
- 6) *Research paper* (100 points) Students will do a research paper, building on work in assignments (3-5); paper due no later than May 14 at 8 am.

**Attendance:**

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy: more than two absences and the final grade will be lowered by a letter grade. Note there are no make ups for presentations.

**Late Assignments and  
Quizzes:**

Assignments must be turned in on time and complete when due to receive full credit; late assignments will lose 10% of the total points for that assignment per day after it was due (i.e., turned in two days late, 20% of the points are docked off the top before grading).

**Grading:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources if their performance drops below satisfactory levels.

There are five hundred possible points that can be earned in the class. Points can be earned from any assignment. Different assignments contribute different point values. It is the final total

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point value that leads to these letter grades:

Letter	Point Range
A	450 – 500
B	400 – 449
C	350 – 399
D	300 – 349
F	0 – 299

**Make up exams:**

No make up tests, quizzes or assignments are permitted.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

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*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an

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instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is past the elevators to the breezeway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Course Schedule**

**Note:** As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Colleen M. Fitzgerald

Date	Topic	Reading Due	Assignment Due
<b>RELEVANT TYPOLOGICAL CHARACTERISTICS</b>			
<b>WEEK 1</b>			
1/20	Introduction		
1/22	Language families and (brief) history of Native American linguistics	Mithun Introduction	
<b>WEEK 2</b>			
1/27	Sound Patterns	Mithun Ch 1	
1/29	cont'd		
<b>WEEK 3</b>			
2/3	Morphology	Mithun Ch 2	
2/5	cont'd		
<b>WEEK 4</b>			
2/10	Grammatical Categories	Mithun Ch 3.1-3.4	
2/12	cont'd	Ch 3.4-3.7	
<b>WEEK 5</b>			
2/17	cont'd	Ch 3.8-3.9	
2/19	Sentences and syntax (UTASCILT)	Mithun Ch 4	
<b>WEEK 6</b>			
2/24	cont'd		
2/26	Research Day		
<b>WEEK 7</b>			
3/3	Special Language	Mithun Ch 5	
3/5	cont'd		
<b>WEEK 8</b>			

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<b>3/10</b>	<b>SPRING BREAK</b>		
<b>3/12</b>	<b>SPRING BREAK</b>		
<b>MESOAMERICAN LANGUAGES</b>			
WEEK 9			
3/17	Overview/language families	Suarez CH 1-2	Abstracts due
<b>3/18</b>	<b><i>Focus on the Faculty Lecture</i></b>		
3/19	Phonology	Suarez CH 3-4	
WEEK 10			
3/24	Morphology	Suarez CH 5-6	
3/26	Guest lecture: Ray Elliott (Triqui); date tentative		
<b>LANGUAGE FAMILIES AND LANGUAGES (subject to change)</b>			
WEEK 10			
3/31	Uto-Aztecan	Mithun/7	
<b>4/1</b>	<b><i>(tentative date) Montgomery-Anderson public talk/Wed eve</i></b>		
4/2	Iroquoian Guest Lecture: Brad Montgomery-Anderson on Cherokee (tentative date)	Mithun/7	
<b>4/3</b>	<b><i>NOTE: last day to drop</i></b>		
WEEK 11			
4/7	Salishan/Guest Lecture: Timothy Montler (tentative)	Mithun/7	
4/9	Muskogean	Mithun/7	
WEEK 12			
4/14	Athabaskan	Mithun/7	
4/16	Language Presentations (Tahlequah)	Mithun/7	Student Presentations
<b>THEORETICAL CONTRIBUTIONS OF NATIVE AMERICAN LANGUAGES</b>			
WEEK 13			
4/21	Stress Systems	Rice reading	
4/23	Incorporation	Baker reading	
WEEK 14			
4/28	TBA		
4/30	TBA		
WEEK 15			
5/5 & 5/7	Research Presentations		
5/14	Final exam date – no final		Final Paper Due