

## UMBC UGC New Course Request: LING 390: Linguistic Typology

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Proposed Effective Date: Spring 2019

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### COURSE INFORMATION:

Course Number(s)	LING 390
Formal Title	Linguistic Typology
Transcript Title (≤30c)	Linguistic Typology
Recommended Course Preparation	
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	LING 310 and LING 320 with a grade of C or better
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F)

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course investigates the crosslinguistic distribution of structural properties in phonology, morphology, syntax, and lexicon, in terms of absolute and non-absolute universals as well as implicational universals: what properties do languages share and what is the extent of structural diversity. Motivations for crosslinguistic structural preferences are considered, as well as typological change over time.

### RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time? / c) How does this course fit into your department's curriculum? The course was originally offered as a topics course under LING 380: Studies In Linguistics, was well-enrolled and given a positive evaluation by the students. The course helps fill a gap in our Applied Linguistics program, presenting a linguistic sub-field which addresses the question of what properties languages share, the extent to which they may differ, and why, an area generally under-represented in linguistics programs. The course helps pull together and apply rather disparate knowledge that the students have acquired in more narrowly-focused courses. The course also adds to our program another 300-level elective, of which we have very few (most of our electives are at the 400-level).

b) How often is the course likely to be taught? We plan to offer the course every fourth semester, depending on staffing.

d) What primary student population will the course serve? The course is intended as an elective for majors and minors in MLLI's Applied Linguistics program.

- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen? This is an advanced-level course which assumes knowledge acquired in the two 300-level courses which serve as prerequisites. It is at the 300-, rather than 400-level, since the course requirements do not include independent research.
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s). Before attempting this course, students will need a solid background in the core structural properties of language: phonology and morphology (LING 310) and syntax (LING 320).
- g) Explain the reasoning behind the P/F or regular grading method. Since the course is intended for majors or minors within the program, it is offered as graded only.
- h) Provide a justification for the repeatability of the course. N/A.

**ATTACH COURSE SYLLABUS (mandatory):**

**LING 390: LINGUISTIC TYPOLOGY**

This course investigates the crosslinguistic distribution of structural properties in lexicon, phonology, morphology, and syntax, in terms of absolute and non-absolute universals as well as implicational universals. Motivations for crosslinguistic preferences are considered, as well as typological change over time.

**Textbooks:** There are two required textbooks:

- *Introducing Language Typology*, Edith A. Moravcsik, 2013, Cambridge University Press. ISBN: 978-0-521-15262-4.
- *Language Universals & Linguistic Typology: Syntax and Morphology*, Bernard Comrie, 2nd ed., 1989, University of Chicago Press. ISBN: 0-226-11433-3.

**Assignments:** The textbook readings are to be prepared for the dates given on the syllabus (below). There are regular written assignments (called “Activities”) at the end of each of the seven chapters in the Moravcsik textbook. These assignments are due at the following class session. Some of the activities are rather complex; leave yourself enough time to complete them properly. ***Late work will not be accepted.*** Attendance is expected at all class sessions.

**Evaluation:** The course grade will be determined as follows:

- homework exercises: 40%
- six highest quiz grades (out of seven quizzes): 30%
- project proposal: 5%; final project (see below) 25%

**Final Project:** A paper of 6–8 pages, double-spaced, 12-point Times New Roman, examining a particular topic within each of the areas of language structure (lexicon, syntax, morphology, phonology) in a language of your choice (one that you know, other than English, or have descriptive materials for). For example, you could choose to investigate kinship terminology, the marking of grammatical functions (subject and object), affixation, and phonotactics in your language. Include in your examination a discussion of the typology of a particular structure; for this, you should refer to the links found on Blackboard; cite the link used. Remember that you are giving a *typological* rather than *descriptive* account of your language. Illustrate your structures with examples from your language and (for individual words or brief phrases), provide English glosses, set off in single quotation marks, with the foreign word in italics: (Ru.) *sobaka* ‘dog’. Sample sentences should be separated from the surrounding text and presented in the standard three-line format, as follows (a German example):

*unser-n Väter-n*

our-DAT.PL father.DAT.PL

'to our fathers'

For interlinear glosses, use the Leipzig Glossing Rules:

<https://www.eva.mpg.de/lingua/resources/glossing-rules.php>

E-mail me a written proposal by xxx; I will return it to you on xxx with comments. The proposal should specify a language and elaborate on the material above. The final project is due Wednesday, Dec. xx, at 3:00 PM, either in my mailbox in the MLLI office or by e-mail. A reminder that the proposal is worth 5% of the final grade, and the project is worth 25%.

*Your academic work is expected to be your own. Any use you make of someone else's work needs to be fully documented. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook or the UMBC Policies section of the UMBC Directory.*

*Cell phones must be switched off in the classroom.*

*The following textbook readings and exercises are to be prepared for the accompanying date.*

**EM:** Edith Moravcsik, **BC:** Bernard Comrie

8/28 Class introduction.

8/31, 9/04 **EM: Chapter 1: What is language typology?, pp. 1–23; BC: Chapter 1, Language universals, pp. 1–32; Chapter 2, Language typology, pp. 33–42.**  
Write activities 1 through 5, EM pp. 21–23, due Friday, Sept. 11. For #1, find eight languages from at least four language families, two of which must be Indo-European and Finno-Ugric; you may use [Google Translate](#) as a handy source. Note that for languages written in a different script, Google Translate will provide a romanized transcription below the language box.

9/14 *Quiz 1 on preceding material.*

9/11, 14, 9/18 **EM: Chapter 2, The world of words: Lexical typology, pp. 25–63;**  
9/21, 9/25 **BC: Chapter 9, Animacy, pp. 185–200.**  
Write activities 1, 2 (choose either *a*, *b*, or *c*), 3, 5, EM pp. 62–63; due Monday, Sept. 28.

10/05 *Quiz 2 on preceding material.*

9/28, 10/02, **EM: Chapter 3, Assembling words: Syntactic typology, pp. 65–107;**  
10/05, 09 **BC: Chapter 3, Theoretical prerequisites, 57–85; Chapter 4, Word order, pp.**  
10/12, 16 **86–103; Chapter 5, Subject, pp. 104–23.**

Write activities 1, 2, 3, 4 (omit 5), EM p. 105; due Friday, Oct. 16.

10/19 *Quiz 3 on preceding material.*

10/19, 23, 26 **EM: Chapter 4, *Dissembling words: Morphological typology*, pp. 109–47.**  
**BC: Chapter 2, *Morphological Typology*, pp. 42–52.**

Write activities 1, 2, 3a, 3b, 4, 5, EM pp. 146–47; due Monday, Oct. 26.

11/02 *Quiz 4 on preceding material.*

10/30, 11/02, **EM: Chapter 5, *The sounds of languages: Phonological typology*, pp. 150–90.**

11/06 Write activities 1, 2, 3, 4, 5, EM pp. 188–90; due Monday, Nov. 9.

11/13 *Quiz 5 on preceding material.*

11/09, 13 **EM: Chapter 6, *Language in flux: Typologies of language change*, pp. 193–242;**

11/16, 20 **BC: Chapter 10, *Typological and historical linguistics*, pp. 201–16.**

11/23 Write activities 2 and 4, EM p. 240; due Monday, Nov. 23.

11/30 *Quiz 6 on preceding material.*

11/30, 12/04 **EM: Chapter 7, *Explaining crosslinguistic preferences*, pp. 243–75;**

12/07 **BC: Chapter 11, *Conclusions and prospects*, pp. 227–32.**

Write activities 1, 3, 4 (rely on other languages that you may know), EM p. 274 (skip exercises 2 and 5). Due Monday, Dec. 7.

12/07 *Quiz 7 on preceding material.*

12/16, noon *Final project due.*