

HOW ENGLISH WORKS

LING A201 SECTION 601 CRN 71940

FALL 2019

TU TH 1:00 TO 2:15 PM

ADM 142

THE OFFICIAL SYLLABUS: The official syllabus and schedule for this course can be found on the Blackboard site for the course, accessible via <http://www.uaa.alaska.edu/classes/>. Please note that you are required to read and become familiar with this syllabus as part of taking this course. Course assignments and other information are available through that site, as well.

INSTRUCTOR: I am David Bowie, a professor in the Department of English. My office is in ADM 101P, and for general inquiries I can be reached by email at david.bowie@alaska.edu. However, for course-related inquiries, please *only* use the secure messaging function built into the Blackboard site for the class; this will ensure that what you send to me doesn't get lost in my inbox. Also, if I happen to be in my office I can be reached by phone there at 907.786.4359, but you should be warned that Blackboard's message system is a much more reliable way of getting in touch with me (outside of office hours and the classroom, of course) than anything else. Because I am teaching both via videoconferencing and in Anchorage this semester, I will hold office hours simultaneously in person in my office and via Zoom; the link to my Zoom office hours is <https://alaska.zoom.us/j/483280714>.

OFFICE HOURS: My office hours this semester are 10:30 AM to 12:00 N on Wednesdays and Thursdays (except for university holidays, when they are of course not held) or by appointment. I will be in my office at those times, and so they're a good time to catch me in person and via Hangouts. Please note, though, that whether you come into my office or contact me via Hangouts while I'm already in consultation with another student, I'll ask you to wait until I'm done with that consultation before I confer with you so that I can focus on one student's needs at a time. Please don't take it personally if you're asked to wait a few minutes—doing so will let me avoid multitasking that part of my job (and I am admittedly horrible at multitasking).

EMAIL RESPONSE TIMES: As stated above, I ask you to avoid email and use Blackboard's secure messaging function for written contact about course-related topics. (Part of the reason for this is that it allows me, if there is a need, to discuss certain issues that would actually be, according to the university system's general counsel's office, a violation of federal law to discuss over regular email.) Once you have sent me a message, I may need some time to properly consider the questions that you have; therefore, I ask for up to a full day to respond. (Note: This is a full day not counting weekends and university holidays. I am likely to check my messages over the weekend, but I don't guarantee it.) Also, sometimes students send me messages and it's unclear whether they're actually making an inquiry or just pointing something out, so please make it clear in what you send me if you would like a response. Naturally enough, of course, if you requested a response but 24 non-weekend/holiday hours have gone by and I haven't responded, you can then feel free to start to nag me about whatever issue you brought up.

COURSE PREREQUISITES: There are no prerequisites for this course.

COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES: The university's description of this 3-credit course, in its entirety, states that it "explores the descriptive analysis of syntax and related aspects of word formation" and involves "practic[ing] traditional and contemporary methods of syntactic analysis, sentence structure, and diagramming". In other words, when it comes down to it this course cover pretty much anything about grammar. (Well, given the course's title, pretty much anything about the grammar of English. You'll learn a tiny bit about the ways that grammars of other languages work, too, though—you can't *really* understand the grammar of a single language without knowing something about what's going on in the rest of the linguistic world.) There are, however, certain specific outcomes listed in the

university's curriculum guide for this course; these state that by the end of the course, you should be able to

- identify grammatical features using traditional and modern models;
- derive hierarchical structures of phrases and clauses;
- correctly apply rules and constraints of the lexicon (such as subcategorization and agreement); and
- apply movement processes to syntactic structures.

I also hope for this course to teach you principles underlying the use of objective evidence to provide support for claims about the world at large—or, in other words, how to think *scientifically*. This objective seems to frighten many students somehow—I guess it's very easy to tap in to the cultural vibe that holds that science is somehow a really, really difficult thing to understand and use. As you actually see the results of scientific analyses of language in this class, though, you will find out that it's not really a hideously difficult thing to do, it's just a matter of looking at the world in a slightly different—and, surprisingly to some, very interesting—way.

Finally, this academic year the Department of English is, as a whole, focusing on one specific outcome for its baccalaureate program—specifically, that students will develop the ability to “interpret texts in context with reasoned evidence drawn from English Studies’ research methods”. This course has some assignments designed to assess that (with a linguistics spin on what things like *text* and *evidence* mean, of course). This should be fairly transparent to you, but I wanted to let you know about it.

TEXTS AND READINGS: This course has two textbooks, both required: *Making Sense: The Glamorous Story of English Grammar*, by David Crystal (ISBN 978-0-19-066057-4); and *Word on the Street: Debunking the Myth of a “Pure” Standard English*, by John McWhorter (ISBN 978-0-7382-0446-8). There are additional required readings linked to the course homepage. Readings of a few pages are assigned for every class session.

The readings from the textbook are listed in the syllabus by author name (either Crystal or McWhorter, naturally enough), followed by the chapter number(s) and name(s) you are to read; other assigned readings (which will be distributed via the Blackboard site for the course) are listed as “Blackboard” followed by the title of the link. For example, if you were assigned the sections of *Making Sense* that deal most directly with stylistic choice (which run from pages 133 to 149), that would appear in the syllabus as: Crystal 17 “Structure and use together” to 18 “A sense of style”. Note that *Making Sense* has “interludes” that are listed in the table of contents; these expand upon the topics of the chapters immediately preceding them, so you should consider them part of those chapters—so if you were assigned chapter 11 “Talking about grammar”, that would also include the interlude “Victorian playfulness” that follows it. Also, some sections of each book are unnumbered (e.g., things like introductions and appendices), but you should be able to find those without any trouble anyway.

These are somewhat different books, by the way. *Making Sense* and *Word on the Street* are both written for a general, nonspecialist audience, but they have different focuses—*Making Sense* provides an overview of traditional grammatical and usage terms, especially in the context of their pedagogical history, while *Word on the Street* focuses more on social uses of language. You should know that your readings from the textbooks won't always match up perfectly with the topic under discussion for that day; this is done purposefully, because the object of any particular day's discussion is not to reiterate whatever was in the readings, but rather to go in directions better suited to an in-person exchange. I will, however, of course make an attempt to draw connections between the class discussions and the readings, so this is not expected to cause undue difficulty.

One quick but important note about the readings: While the readings do a good job of discussing general issues and providing specific examples of those issues, they will not tie it together into a coherent whole, and they give a minimal amount of information on certain specifics of linguistic theory and practice. That

will generally come from the additional material that I post (particularly early in the semester)—but the required readings provide background I will assume in what I post, and that you will need to know to be able to successfully apply what I present to you. This means that to be completely successful in this course it is necessary to read all of the required readings *when they are assigned*.

COMPUTER REQUIREMENTS: Some course materials will be distributed online and some assignments are to be completed and/or turned in online, and thus you need access to a computer with an internet connection (a broadband connection is recommended) and the software necessary to access Blackboard. You are also required to be able to read Adobe Acrobat (i.e., PDF) documents, and it is recommended that you submit assignments in that format.

CLASS BEHAVIOR: Everyone in this course is expected to follow the guidelines outlined in the student handbook and other presentations of university policy. In order to allow everyone to participate in this course fully, you are asked to keep distractions to a minimum—in particular, please silence your cellphones and laptops and such while in class, and if you must use your connection to the internet to check social media or somesuch please do so in a way that you don't distract the students around you. Also, please be respectful of other students in discussions, and remember that there is sometimes a fine line between witty and caustic, and though I'm certainly a fan of lightheartedness in the classroom context, you should be aware of that and try to stay away from the caustic side.

PET PEEVES: In general, I try to be a reasonable human being. Everyone, however, has a few pet peeves, and I am no exception—and it's always useful to be aware of the pet peeves of your teachers. I have three that are of importance to you in this class: lateness, neatness, and writing too much.

- **LATENESS:** With the exceptions of the reading quizzes and question posts, all assignments are due by the end of the class session on the day they are listed due in the syllabus; the reading quizzes are due when I take the quiz down (generally a couple minutes after the start of the class session), and question posts are due outside of class by the time and date listed in the syllabus. (Note those due dates and *times* again. I am firm on these. Very firm. Seriously—deadlines in this course are figured to the *minute*.) Assignments will not be accepted late, even by a few seconds, except in verified cases of hospitalization or a death in one's family (please note the word *verified*). If you will not be able to turn an assignment in at the deadline for any other reason—including university-approved reasons for missing days such as religious observances or participation in certain sporting events—you should complete and submit it early. Note that such reasons as your internet connection not working or the copiers on campus being broken or parking or traffic being horrible right before an assignment is due are *not* valid reasons for turning in an assignment late. (If Blackboard goes down at the deadline for an assignment you are to complete using that system, however, I will consider that to be beyond your control and the fault of the university, and so will extend the deadline; the parameters of that extension will be announced via Blackboard and email. Please note, however, that this will only be done if Blackboard is actually down—problems resulting from connecting on your end will not result in a deadline adjustment.) I trust Blackboard's timestamps, by the way, so I'd suggest not waiting until the very last moment to submit your assignments—if you do so and Blackboard disagrees and says you're late, sorry, but I'm going with Blackboard. (Please note, relatedly, that I do not accept assignments via email, *ever*—there's too much that can go wrong that way.)
- **NEATNESS:** All assignments are required to be typed unless you are specifically authorized otherwise. Let me repeat that: All assignments are required to be typed unless you are specifically authorized otherwise. Anything you turn in that isn't typed will summarily receive a 0% (yes, that's a zero), with no exceptions made. Additionally, in what many students have told me is the single most bizarre course policy I have, anything you turn in on paper for this class (aside from any quizzes, of course, since they're handed in right as you complete them) is required to be

turned in enclosed in a 9×12 envelope. Not doing this will result in an immediate reduction of your grade for the assignment by 25%.

- **WRITING TOO MUCH:** The assignments may include length limits on answers, expressed in terms of the number of words you are allowed; these are strict limits and any text exceeding the limits will not be read (which may do severe violence to your grade). For your reference, there are about 300 words, plus or minus, on a single page of double-spaced typed text.

COURSE STRUCTURE AND SCHEDULE: This course is divided into five sections: Administrivia, Ground Rules, Morphemes & Words, Structures & Movement, and The Social Life of Language; these divisions are made purely for the convenience of highlighting shifts in the material covered, rather than anything more important. There are assignments of several types due at various points relatively evenly spaced through the semester.

ASSIGNMENTS, TESTS, AND QUIZZES: As mentioned above, there will be several assignments spread out relatively evenly through the semester. There are a pair of small “mini-quizzes” intended mainly to allow me to tailor my teaching to the needs of the students in the class (and you will get full credit just for completing each of those); a quiz on the syllabus near the beginning of the semester (which you can take multiple times); an assortment of brief assignments, many to be completed using Blackboard’s discussion groups; and a brief reading quiz given each week after the period for freely adding the class ends. There are also two parallel projects, one involving the creation of what’s called a “constructed language” and the other centered around improving content about grammar and usage online (as opposed to “correcting” grammar or usage online), and both include several related assignments throughout the term. (There is no cumulative final exam; the energy you would normally put into that should be directed toward the projects.)

Let me insert a note here on course assignments before moving on. In general, diagnostic assessments of student learning (or, put more simply, things you get graded on) fall along a continuum like this:



Inquiry-based assessments focus on the memorization of facts (and the most common inquiry-based assessments are quizzes and exams). Problem-based assessments, on the other hand, are focused on the use of facts and processes to analyze a problem (so they often take the form of, e.g., exercises presenting data and asking for a particular method to be used in coming up with a solution to a problem using that data), while project-based assessments focus on the acquisition and development of knowledge, without necessarily centering on assessing the knowledge that is involved (which often involves simulations and fieldwork projects). Of course, it is possible for an assessment tool to mix these methods, which is why they are placed on a continuum rather than being listed as categories.

This course uses a mix of these assessment types—the reading quizzes are necessarily inquiry-based, while many of the assignments leading up to the projects are essentially problem-based, and the projects themselves are (as you might guess from their labels) largely project-based. When completing your assignments, you may find it useful to consider the type of assignment you are working on at the time, since each type calls for a somewhat different focus on your part.

EXTRA CREDIT: Extra credit opportunities may be offered during the semester, but they will be offered entirely at my option. (In fact, if I feel like I am being pestered unduly about the possibility of extra credit, I will be less likely to offer it, even if I feel it is warranted; this is simply a reflection of the contrarian nature of my personality.) Any extra credit that is offered will be offered to the entire class—there will be no extra credit possibilities offered only to any particular individual or subset of class members. Any extra credit opportunities will be announced in class along with guidelines for them, how much they are worth, their deadlines, &c. However, there is one type of extra credit that I’m announcing here and only here, in

part as a way to reward students who actually read this document and in part to improve my own course documents: The first student to inform me (in writing, via Blackboard's internal messaging system) of any typos or errors in my written course materials will receive extra credit in the form of an addition to the final grade; for a simple typo that doesn't change the meaning of anything this may be as low as a tenth of a percentage point for each typo caught, while an actual error of fact that would mislead students could be as high as a full percentage point. Of course, these must be actual errors (e.g., I use British punctuation style for quotation marks, so suggesting changing the sequence "this thing", to "this thing," isn't correcting an error), and I reserve the right, especially since this is an introductory course, to simplify my presentation of course material, which may mean important nuances are left to the side. In any event, if you point something out and it actually isn't an error, we can have an exchange about that, which could ultimately be useful for both of us.

GRADE ASSIGNMENT: A few assignments will be graded on a pass-fail basis (that is, you get full credit if you complete the assignment, no credit if you don't), but most will be graded in the ordinary way; which method is used will be stated in each assignment outline. Grades are reported to the nearest tenth of a point; there will be no further rounding of grades. Note that, regardless of the grade you would have earned on an assignment, if I find evidence of academic dishonesty you will be awarded a 0% (and, therefore, an F) on the assignment. (More on that below.) Assignment grades will be distributed directly to you in class, and will not be recorded using Blackboard's gradebook function, because it doesn't have certain functionalities I need (plus, it's distressingly clunky). Grades for assignments are awarded according to the following scale:

SCORE	GRADE
90.0% and up	A
80.0 to 89.9%	B
70.0 to 79.9%	C
60.0 to 69.9%	D
below 60.0%	F

Final grades are awarded according to the same scale, and are calculated as shown below:

ITEM	EACH	TOTAL	NOTES
Mini-quizzes #1 and #2	1%	2%	Full credit if completed
Syllabus quiz	1%	1%	Multiple attempts allowed
Academic integrity quiz	2%	2%	Multiple attempts allowed
Conlang assignments #1 to #6	3%	18%	Assignments build on each other
Wikipedia assignments #1 to #9	3%	27%	Completed mainly on the WikiEdu site
Final conlang assignment	10%	10%	Culminating project assignment
Final Wikipedia assignment	10%	10%	Requires editing Wikipedia
Project presentation	5%	5%	Two options to choose from
Question posts #1 to #15	1%	15%	Completed outside of class
Reading quizzes #1 to #29	~.34%	10%	Completed at the beginning of each class

Speaking of grading, if you are unsure about the way I have arrived at a grade that I have given you, you should feel free to ask me for clarification. In addition, if you feel I have made an error in grading, please bring it up with me as soon as possible. I can honestly say that I make mistakes in grading very rarely, but mathematical errors are certainly an occasional possibility. In any event, even if you ask about a grade and there was no error made, you will learn more about the way grades were assigned and how to improve in the future.

If you wish to appeal a grade that you have been given, please make your case in writing and submit it via Blackboard's messaging function *within five calendar days* of the date the grades for that assignment were distributed to the class. Note that I ask for this to be done in writing so that I can properly weigh the

points you bring up; I am willing to listen to oral arguments regarding grades, but I will not take action based on them.

INCOMPLETE AND NO BASIS GRADING POLICY: Incompletes may be given when requested by students, but they are given at my discretion. The guideline I will use on whether to give an incomplete is first, whether the student couldn't complete coursework due to one of the acceptable reasons for having coursework deadlines extended as listed elsewhere in the syllabus and second, whether the student has already completed at least half of the work for the class. (As you may have guessed, if the answers to both of those are yes, then an incomplete may be given; if either answer is no, then not.) However, if it is clear that a student wouldn't be able to receive a passing grade even with the time extension that an incomplete grade would allow, I reserve the right to summarily deny a request for an incomplete—might as well save us both the bother and paperwork, right?

You should also recognize that an incomplete grade will revert to a failing grade if it isn't changed within a certain amount of time, per university policy. I will not bug you about finishing your incomplete coursework—if you receive an incomplete, turning in the coursework (and making sure I know you turned it in) is your responsibility. I will, in any event, not change a grade of incomplete to a passing grade for any reason other than your fulfillment of the incomplete contract, even if that means you will lose a scholarship or you'll have to delay graduation or your family will be angry. I really am heartless that way—it ties in to my whole issue with lateness (for more on that, see the “pet peeves” section of this syllabus).

This course is ineligible for deferred grading. Please be aware that I do not award no basis (NB) grades.

COLLABORATION VS. PLAGIARISM: I very strongly urge you to set up study groups, whether virtual or face-to-face, particularly to discuss the squiblets and the research project. (If nothing else, it's useful to band together in common defense against me.) However, that the text of anything else you turn in must be entirely your own work. That is, I see collaboration as a good thing, but there are, of course, limits—and so if I find evidence of plagiarism or other forms of academic dishonesty on any assignment, you will be awarded a 0% (yes, that's a zero) on it and the case will be referred to the appropriate disciplinary office for further action. Academic dishonesty that rises to the level of seriousness that the minimum disciplinary sanction at this university is a warning, or multiple cases of academic dishonesty of any sort, will result in a failing grade for the course, along with referral to the appropriate disciplinary office.

Given that, it seems reasonable to ask what, exactly, academic dishonesty is. Therefore, I refer you to <http://www.consortiumlibrary.org/blogs/ahi/>, the Consortium Library's page on academic honesty, which has links to UAA's policies as well as definitions and examples of academic dishonesty and ways to avoid it. In light of the information at that link, you should know that you have my permission to have others do simple copy-editing of your papers, but not editing for content. You are also allowed (encouraged, actually) to work with consultants at the Writing Center to improve your written work.

(My personal definition of the plagiarism part of academic dishonesty, by the way, is perhaps a bit overly simple but it still works for me: The academic world runs on the currency of ideas. Therefore, if you got an idea from someone else, their contribution needs to be acknowledged. To take someone else's ideas and not recognize them as the original owner of those ideas is, in a real sense, theft of currency.)

Finally, I reserve the right to submit items that you turn in to SafeAssign or other such services to check for plagiarism. I would say that it's not because I don't trust my students, but in the interest of being honest, I'll admit that it's actually because I don't trust my students. That is, most students are quite trustworthy, but I've been burned often enough by now to be realistic in recognizing that there's sometimes a bad apple in a class, and I don't want that one person to mess up life for the rest of you.

ON “BAD WORDS” AND RELATED LANGUAGE: This is a course about language, and will include discussion of some of the negative uses of language, including words that are considered not just impolite, but abhorrent. Therefore, you are forewarned that there may be some discussions of words and phrases and their use which may make you uncomfortable or perhaps even offend you. However, in order to fully and accurately understand language and its use, sometimes we have to analyze uses of language that some may find wrong. When such cases come up I will attempt to handle them with as much sensitivity as possible. Even if you feel that such discussions have no place in the classroom, please be aware that I am not attempting to insult or attack you in any way, but rather that I am attempting to bring us all to an understanding of the ways language is used in real life, and you should recognize that not all language use in real life is entirely positive—but if such a situation occurs and you are disturbed by the language under discussion, please do approach me to discuss it. It would be a conversation I would welcome, and we may, in the best of all possible worlds, both learn something from the interchange.

MY RESEARCH: My primary research focus is phonetic variation in English, with a particular focus on the role of individuals in language change. So that you know what I’m working on at the moment, here are the research projects that I’m conducting right now; in no particular order, they are:

- The degree to which individuals change linguistically over the course of their lives
- Regional variation in Englishes of the Western United States (including Alaska)
- The historical development of regional dialects
- Language and religious identity

If you’re interested in something related to these issues, or for that matter if you’re interested in any other sort of research into language, feel free to ask me about it. I’ll do what I can to help you learn how to find out more about it.

SEXUAL HARASSMENT POLICY: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the university but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the university’s compliance coordinator. The campus compliance coordinator is located in the Office of Equity and Compliance, which can be contacted by phone at 907.786.0818 or in person in ULB 106.

Relatedly, you should be aware that I (like all faculty members in the University of Alaska system) am what is called a “mandatory reporter” for issues related to sexual harassment and assault. This means that if you choose to disclose such issues to me, I am required to report those to authorities empowered to enforce laws and policies related to sexual harassment and assault. (I will, of course, also help you gain access to appropriate counseling services and such, should you desire help with that. That’s not so much because of university regulations, though, and more because that simply seems like a decently human thing to do.)

STUDENTS WITH DISABILITIES: If you have a disability that may impair your ability to complete this course successfully without a reasonable accommodation, you are urged to contact Disability Support Services. (Please know that I have neither the expertise nor the authority to determine what accommodations may be necessary or useful in any particular case.) Disability Support Services can be reached by phone at 907.786.4530, using text at 907.786.9609, in person in RH 112, or by hearing- or speech-impaired callers using the Alaska Relay service at 1.800.770.8973 (TTY) or 1.866.355.6198 (speech to speech). In particular, if you have a hearing or visual impairment, you are urged to contact both Disability Support Services and me about it as early as possible, because (given that this is a course about language and, to a great extent, its documentation through technical means) some necessary accommodations may require advance work on my part to give you the fullest opportunity for learning. (You should be aware

that pregnancy is not considered a disability, and so issues relating to pregnancy should go through the university's Title IX compliance coordinator.)

STUDENTS WITH OTHER NEEDS: If you or someone you know needs support, is distressed, or exhibits behavior that concerns you, you can help by making a referral to the University of Alaska Anchorage Care Team. The Care Team's purpose is to promote a safe and productive learning, living, and working environment by assessing the needs of students and helping find support as needed. I encourage you to fill out a referral if you or a classmate may be in need of help. The Care Team can be contacted by email at care@uaa.alaska.edu, on the web at <http://www.uaa.alaska.edu/students/care-team>, or by phone at 907.786.6065. (Of course, if there is an emergency, you should call the University Police Department at 907.786.1120 or 911.)

COPYRIGHT NOTICE: Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course. It is a violation of US copyright law to retain or disseminate any such materials. Materials I have developed myself for this course are copyright ©1998–2019 David Bowie.

A FEW FINAL THOUGHTS THAT DIDN'T FIT ANYWHERE ELSE: In a legalistic turn, note that the assignment descriptions you will receive during the semester are to be considered part of this syllabus. This syllabus is subject to revision at my discretion; any revisions will, however, be announced on the Blackboard site for the course as a class announcement as early as is practical. Finally, this syllabus has listed a few behaviors that you are or are not to engage in for this class; please note, however, that my failure to list some particular clearly idiotic behavior as prohibited should not be read as giving you permission to behave in that particular clearly idiotic way. Thank you for your attention.

STRUCTURE & MOVEMENT

Now that we've dealt with the way words are built, we can move on to looking at what happens when you combine them into phrases. Once you start looking at this process you can start to explain some puzzling ambiguities in language—for example, if someone said they saw some *wild wildebeests and sheep*, were the sheep and the wildebeests wild, or just the wildebeests? We'll also deal with utterances that appear to be related, like *Pat rode a wildebeest last Thursday* and *Last Thursday Pat rode a wildebeest*. But what about *Who rode a wildebeest last Thursday?* Or even *What did Pat ride last Thursday?* They have the same relationships between phrases, after all, and they share many surface similarities, so it would be good for them to have some sort of structural relationship—but is there a way to simplify that into something manageable?

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| 22 October | Readings: | Crystal 7 “What sentences do” to 9 “Story time” |
| | Topics: | Some thoughts on wildebeests and telescopes |
| | Deadline: | Conlang assignment #3 |
| 24 October | Readings: | Blackboard “Syntax” |
| | Topics: | In which Doctor Bowie finally gives in and uses PowerPoint |
| | Deadline: | Wikipedia assignment #5 |
| 25 October | Deadline: | Question post #8 |
| 29 October | Readings: | Crystal 10 “Connecting” to 12 “Up with which we will not put” |
| | Topics: | Building phrases and clauses |
| 31 October | Readings: | Crystal 13 “Clarity and weight” to 15 “Grammar and meaning” |
| | Topics: | Building phrases and clauses [cont'd] |
| | Deadline: | Wikipedia assignment #6 |
| 1 November | Event: | Withdrawal deadline |
| | Deadline: | Question post #9 |
| 5 November | Readings: | Blackboard “Anaphora” |
| | Topics: | Anaphor as evidence |
| 7 November | Readings: | Crystal 16 “Grammar and effect” to 18 “A sense of style” |
| | Topics: | Anaphor in practice |
| | Deadline: | Conlang assignment #4 |
| 8 November | Deadline: | Question post #10 |
| 12 November | Readings: | Blackboard “O’Grady <i>et al.</i> 2010, ch. 5” |
| | Topics: | Movement |
| 14 November | Readings: | Crystal 19 “Grammar on the job” to 20 “Explanations” |
| | Topics: | More on movement |
| | Deadline: | Wikipedia assignment #7 |
| 15 November | Deadline: | Question post #11 |
| 19 November | Event: | Research presentation date assignment |
| | Readings: | Crystal 21 “Grammatical change—Now” to 22 “Grammatical change—Then” |
| | Topics: | And still more on movement |

