

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Anthropology	College/School	CLA
Prepared by	Robin Shoaps	Phone	474-6884
Email Contact	rashoaps@alaska.edu	Faculty Contact	Robin Shoaps

1. ACTION DESIRED
(CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept ANTH Course # 294 No. of Credits 3

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE: Klingon, Elvish and Dothraki: The Art and Science of Language Creation

4. To be CROSS LISTED? YES If yes, Dept: LING Course # 294
YES/NO

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* NO If yes, Dept. Course #
YES/NO

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: Trial Course
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) Spring 2017

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture

9. CONTACT HOURS PER WEEK:

3

LECTURE
hours/weeksLAB
hours /weekPRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**Example of a complete description:****FISH F487 W, O Fisheries Management**

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites:* COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ANTH F294 Klingon, Elvish and Dothraki: The Art and Science of Language Creation

3 Credits

Offered Spring

Exposure to linguistics and linguistic anthropology based on hands on experience with creating a "conlang," or invented naturalistic humanoid language. Instruction will draw from examples of the range of human linguistic and cultural variation in order to address how to design a sound system, grammar, writing system and "mythology" or cultural context for the conlang.

Recommended: ANTH F223, LING 101 or one semester of foreign language.

Cross-listed with LING F294.

Lecture + Lab + Other: 3+0+0

LING F294 Klingon, Elvish and Dothraki: The Art and Science of Language Creation

3 Credits

Offered Spring

Exposure to linguistics and linguistic anthropology based on hands on experience with creating a "conlang," or invented naturalistic humanoid language. Instruction will draw from examples of the range of human linguistic and cultural variation in order to address how to design a sound system, grammar, writing system and "mythology" or cultural context for the conlang.

Recommended: ANTH F223, LING 101 or one semester of foreign language.

Cross-listed with ANTH F294.

Lecture + Lab + Other: 3+0+0

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**W = Writing Intensive, **Format 7**

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that

CREDITS

may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course is not expected to have any negative impact on space, the budget or faculty workloads, as it will be offered instead of another elective in Anthropology and Linguistics.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Media resources and equipment are available from the Anthropology Department's Digital Ethnography Lab.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

This course will impact Linguistics and Anthropology, as it will be an elective for both programs. The idea for the course has been discussed in faculty meetings in both programs, who support it because of its potential to attract students to the two majors.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This course will have only positive foreseeable impacts: it will provide an additional and needed lower-division elective with the potential to attract students to the Anthropology and Linguistics majors. Electives in both Anthropology and Linguistics skew towards upper-division, seminar style courses, not courses for the curious neophyte. Because the faculty instructor who will teach it is the only faculty member teaching other undergraduate courses that are crosslisted in both programs, she can adjust her workload so that it does not draw students from other linguistic anthropology offerings. There is little possibility for the course to draw students from other linguistics classes because there are very few 200 level linguistics courses, let alone linguistics courses without prerequisites.

[Empty signature line]

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

CLA is undergoing a contraction in enrollment, part of a national higher education trend. Among other strategies for allaying this is to appeal to a broader swath of students. A perusal of Amazon.com's book sales numbers indicates that books about Conlangs (constructed languages) sell better than linguistics books and there is a thriving science fiction "nerd" community with an interest in constructed languages. This course is an attempt to appeal to people who are interested in science fiction and languages, but who may not know what linguistics or linguistic anthropology are. If the trial course is successful in attracting enrollment, I plan to develop it as a regular, distance offering.

APPROVALS: Add additional signature lines as needed.

Signature, Chair, Program/Department of: Anthropology BEN POTTER Date: 9/21/2016

Signature, Chair, College/School Curriculum Council for: Rob Duke Date: October 25, 2016

Signature, Dean, College/School of: [Signature] Date: October 25, 2016

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs) Date

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of: Linguistics Date: 9/20/2016

Signature, Chair, College/School Curriculum Council for: Date

Signature, Dean, College/School of: Date

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

ANTH/LING 294: Klingon, Elvish and Dothraki: The Art and Science of Language Creation

Professor Robin Shoaps
Spring 2017
(3+0+0)

Tu/Th 5:40-7:10
Location TBA

Professor Shoaps' Office Hours: TBA
Bunnell 305B
rashoaps@alaska.edu
907-474-6884

Catalog Course Description:

Exposure to linguistics and linguistic anthropology based on hands on experience with creating a “conlang,” or invented humanoid language. Instruction will draw from examples of the range of human linguistic and cultural variation in order to address how to design a sound system, grammar, writing system and “mythology” or cultural context for the language.

No Prerequisites

Recommended: ANTH F100x, ANTH/LING F223, LING 101 or 1 semester of foreign language.

Course Objectives :

- Collaboratively create a naturalistic human language
- Create an orthography or script for the language
- Create a basic dictionary of the language
- Create a “mythology” and (invented) cultural context
- Create and present “scene” in the language
- Create a document written in the language

Learning Outcomes:

- Familiarity with the range of variation in human languages along the following lines:
 - Sound systems
 - Writing systems
 - Word structure
 - Word meaning
 - Sentence structure
 - Communicative events and routines (greetings and leave-takings)
 - Familiarity with the most investigated ways in which language can reflect culture
 - Understanding of the steps involved in creating a conlang

Required Readings:

The following required books are available at the UAF Bookstore:

Peterson, David. 2015. *The Art of Language Invention : From Horse-Lords to Dark Elves, the Words Behind*

World-Building

<http://world-building>

Rosenfelder, Mark. 2010. *The Language Construction Kit*. Yonagu Books.

Any additional assigned and recommended readings will be available on the course website (URL HERE).

Classroom Policies:

The best way to contact me is by email.

All homework assignments should be type

No texting or working on a laptop in class.

Attendance is 20% of your grade because it is crucial that you come to class in order to understand the nature of assignments and projects and to provide input on the collaborative conlang. Everyone gets two “no questions asked” absences that are not calculated into the attendance grade. All other absences must be documented medical, sports travel or emergencies in order to be excused, but missing class regularly may seriously jeopardize your understanding of the course materials and thus affect your grade beyond the attendance calculation. Arriving to class more than 10 minutes late more than once counts as an absence. I do not accept **late assignments** unless you have a documented emergency. Unless otherwise noted, assignments are due before class in your individual or Group Google Drive folder or as entries in the class Airtable database. If you must miss class due to a conflict in scheduling, you should still hand in the assignment on line.

File-naming conventions. You will be submitting homework assignments electronically (via Google Drive), please name your file according to the following convention:

Student last name_ Date

In the case of group assignments, put your group name instead of individuals’ last names:

Group Name_Date homework is due

For example a homework due on 1/27 would have the following name:

Taylor_1-27

Do not use titles like “homework one.” Failure to observe file naming conventions will result in the loss of a whole letter grade on the assignment.

Assignments & Requirements:

1. Attendance (200 points) (see policy above)
2. Individual Homework (150 points): There are weekly homework assignments. Assignments may test your familiarity with the linguistic structures of the class’ Conlang and with linguistic concepts that have been discussed in class and the readings. You will also be asked to propose features of the Conlang or features of its associated world. These assignments will be turned in to me and shared on the class website so that we can collectively decide on which features we’d like to include in the Class ConLang and ConWorld. Individual and group homework (see below) instructions and specific requirements will be provided on the course website, brief summaries are provided in the tentative course schedule.
3. Word and Morpheme Creation (200 points) A ConLang requires extensive vocabulary (we aim for at least 1000 words in the lexicon/dictionary) and grammatical elements. We will organize and enter this

into Airtable. Every student will be expected to generate a particular number of word stems, morphemes, assign gender to stems, etc. throughout the semester, in a structured way. I will meet with small groups of students to get you started with the process.

4. Group homework and projects: (300 points) Students will work in small groups to implement the creation of materials (grammar, dictionary and texts) in the ConLang. For example, the creation of vocabulary items, inflections, translation of texts, etc., will be distributed across small groups (and then divided among individual group members--see above). Small groups will also create proposals for some aspects of the ConLang, including orthography, literature, belief system, literature, etc.
5. Participation: (100 pts) you are expected to vote on collective decisions and to participate fully in your small group. I will ask students to anonymously evaluate each member of their small group's degree of participation and involvement in the group and will weigh this in grading group work.

Calculation of Grades:

All assignments, etc. will combine to form 1000 points. Grading rubrics for all assignments are posted on the course website. Your final course grade is based on the following:

- Attendance (200 points)
- Individual homework (150 points)
- Word and morpheme creation in Airtable (200 points)
- Participation (100 points)
- Group Homework and Projects (300 points)

Grading is based on the following scale

950-1000 pts	A
900-949 pts	A-
860-899 pts	B+
830-859 pts	B
800-829 pts	B-
760-799 pts	C+
730-759 pts	C
700-729 pts	C-
660-699 pts	D+
630-659 pts	D
600-629	D-
590 and below	F

Note that students who wish to take this course for part of the requirements for their major must receive a C- (2.0) in order for it to count.

University Policies and Resources:

Academic Integrity:

Plagiarism is a form of cheating in which you use anyone else's ideas and/or words (both published or personally communicated) without proper citation of the source. Whether from a printed source, the Internet, a lecture or a friend or family member, you must cite the source properly, if you got the idea from someone else—and this is true even if you are not using the source's exact wording. Be aware of the University's policies on academic dishonesty.

When academic dishonesty is documented on any assignment or exam, you will receive a zero and the matter

may be turned over to the Dean of Students for inquiry, with the recommendation of a failing grade in the course.

You should familiarize yourself with the Student Code of Conduct (http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct)

and the University statement on Plagiarism (<http://library.uaf.edu/ls101-plagiarism>).

For information on how to properly cite sources see: <http://library.uaf.edu/ls101-citing>

Support Services:

Student Support Services are available at UAF: <http://www.uaf.edu/sssp>
These services include: free tutorial services; academic advising, mentoring, and personal support; direct financial assistance to qualified low-income participants; use of laptop computers, labs, and other technology resources; and cultural and social engagement. The office is located at Gruening 512.

Disability Services:

The University of Alaska is committed to providing equal access for students with disabilities. If you have or believe you have a disability, you can contact the Disability Office at Whitaker Building, Room 208

Phone: [\(907\) 474-5655](tel:9074745655)

TTY: [\(907\) 474-1827](tel:9074741827)

Fax: [\(907\) 474-5688](tel:9074745688)

Disability Services E-mail: uaf-disabilityservices@alaska.edu

If you experience a disability and will need special accommodations, please contact me as soon as you can during my office hours. I will work with the Disability Office to provide reasonable accommodation to students with disabilities.

Title IX Protection

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

Tentative Schedule of Topics, Readings and Class Activities:

DATE	TOPIC	Readings & Assignments to be completed before class
------	-------	---

<p>Week One: What is a Conlang? What is a language?</p>	<p>Overview of Class Policies Introduction to Class Webiste</p> <p>What is a Conlang? What is a language (vs. a code)?</p>	<p><i>New Yorker</i> article about conlangs (on website)</p> <p>Peterson, introduction</p>
<p>Week Two: Preliminary Linguistic and Cultural Considerations</p>	<p>Thumbnail sketch of the overall process of creating a Conlang</p> <p>Creating a world and speech community</p> <p>Introduction to the language/culture interface: which parts of language reflect culture and which are tools of culture?</p> <p>In class assignment: in small groups draft an origin myth</p>	<p>Rosenfelder 17-26</p> <p>Individual homework on world creation: basic cultural features--gender(s), social structure, environment, religion</p> <p>Group homework: Consult Ethnologue (URL) through the Rasmuson library website and select thee languages from three different continents and three different types of societies (urban, hunter-gatherer, pastoral/agricultural). Briefly summarize these geographic and social factors then look at the descriptions of the languages (you may consult wikipedia). Do the languages have any features in common? How do they differ or resemble each other?</p>
<p>Week Three: Sounds</p>	<p>Sounds:</p> <p>How to transcribe and describe sounds, possible sounds with the human vocal tract</p> <p>Overview of phonetics and the International Phonetic Alphabet</p> <p>Vote on basic cultural features</p> <p>Vote on creation myth</p>	<p>Peterson, 25-46</p> <p>Individual Homework: Play “The Great Language” Game (URL) and write about which languages you were able to guess and which you weren’t and choose one language that you like based on its phonological inventory. Explain what you like about the language you chose.</p> <p>Group homework: write a myth or folktale for the conworld. Consider who the cultural heroes are, what important</p>

		cultural values exist.
Week Four: Sound systems	<p>Exploring Phonology through sound profiles from around the world:</p> <p>Menange (Tibeto-Burman) K'iche' (Mayan) Igbo (Niger-Congo) Ahtna (Athabaskan) Iñupiaq (Eskimoan) Tagalog (Austronesian)</p> <p>In class exercise: select a phonological inventory and assigning stress rules</p>	<p>Peterson, 46-63, Rosenfelder 33-37, 46-49</p> <p>Individual homework: Listen to the soundfiles of words in the various languages on the course website and describe which syllable the stress falls on. Then, listen to full sentences and 1) try to guess how many words there are in each sentence and 2) try to describe (in layman's terms) some of the sounds you hear.</p>
Week Five: Syllables and stems	<p>syllables and stress</p> <p>Words and their parts: roots, stems and affixes</p> <p>Phonological effects on words</p> <p>Swadesh list of basic vocabulary</p>	<p>Peterson, 66-72, Rosenfeldter 54-56</p> <p>Individual Homework: Root generation assignment: each student will be given a set of vowels and consonants with which to generate roots. Of the roots you generate, randomly select 20 to add to Airtable.</p>
Week Six: Nouns, verbs, inflection and conjugation	<p>World building: parts of speech and creating types of words through "conjugation"</p> <p>Derivational vs. inflectional morphology</p> <p>Morphological typology— language profiles</p> <p>K'iche' (Mayan) Yup'ik (Eskimoan) Ahtna (Athabaskan) Tok Pisin (Austronesian) Chinese (Sino-Tibetan) Spanish (Romance)</p> <p>Does morphology relate to culture?</p> <p>In class vote on morphological</p>	<p>Rosenfeldter 57-60 Peterson 97-105</p> <p>Individual Homework: Devise a plan for which morphological type of language you would like our Conlang to be. Consider how many syllables a root should be. Can you find examples of languages that have multisyllabic roots? Which languages can you find? Share with your group and brainstorm til you reach a consensus, to be shared in class.</p> <p>Word generation assignment: using Airtable match 10 roots each with assigned Swadesh list lexical items and assign</p>

	<p>type for class Conlang</p> <p>In class commentary on myths</p>	<p>noun classes to the nouns based on the criteria decided on in class.</p>
<p>Week Seven Making nouns</p>	<p>Nouns: Noun classes, Inalienable possession</p> <p>Examples from Mesquakie (Algonquian) and Gwich'in (Athabaskan)</p> <p>Person</p> <p>Vote on noun classification system</p> <p>Vote on marking for inalienably possessed nouns</p>	<p>Peterson, 106-119</p> <p>Group Homework 1: Propose a noun class system and describe how noun class will affect morphology and syntax.</p> <p>Group Homework 2: Begin assigning classes to the noun stems in Airtable. Propose nouns that should be inalienably possessed</p>
<p>Week Eight Nouns and pronouns</p>	<p>Nouns, cont'd: case marking, number and pronouns</p> <p>Examination of pronouns in Sakapultek, Menange, Chinese and Gwich'in</p> <p>Copula and zero copula languages</p> <p>Pro-drop languages</p> <p>Class vote: selection of mass nouns and pronominal distinctions</p>	<p>Rosenfelder, 60-62; 72-75 Peterson 120-136,</p> <p>Individual Homework: Find a "grammar" of a less-commonly studied language (one that, with the exception of Alaska Native languages is not taught at UAF) and identify the pronouns used in the following types of expressions for each "person": 1. My house/object, 2. I kissed him, 3. She kissed me, 4. I woke up.</p> <p>Individual lexical generation: Continue adding nouns (10 per/person) and assigning classes to noun stems in Airtable.</p>
<p>Week Nine</p>	<p>SPRING BREAK</p>	<p>SPRING BREAK</p>
<p>Week Ten Making verbs</p>	<p>What gets marked on a verb: different linguistic strategies</p> <p>Verbal categories: Tense, Aspect and Modal Systems</p> <p>Language profiles:</p>	<p>Rosenfelder 66-70 Peterson 136-139</p> <p>Group Homework 1:</p> <p>Group A—describe noun classes in Conlang; Group B—describe number marking in</p>

	<p>Pima Sakapultek Alquonquian French</p> <p>Class vote: obligatory verbal categories in Conlang</p>	<p>Conlang; Group C--describe possession in Conlang; Group D: describe possession in Conlang</p> <p>Group Homework 2: Describe how mood, aspect and tense should be handled in the Conlang. Make one of these categories lexical (not marked on verbs). Propose affix types or morphological strategies for marking obligatory categories (prefixes, suffixes, infixes, etc)</p>
<p>Week Eleven Relationships between parts of speech</p>	<p>Class vote: Obligatory verbal categories in Conlang</p> <p>Verbs, cont'd</p> <p>Changing parts of speech with derivational morphology</p>	<p>Peterson, 139-148</p> <p>Lexicon generation assignment: Enter inflection affixes into Airtable (these will be provided by Dr. Shoaps). Each student takes 10 verbs and creates/assigns them to stems in Airtable.</p> <p>Group Homework 2: Begin translating your myth into Conlang. What don't we know how to say yet?</p>
<p>Week Twelve Grammar—creating sentences</p>	<p>Basic word order</p> <p>Articles</p> <p>Adjectives</p> <p>Locatives (prepositions, postpositions)</p> <p>Language profiles:</p> <p>Gwich'in K'iche' Chinese Yup'ik</p> <p>Class vote: Word order</p>	<p>Peterson 148-152</p> <p>Group Homework 1: Group A propose morphemes for articles and decide which characteristics of a noun (definiteness, noun class, number) needs to be indicated by the article</p> <p>Group B propose a basic word order and translate a transitive sentence, an intransitive sentence and an attributive sentence into Conlang</p> <p>Group C propose a method for creating adjectives from verbs, specify morphemes</p>

<p>Week Thirteen</p> <p>Writing systems</p>	<p>Scribal culture Choosing an "orthography" Font design</p> <p>Class vote on type of writing system</p> <p>Class discussion of grammar (articles, sentence translation, adjectives)</p> <p>Consultation with instructional designer on font software</p>	<p>Peterson 209-222, 235-245</p> <p>Group Homework: Work on your myth translation</p> <p>Individual Homework: devise an orthography and font</p>
<p>Week Thirteen</p> <p>Semantics</p>	<p>Kinship systems and kinship terms Gendered kin terms Taboo and joking relations</p> <p>Semantic domains</p> <p>Class vote on font/typography</p>	<p>Rosenfelder 92-101</p> <p>Lexicon generation: Each group is assigned a semantic domain. Each student should create 10 lexical items, try to use morphology (change of word class, compound nouns, diminutives) and metaphor to create terms one half of your terms from existing stems.</p> <p>Group Homework: propose a description of kinship system and kin terms http://catalog.library.uaf.edu/uhtbin/cgiirsi/?ps=0dowI48zqm/UAFRAS/283080045/9</p>
<p>Week Fourteen</p> <p>Pragmatics and Communicative Practices</p>	<p>Greetings and leave takings</p> <p>Speech Acts—oaths, promises, commands</p> <p>Politeness</p> <p>Class vote on kinship system</p> <p>Class vote on greetings/leave takings</p>	<p>Individual Homework: Design a greeting and a leave-taking sequence in Conlang with a translation</p> <p>Lexicon generation: each student to fill in gaps according to checklist</p> <p>Group homework: revise language descriptions and translations to publish on website</p>
<p>Finals Week</p>	<p>Dictionary to be published and conlang website made public</p>	<p>Group homework: Each group write a short story or short piece of dialogue in Conlang and read aloud and record.</p>

