Course Goals: Build on the understanding of simple (basic) clause structure from Ling 451/551 and extend it into pragmatically marked variants (constituent order, questions, focus constructions, topicalization) and complex clauses (nominalizations, complement clauses, relative clauses, adverbial clauses, serial verbs, and clause chaining).

Grading
This class has the following workload: beginning week 2, you are required to turn in something each Monday at the start of class: 4 problem solutions, 4 language reports, and the midterm examination. The final examination will be posted to Blackboard the last week and due at 10:15 Thursday, June 9 (the day and time of the scheduled final—of course, you will be welcome to turn in your exam early!). A term paper is required for Ling 552 students, and will be allowed to count as extra credit for Ling 452 students. Your grade will be based on the following:

Problem Solutions = 25%
Problems are designed to give you experience at finding patterns in data, then relating those patterns to the theoretical categories given either in reading or in class lectures. Data for problems always come from real languages, although sometimes patterns are simplified in order to save you from obsessing about allomorphy or other details that are beyond the scope of that particular problem. A good problem solution from last term will probably still be a good problem solution this term: identify and illustrate (actually give the examples) the relevant patterns (as identified in the instructions for each problem), link these patterns to the readings/lectures, and then add any other relevant comments you might have.

Language Reports = 25%,
Choose a grammar the first week of class. Bring it to me for approval. Undergraduates work in teams of 4, with the team turning in each report. As we move through the course, follow along looking for the theoretical issue du jour in the grammar of “your” language. On four different weeks, you will receive instructions to write a 3-4 page report on some topic in your grammar. Reports have two purposes. First, you get to know first-hand how to do typology the traditional way: open up a grammar, try to find examples of the “type” in question, and explain how that type does or does not fit the typology. Second, you get a chance to see just how different Givón’s (and the rest of our department’s) view of language and linguistics can be from the view that guides many grammar writers. This exercise will force you to confront issues of terminology, but also issues of substance that underlie the terminological conflicts.

Midterm Examination = 25%; take-home, some short essay questions and a problem.
Final Examination = 25%; take-home, some short essay questions and a problem.
Term Paper (551 only) = 10% (I know, it’s an “extra” 10%, but Excel will make it work)
Based on the four Language Reports, which must also be resubmitted as appendices to the paper.
There is no page limit. You should add an introduction, transitions, and a conclusion. The two
major additions to the reports should be: (1) respond to all comments and questions (this will
probably not be trivial), and (2) look for and explain connections or contrasts between the
grammar described in different sections, so that you can demonstrate to us how the “ecology” of
your language works across different areas of the grammar. You will receive almost no credit if
you turn in an essentially unchanged compilation of your previously graded reports — you
already get credit for those, so expand them into something more.

Other

• Participation  This is primarily a lecture class, but questions will be invited at all times.
In-class participation will not be directly measured, but will subjectively influence
grading wherever feasible — speak up, and not just in discussion class. Answers to
questions that lead too far afield from the topic at hand may be postponed until office
hours, but to the extent that you have questions about the readings, or about the relation
between readings and the lecture, please ask them!

• Collaboration and Academic Honesty. I assume that all serious students will form
study groups to talk through the readings and lecture notes, and especially to work
through the analysis phase of problems — linguistic analysis is better done when multiple
people put their heads together. But after you figure/argue out some topic as a group, be
sure that you write up all assignments alone. If you do work in a group, please
acknowledge on the front page of your answer the names of anyone you worked with.
On problem sets, you are not penalized in any way for having identical analyses of the
patterns in the data, so long as your write-ups are different, reflecting your own phrasing
and your own opinions about how the patterns relate to the reading/lecture topics. For
Language Reports, you are welcome to use any source of information you can find,
including help from others, if you can find people who are (a) willing and (b) able to help
you — unfortunately, this is not likely... Study groups are an excellent way to prepare for
in-class exams, but perhaps are less useful in preparing for take-home exams; either way,
you are welcome to discuss any topics in groups until the exams have been given out.
Once exams have been given out, you should only work alone.

Schedule of Readings and Topics

The schedule is always tentative, as class dynamics may lead me to spend more or less time on
individual topics (read: I never know when I might get carried away on some topic and have to
make up for it by cutting back elsewhere in the schedule). I recognize that the text is not easy
reading, and that it will not always be possible to do the reading before class. Even so, I strongly
encourage you to do so, as I will not regurgitate the reading in lectures, but will build on the
foundation provided by the text. The Outside Reading is required for graduate students, and
strongly recommended for undergraduates who have dreams of continuing as a graduate student
in Linguistics. The outside reading either offers a different theoretical point of view on a topic or
illustrates a particular issue with data beyond those offered in Givón’s illustrative examples.
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<thead>
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<th>Week</th>
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<th>Readings</th>
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<td>Overview: Simple Clauses and Discourse</td>
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<td>Free pronouns, Agreement, and Anaphora</td>
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<td>Grammaticalization of person-marking systems</td>
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<td>Finiteness, Complement-taking verbs&gt;Auxiliaries</td>
<td>G12:59-74</td>
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<td>Constituent Order Correlations</td>
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<td>Relative Clauses &amp; Participant Nominalizations</td>
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<td>Clause Chaining &amp; Verb serialization</td>
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<td>Presupposition vs Assertion, Contrastive focus</td>
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<td>Focus Types &amp; Focus Constructions</td>
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<td>Non-Declarative speech acts</td>
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<td>Summing up marked constructions</td>
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<td>Summing Up Syntax II</td>
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Text

**Three volumes that every serious descriptive linguist should own**

**Other readings** (optional for 452, required for 552):


