

REQUIRED TEXTS AND MATERIALS

Purchase

Okrent, Arika. *In the Land of Invented Languages: Adventures in Linguistic Creativity, Madness, and Genius*. New York: Spiegel & Grau, 2010.

Peterson, David J. *The Art of Language Invention: From Horse-Lords to Dark Elves, the Words Behind World-Building*. New York: Penguin Books, 2015.

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

Optional

Rosenfelder, Mark. *Advanced Language Construction*. Chicago: CreateSpace, 2012.

Rosenfelder, Mark. *The Conlanger's Lexipedia*. Chicago: CreateSpace, 2013.

ASSIGNMENTS AND ASSESSMENT

Over the course of the semester, there will be three quizzes, regular homework assignments, and a semester project (broken up into mini-projects) in which you will create your own language (see below). You will present the project to your classmates and submit a written grammar and dictionary of your language at the end of the semester. Attendance and participation will also play a role in your grade.

Quizzes

The quizzes for this class will focus on the history of invented languages and on the terms and concepts of language study.

Homework assignments

Homework assignments will focus on developing a word list for your language, organized by semantic categories.

Semester project/mini-projects

This will be an applied project in which you utilize the concepts and rules we discuss in class to create your own language. The project will have multiple parts, and we'll start on these in class and through homework assignments. Although this is inherently creative, it must also be anchored by sound linguistic principles.

You will need to create the following elements in mini-project assignments:

1. a basic idea of the world where your language will be spoken, along with a description of the speakers;
2. a sound system (vowels and consonants) for your language;
3. an inflectional morphology (and a derivational morphology if desired);
4. a syntactic system for building phrases, clauses, and utterances;
5. a brief dictionary of important words, with equivalents (or approximations) in English.

There will also be an essay (due during finals week) in which you reflect upon and discuss the important structural elements of your language, including any influences.

Reading assignments

You will be assigned readings that are to be completed before class.

Attendance and participation

Much of your learning will take place in our Zoom sessions, so you should attend on a regular basis. What, exactly, does this mean in the age of COVID-19? For this class, “attendance” means being on the Zoom chat **when it is possible for you to do so**.

As we know, these are unprecedented times. We’re trying to hold a “normal” class while a pandemic has changed our lives in many ways. I will take attendance during our first meeting, as required by the university. After that, I would like you to attend all Zoom meetings; however, if you cannot attend, the meetings will be recorded and uploaded to our Canvas site.

We will hold discussions during class; these may include brief assignments completed individually or in breakout groups. If you miss the synchronous class session, you will have opportunities to access the small group activities, but you will miss out on the coworking aspect of the activities.

Grading

Quizzes (3 @ 5% each)	15%
Mini-projects (5 @ 15% each) (including final reflection)	75%
<u>Attendance/participation/activities</u>	<u>10%</u>
TOTAL	100%

Grading scale

93-100% = A	87-89% = B+	77-79% = C+	67-69% = D+	0-59% = F
90-92% = A-	83-86% = B	73-76% = C	60-66% = D	
	80-82% = B-	70-72% = C-		

UNIVERSITY POLICIES**Student academic disciplinary procedures:***UWSP 14.01 Statement of principles*

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Commitment to integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

FERPA:

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for ENGL 341 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation.

Regent Policy Document 4-1

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

EMERGENCY MANAGEMENT:

In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/emergency/Pages/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet 200 yards away from building. Notify instructor or emergency response personnel of any missing individuals.

Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/emergency/Pages/emergency-procedures for details on all emergency response at UW-Stevens Point.

INCLUSIVITY STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

PROBLEM SOLVING:

I encourage you to visit me during office hours, to email me, or to make an appointment any time we are both available to discuss issues connected with this class and/or your performance. Please discuss concerns with me at an early time—while we have options. I tend to be generous with students who consult with me while issues are concerns, rather than crises. Of course, if an emergency situation does arise, please let me know as soon as possible.

SCHEDULE

(subject to change)

<u>Date</u>	<u>Readings/Assignments</u>
Week 1	
T-Th 1/26-27	Introduction to course A brief history of invented languages (Okrent, Chs. 1-2; Peterson, Introduction)
Week 2	
T-Th 2/2-4	Auxlangs and artlangs (Okrent, Chs. 8-12; 23-26)
Week 3	
T-Th 2/9-11	World building Rosenfelder, Chs. 1-2, other handouts
Week 4	
T-Th 2/16-18	Mini-project 1 due Sound systems (phonetics/phonology) Rosenfelder, Ch. 3; Peterson, Ch. I

<u>Date</u>	<u>Readings/Assignments</u>
Week 5 T-Th 2/23-25	Phonetics and phonology continued
Week 6 T-Th 3/2-4	Quiz 1 Phonetics and phonology continued Morphology Rosenfelder, Ch. 4; Peterson, Ch. II (first part)
Week 7 T-Th 3/9-11	Mini-project 2 due Morphology continued ****NO CLASS MARCH 11****
Week 8 T-Th 3/16-18	Quiz 2 Morphology continued
***** SPRING BREAK, 3/22–26: NO CLASSES *****	
Week 9 T-Th 3/30-4/1	Mini-project 3 due Syntax Rosenfelder, Ch. 5; Peterson, Ch. II (second part)
Week 10 T-Th 4/6-8	Syntax continued
Week 11 T-Th 4/13-15	Quiz 3 Syntax continued
Week 12 T-Th 4/20-22	Mini-project 4 due Lexicon and semantics Rosenfelder, Ch. 6
Week 13 T-Th 4/27-29	Semantics continued Pragmatics Rosenfelder, Ch. 7

<u>Date</u>	<u>Readings/Assignments</u>
Week 14	
T-Th 5/4-6	Pragmatics continued Mini-project 5 due
Week 15	
T-Th 5/11-13	Bonus: Orthography Rosenfelder, Ch. 9; Peterson, Ch. IV
Finals Week	
W 5/19	Portfolio Final reflection 10:00 a.m.