

## UNIVERSITY OF CENTRAL ARKANSAS

### Proposal for Change in Assessment Plans/Processes

**NOTE:** Changes in assessment plans/processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

Department  Date

Program for which the change is proposed

Action Item	Information Item
<p>Select area(s) of change:</p> <p><input type="checkbox"/> New assessment plan</p> <p><input checked="" type="checkbox"/> Assessment plan revision</p> <p><input type="checkbox"/> Alternative reporting method</p> <p><input type="checkbox"/> Other <input style="width: 150px;" type="text"/></p>	<p>Select area(s) of change:</p> <p><input type="checkbox"/> Minor change of wording</p> <p><input type="checkbox"/> Minor change in assessment criteria</p> <p><input type="checkbox"/> Rubric updates</p> <p><input type="checkbox"/> Curriculum/Curriculum Map Update</p> <p><input type="checkbox"/> Other <input style="width: 150px;" type="text"/></p>

**Description of change:**

We have updated the assessment plan for the BA in Linguistics, following the Review Rubric and in consultation with Dr. Held.

**Reason for change:**

Required

Effective date of change:

Change recommended by (for action items) or noted by (for information items)

	_____ <small>DEPARTMENT CHAIR</small>	<input style="width: 100px;" type="text" value="2/12/24"/> <small>DATE</small>
College Curriculum and Assessment Committee	_____ <small>COMMITTEE CHAIR</small>	<input style="width: 100px;" type="text" value="3/6/2024"/> <small>DATE</small>
	_____ <small>COLLEGE DEAN</small>	<input style="width: 100px;" type="text" value="3/25/2024"/> <small>DATE</small>
Academic Assessment Committee	_____ <small>COMMITTEE CHAIR</small>	<input style="width: 100px;" type="text" value="04/28/24"/> <small>DATE</small>

**UNIVERSITY OF CENTRAL ARKANSAS**  
**ACADEMIC ASSESSMENT PLAN**  
Requirements, Template, and Example

**Requirements**

1. *Submit with New Program Proposal*
  - a. *Programs are encouraged to consult with the Office of University Assessment.*
  - b. *Contact information [assessment@uca.edu](mailto:assessment@uca.edu)*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

**Basic Information**

Program Name: BA, Linguistics

College: CAHSS

Department: School of Language & Literature

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted: Feb. 9, 2024

College Dean & email: Dr. Tom Williams, [twilliams73@uca.edu](mailto:twilliams73@uca.edu)

College Curriculum Committee Chairperson & Email: Dr. Mark Mullenbach, [markm@uca.edu](mailto:markm@uca.edu)

Department Chairperson & email: Dr. Ty Hawkins, [thawkins@uca.edu](mailto:thawkins@uca.edu)

Department Curriculum Committee Chairperson & email: Dr. Alana Reid, [areid@uca.edu](mailto:areid@uca.edu)

**1. Introduction** (identify college, unit, and degree programs)

- Purpose

The Linguistics BA program educates students in the scientific study of language and how speakers use language to communicate not only ideas, but worldview and social identity.

Program Goals:

1. Our graduates will understand theoretical linguistic concepts.
2. Our graduates will critically analyze and interpret data to solve problems.

### 3. Our graduates will be able to write effectively.

- Unit Mission Statement

From the Undergraduate Bulletin: “The School of Language and Literature (SLL) is a large, pluralistic unit whose students and faculty study the cultures, ideas, letters, and traditions of diverse peoples from across the world. The SLL offers majors in English, Linguistics, and Modern Languages, with tracks of study in Chinese, French, and Spanish. The SLL also offers minors in Chinese, English, French, German, Linguistics, Spanish, and Teaching English to Speakers of Other Languages (TESOL). Finally, the SLL houses an MA in English, along with the Intensive English Program (IEP) and the Community Language School (CLS).”

To study Linguistics is to study how language works in the minds of individual speakers, and between humans in societies and cultures. Linguistics spans the cognitive underpinnings of language and communication, linguistic diversity, language pedagogy, and a range of other interdisciplinary issues. The BA in Linguistics prepares students for graduate programs across the humanities and social sciences and for careers in government, industry, and education.

#### **2. Student Outcomes**

- Learning Outcomes by Program (focused on student performance, clearly stated, and measurable)

##### SLO 1: Written Communication

Students will demonstrate professional written communication skills, including conventions appropriate to Linguistics as a discipline.

##### SLO 2: Phonological analysis

Students will analyze phonological data, accounting for generalizations in prose, ordered rules, and/or constraints.

##### SLO 3: Syntactic analysis

Students will perform a syntactic analysis, applying a modern formal or functional body of theory.

### 3. Assessment Cycle

<b>Linguistics BA Assessment Cycle</b>			
<b>Academic Year</b>	<b>Cycle Number</b>	<b>SLO Assessed</b>	<b>Outcome(s)</b>
2023-2024	1	1	
2024-2025	2	2	
2025-2026	3	3	
2026-2027	4	1	
2027-2028	5	2	
2028-2029	6	3	

Attached in Appendix A.

### 4. Curriculum Map

- On separate document

Attached in Appendix B.

### 5. Assessment Methods and Measures (Formative and Summative recommended)

- Record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- Direct Methods/Measures Preferred/Used at the Course and Program Levels (examples: writing examples, oral examinations, internships, clinicals, quizzes, test, team/group projects and presentations)
- Indirect Methods/Measures Preferred/Used at the Course and Program Levels (examples: surveys, quantitative data, course grades, alumni surveys, student evaluation of instruction)

### SLO 1 - Written Communication

Direct measures

**Formative:** LING 2350 Grammar report (Writing conventions in Linguistics)

**Summative:** LING 3325 Diversity Essay and/or Responsible Living Essay

### SLO 2 - Phonological analysis

Direct measures

**Formative:** LING 2320 Phonological and Syntax Problem Sets

**Summative:** LING 4350 Final exam: Phonological analysis

### SLO 3 - Syntactic analysis

**Formative:** LING 2320

Homework assignment: Syntactic analysis

**Summative:** LING 4345

Final: Syntactic analysis

## **6. Data Collection and Review**

- When will data be collected for each outcome?
- How will data be collected for each outcome?
- What will be the benchmark/target for each outcome?
- What individuals/groups will be responsible for data collection?

Data from formative experiences are collected in every course, upon completion of each designated assignment, listed above. Data from summative experiences will be collected in their respective courses; students must also submit all summative work in LING 4110 Capstone in Linguistics as a requirement for graduation.

Linguistics faculty rate work on a scale of 0-4. The faculty have set a benchmark of 80%: 80% of students will earn scores of at least 2 ('developing') at the formative level, and scores of 3 ('proficient') or 4 ('mastered') at the summative level for each SLO. As students progress through the program, the expectation is that they will refine their communication skills in step with their content knowledge. When students struggle to meet this benchmark, faculty and advisors know to work with the student to improve in the area at issue. A variety of direct measures are used, and working toward improvement may involve meeting with faculty directly about a particular exam or writing assignment, or taking advantage of the university's academic or support services (e.g., the Center for Writing and Communication).

Data will be collected by full-time continuing faculty members, currently:

- Dr. Lynn Burley, Professor
- Dr. Ramón Escamilla, Associate Professor
- Dr. Suzanne Johnston, Associate Professor

## **7. Participation in Assessment Process**

- Who will participate in carrying out the assessment plan?
- What will be their specific role/s?

All Linguistics faculty will participate in collecting student work from designated courses. All full-time continuing Linguistics faculty will participate in program assessment at the end of each Spring semester. The faculty will write an Assessment Report for the School's Annual Report.

## **8. Data Analysis**

- How will the data and findings be shared with faculty?
- Who was involved in analyzing the results?
- How are results aligned to outcomes and benchmarks?

All Linguistics faculty will be involved in data collection, as described. The faculty will write an Assessment Report containing data and analysis for the School's Annual Report.

### **9. Plan for Using Assessment Results to Improve Program**

- How will you use the results to improve your program?

Assessment data will be used to improve student outcomes by monitoring progress of the program, including individual courses. When student outcomes are discovered to be lacking the desired benchmarks set forth, then the faculty will determine methods for improving those specific outcomes. When specific outcomes are assessed to be achieving benchmarks, those methods will be evaluated to determine how they could be applied to other benchmarks that are not performing well.

### **10. What are the plans to evaluate students' post-graduate success?**

Dr. Lynn Burley uses social media, particularly LinkedIn and Facebook, and personal communication to follow alumni progress after graduation.

### **11. What are the plans to evaluate teaching effectiveness?**

Full-time continuing Linguistics faculty will undergo teaching effectiveness reviews in their second and tenth years.

### **12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation**

Attached:

- Curriculum Map
- SLO assessment rubric
- Example assessment tools, including
  - LING 2350 paper prompt, SLO 1 formative
  - LING 2320 phonology homework, SLO 2 formative
  - LING 2320 syntax homework, SLO 3 formative
  - LING 3325 ethnography paper prompt, SLO 1 summative
  - LING 4350 final exam, SLO 2 summative
  - LING 4345 final exam, SLO 3 summative

### **13. Submit Assessment Plan**

- Send completed form electronically to [assessment@uca.edu](mailto:assessment@uca.edu)

For questions or concerns please contact:  
Dr. Jacob Held 450-5307 [jmhheld@uca.edu](mailto:jmhheld@uca.edu)  
Alyson McEntire 450-5086 [amcentire@uca.edu](mailto:amcentire@uca.edu)

## LING 2350, Fall 2023 | Escamilla

### Final project: A critical overview of a non-Indo-European language

A descriptive “grammar,” in the sense used here, is a written description of the structure (phonology, morphology, syntax, etc.) of a language. Your task is to choose a grammar of a non-Indo-European language and then use concepts from class to draw interesting information from your grammar and synthesize it with information from other primary and secondary sources. A grammar from the Mouton Grammar Library series is strongly recommended.

You will present your research in the form of a paper, addressing at least the following points:

1. Give the **name** of your language and its **full genetic (family) classification**. If the language has been known by other names in the past, give some of those names and provide commentary as appropriate.
2. Give **a brief social and political overview of the language**, including such information as:
  - How many people speak it, and where do they live?
  - Does the language have official status anywhere? Is it taught in schools anywhere? Are there books/newspapers/TV shows in the language? (The *Ethnologue* is a good place to begin looking for this kind of information.)
  - A sketch of the history of the language (~the history of the people who speak it);
  - Any other cultural details you find relevant or interesting.

Often a good descriptive grammar plus WALS chapters and the Ethnologue will be enough. However, you might need to find other sources in order to answer these types of questions.

3. Provide **consonant and vowel charts** for your language. Describe and discuss anything that strikes you as **interesting or unusual about the phoneme inventory** of the language. Is the inventory relatively large, or relatively small? Are there any interesting contrastive features (like vowel length, tone, etc.)? Any huge consonant clusters? Give examples.
4. Decide what **morphological type** the language is and give 4-5 examples as evidence.
5. What is the dominant **word order** of the language? Give 4-5 examples to support your claim.
6. Find and describe at least **three other typological features** of the language that you find interesting. If you need ideas, I encourage you to visit the World Atlas of Language Structures Online at [www.wals.info](http://www.wals.info) and have a look at the typological research catalogued there.
7. Last, add any comments you have about the language, such as: anything you came across that you didn't understand, something you found that seems particularly elegant about the structure, comments about the viability, or anything else that strikes you as interesting.

## Format

Your paper should be typed in an easily-readable font, 12-point. If you need guidance, use standard APA or MLA format (see <http://owl.english.purdue.edu/owl/resource/747/01/>). I am not strict about cover pages or running headers, but you need to include a full **works cited** list.

Write the paper as an essay. The numbered points above are to make it easier for you to ensure you are covering major content requirements: you can use it as a checklist. Including subsections is fine, but please do not just write a list of sentences.

Online sources are fine, if reputable. **Make sure you cite all sources, including your grammar. As with all college writing, failure to cite all sources properly or to include a work cited page will result in a grade of F.**

### A successful paper will:

- Include prose explanations, in your own words, for each phenomenon discussed;
- Include **plenty of specific examples** (at least 4 per phenomenon), with proper in-text citations and **glosses** for each morpheme in the target language following the Leipzig conventions;
- Incorporate information from sources other than the descriptive grammar when needed;
- Use terminology correctly;
- Be carefully proofread, with any mechanical errors corrected before submitting.

**A well-developed "A" paper is typically over 1200 words.**

### **\*\*Reminders\*\***

- As a rule, you may **not** write about languages of the Indo-European family: no English, German, Dutch, Spanish, French, Portuguese, Catalan, etc. **I do make exceptions for students who have done their research and who come to me with a good plan!**
- You may not write about a language taught at UCA: no Japanese or Mandarin, please.
- You may write about your native language(s), provided you acquire scholarly sources about it—and if it is not taught at UCA.
- Please start early, and see me in office hours if you need help finding quality sources – I'm happy to help! Reference librarians are professionally trained to assist with precisely this kind of task, so feel free to consult at Torreyson Library.



**LING 2320: Homework 7 | Syntax II**  
**From File 5.6, except trees**

**data from *Language Files***

<b>exercise</b>	<b>page</b>	<b>value</b>	<b>notes</b>
31: Japanese	242	lexical entry: 1 PSR: 1 each = 2 tree: 2	
32: word order	242	SOV: 3 VOS: 3 OVS: 3	**[See example sentences below, provided for your convenience.]
34: <b>b only</b>	243	5 per tree + 1 for prose explanation = 11	
<b>Trees</b>		25	<b>*see below</b>
<b>TOTAL</b>		<b>25</b>	

**29**, revised. (10 points)

Consider the sentence: *The very tall man ate cheese.*

- i. Is *very* an argument or an adjunct? How can you tell?
- ii. *very* is category Adv. Invent at least one sentence of your own showing that:
  - *very* is not category Adjective
  - *very* cannot be accounted for with our current book PSR, VP → VP Adv
- iii. In class, it was suggested that [Adv Adj] has the same distribution as [Adj]. Is this true for *very*?

[More questions on following page!]



**1. Samoan (morphosyntax; alignment) (10)**

Here are some generalizations that we've worked out together, along with a set of data:

	<b>S</b>	<b>A</b>	<b>O</b>
<b>case marking on NPs</b>	∅ ABS	<i>e</i> ERG	∅ ABS
<b>verbal morphology</b>	partial reduplication (reduplication of first syllable) indicates PL	∅	partial reduplication (reduplication of first syllable) indicates PL

→Remember that singular NPs are preceded by *le*. Clause-initial *e* marks *PRES*.

**Data (partially new):**

1	'ua lafi le pua'a	The pig hid.
2	'ua pupu'e e le pusi 'isumu	The cat caught the mice.
3	'ua pu'e e le tama le pusi	The boy caught the cat.
4	'ua fefefe teine	The girls got scared.
5	'ua fasi e tama le 'isumu	The boys killed the mouse.
6	'ua fefe le pusi	The cat got scared.
7	'ua tuli e 'isumu le pusi	The mice chased away the cat.
8	'ua lalafi tama	The boys hid.
9	'ua pu'e e 'isumu le maile	The mice caught the dog.
10	'ua fafasi e le teine pua'a	The girl killed the pigs.
11	'ua pu'e e le fafine le pusi	The woman caught the cat.
12	e fa'a papa'u e le faife'au niu	The missionary fells (=knocks down) the coconut palms.
13	e pa'u le to'i	The axe falls.
14	e malamalama e le teine le uiga	The girl learns the meaning.
15	e mana'o e le tama le to'i	The boy covets the axe.

**Based on this new data and our rules, please translate the following into Samoan:**

a		The woman learned the meanings.
b		The missionaries coveted the cat.
c		The axes fell.

## 2. Constituency testing (10)

From the beginning of our work with Carnie, we said that the NP complement inside a PP (recall the early rule PP - P NP) could be optional. For example, the following sentences end in P, and each P is lacking an NP complement:

- a. He passed out.
- b. I threw up.
- c. She grew up.

It has been proposed that many verbs are actually complex: [passed out], [threw up], etc. are single units.

Look at the sentences below (d-f). Using constituency tests, provide an argument that we should treat their structures as [[V P] NP], and NOT [V [P NP]].

- d. Marta blew out the candle.
- e. Sharif rode out the storm.
- f. Dan threw up the medicine.

\*\*You don't need to draw trees, but please write out any constituency tests you run.

### 3. Binding theory (15)

**\*Please include at least TPs with T heads in trees.**

Consider the following two sentences:

- a. \*Juana<sub>j</sub> likes her<sub>j</sub>.
- b. Janae<sub>j</sub> thinks that Karl should dance with her<sub>j</sub>.

#### **Tasks**

- Referring to specific binding Principles, explain why (a) is ungrammatical, and why (b) is grammatical. (10)
- Draw an X-bar-conformed tree for **(a)**, and circle (or otherwise indicate) the binding domain. (5)

#### 4. Theta theory (15)

Consider the following two sentences:

- a. \*drank. [Intended meaning: 'Somebody drank something.']
- b. \*My lunchbox sneezed the fork.

- Appealing to theta theory, explain why (a) and (b) are ungrammatical. You will need to draw theta grids for *punch* and *sneeze*.  
(7.5 each = 15)

## 6. Learning Chungli Ao (10)

Chungli Ao is a Tibeto-Burman language spoken in Nagaland, India. It is a distant cousin of the Tibetan and Burmese languages, and a *very* distant cousin of languages like Mandarin Chinese. These eight sentences were elicited from a fluent speaker of Chungli Ao who grew up in Nagaland. Here is a data set:

1. *pa-i*            *pensil*            *pener-aru*  
3SG.MASC-? pencil            bring-PROG  
'He's bringing a pencil.'
2. *Alex-i*            *tiazi*    *tjimpi-uku*  
Alex-?            lie            tell-RECENT.PAST  
'Alex just told a lie.'
3. *la*                *alang-uku*  
3SG.FEM            fall.down-RECENT.PAST  
'She just fell down accidentally.'
4. *maruk*            *tjakma?*  
cup                break  
'The cup broke.'
5. *ni-i*    *singtung*            *tji*    *nungi*            *singsang*            *leptuk*  
1SG-? tree            DET    from            branch            cut.with.machete  
'I cut a branch from the tree [with a machete].'
6. *sing*    *melamela*            *sikt<sup>h</sup>ang-er*  
stick    easily            snap-GENERAL  
'Sticks snap easily.'
7. *metfang-sa?*  
sleep-ruin/complete  
'[Someone] slept badly.'
8. *la-i*                *tjakma?*  
3SG.FEM-?            break  
'She broke [something] on purpose.'





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The next four sentences were produced by someone who is trying to learn Chungli Ao as an adult, and who is not a fluent speaker. This speaker makes a number of mistakes when trying to speak. (Glosses have been purposefully omitted.) The translations represent reasonable representations of what the non-fluent speaker intended to say.

9.    \**na pensil-aki kakat zilu*  
      'You wrote [a] book with [a] pencil.'
10.   \**pa-i metfangsa?*  
      'He slept badly.'
11.   \**kutari-i au tji lepma?*  
      'The knife cut down the bamboo.'
12.   \**la pa ket-aki arak*  
      'She choked him with [her] hands.'

**Based only on the information above, answer the following questions:**

(i) Does this language exhibit a nominative/accusative system of alignment, an ergative/absolutive system, or something else? Provide evidence. (7)

(ii) Rewrite sentence 10 in 'correct' Chungli Ao. (3)

## 7. Valence-changing operations (15)

Examine the pairs of sentences 13-17. You'll answer up to 3 questions for each pair.

For each pair, tell me:

**i.** Can the (b) sentence be reasonably derived from the (a) sentence via some valence-changing process? Can they describe the same real-world situation?

If the answer is **no**, just move onto the next pair. If the answer is **yes**, tell me:

**ii.** Is the valence-changing construction in (b) encoded **lexically, morphologically**, or **syntactically**?

**iii.** Which of the following valence-changing processes is instantiated? Choose from:

- x. reflexive
- y. reciprocal
- z. middle
- aa. passive
- bb. causative
- cc. subject drop
- dd. incorporation

\*\*\*

### Example:

0.    a.     The pastor drank beer.  
      b.     The woman made the pastor drink beer.

Can (b) be derived from (a)? **Yes**

Expression type in (b): **syntactic**

Valence-changing process: **causative**

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- 13 a. A bus ran over Dylan.  
b. Dylan was run over by a bus.

Can the (b) sentence be reasonably derived from the (a) sentence?

Expression type in (b):

Valence-changing process:

- 14 a. I mowed the lawn yesterday.  
b. I lawnmowed yesterday.

Can the (b) sentence be reasonably derived from the (a) sentence?

Expression type in (b):

Valence-changing process:

- 15 a. We ate dinner.  
b. We ate.

Can the (b) sentence be reasonably derived from the (a) sentence?

Expression type in (b):

Valence-changing process:

- 16 a. Scott shaved his brother's head.  
b. Scott shaved.

Can the (b) sentence be reasonably derived from the (a) sentence?

Expression type in (b):

Valence-changing process:

- 17 a. I drive this car.  
b. This car drives like a tank!

Can the (b) sentence be reasonably derived from the (a) sentence?

Expression type in (b):

Valence-changing process:



11/3 started discussing, is related to Polish problem p.62

## Friulian

Friulian is a dialect of Italian (Romance).

A. In Friulian, an alternation occurs between voiced and voiceless obstruents, as illustrated below.

wárp	'blind'	kwárp	'body'
warb-ít	'sty'	kwarp-út	(dimin.)
piérd-i	'to lose'	dínt	'tooth'
piért	(3 sg.)	dint-ísfn	(dimin.)

same as OD rule in Polish

Formulate a rule to account for the voicing alternations.

B. Accented vowels seem to contrast in length, e.g., [lát] 'went' versus [lát] 'milk', [pás] 'peace' versus [pás] 'step'. But in many cases vowel length is predictable. Examine the distribution of the long and short vowels in the following data.

lát /la:t/	'went'	brút /brut/	'ugly'
lád-e	(fem.)	brút-e	(fem.)
nervós /nervos/	'nervous'	rós /ros/	'red'
nervóz-e	(fem.)	rós-e	(fem.)
tróp	'flock'	lóf	'wolf'
trop-út	(dimin.)	lov-út	(dimin.)
sék	'dry'	fík	'fig'
séc-e	(fem.)	fig-ón	'big fig'
vjód-i	'to see'		
vjó:t	(3 sg.)		

It's more typical that longs lengthen Vs, not shorten them

V → [+long] / [ +vo1, -son ] #

Vowels became lengthed when it occurs before a voiced obstruent word finally

again, this environment never occurs on the surface b/c the OD rule neutralizes it!

So V lengthening rule first then OD rule

Write a rule to account for the alternations in vowel length. Does your rule need to be ordered with respect to the rule proposed in A? Explain.

2320 Homework 3 | Phonology basics, data from *Language Files, 12e*

<b>problem</b>	<b>value</b>	<b>notes</b>
page 142, activity 6	5	Note: please do <b>not</b> consider syllabic liquids or nasals ('apple' doesn't contain [pl], for example, because the [l] is syllabic) (5 points)
page 142, exercise 9: i, ii, iii, iv	10	Please list all true minimal pairs on separate lines, or organize into a neat chart
page143: discussion question (DQ) 11	8	You may use the blank table below.
page 143: DQ 13	2 x 8 items = ~15 total (extra credit built in)	
page 143: DQ 14	2 x 6 items = 12	
page 144: DQ 16 i AND iv only	2.5 each = 5	
page 146-147: Standard Spanish #25	(10 points for t-charts, 5 points for claim about distribution, 5 points for rule and/or discussion = 20 points total)	Exercise 28: Standard Spanish / Please follow the directions carefully. Include t-charts for each phone ([d] and [ð]), make a claim about distribution based on your t-charts, and, if possible, write a rule explaining their distribution. If no rule is possible, explain why. (There is a helpful flowchart on page 134.)
TOTAL: 75		

Blank table for page143: discussion question (DQ) 11

	<b>predictable</b>	<b>unpredictable</b>
<b>contrastive</b>		
<b>non-contrastive</b>		

**Linguistics BA**

**Program Assessment Rubric, updated Spring 2024**

Description of knowledge, skills, and abilities relevant to SLO	Performance on Student Learning Outcomes				
	4	3	2	1	0
<p><b>SLO 1:</b> Students will demonstrate professional written communication skills, including conventions appropriate to Linguistics as a discipline.</p>	<p>Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free. Organizational pattern is clear and consistent. Where appropriate, Leipzig Glossing Rules are followed accurately.</p>	<p>Uses syntax and mechanics that generally convey meaning to readers with clarity. The language has few errors. Organizational pattern is clear and consistent.</p>	<p>Exhibits substantive errors in syntax and mechanics which, at times, impede the clarity of the work. Organizational pattern is partially developed.</p>	<p>Shows a pattern of error in syntax and mechanics that interferes with meaning. Organizational pattern is poorly developed and unclear.</p>	<p>Assign a zero for performance that does not meet a score of one (1).</p>
<p><b>SLO2:</b> Students will analyze phonological data, accounting for generalizations in prose, ordered rules, and/or constraints.</p>	<p>Accurately analyzes a set of phonological data. Analysis is articulated clearly and concisely, and is anchored in a specific theoretical framework.</p>	<p>Analyzes a set of phonological data. Articulation of analysis is clear overall, but exhibits some errors in exposition or connection to theory.</p>	<p>Exhibits errors in analysis and/or presentation of analysis which, in places, impede the clarity. Articulation of theoretical framework is partially unclear or inadequate.</p>	<p>Exhibits serious errors in analysis and/or presentation of analysis which impede the overall clarity. Articulation of theoretical framework is inadequate.</p>	
<p><b>SLO 3:</b> Students will perform a syntactic analysis, using a modern formal or functional body of theory.</p>	<p>Accurately analyzes a set of syntactic data. Analysis is articulated clearly and concisely, and is anchored in a specific theoretical framework.</p>	<p>Analyzes a set of syntactic data. Articulation of analysis is clear overall, but exhibits some errors in exposition or in connection to theory.</p>	<p>Exhibits errors in analysis and/or presentation of analysis which, in places, impedes the clarity. Articulation of theoretical framework is partially unclear or inadequate.</p>	<p>Exhibits serious errors in analysis and/or presentation of analysis which impedes the overall clarity. Articulation of theoretical framework is inadequate.</p>	

**LING 3325 / Fall 2015 (Escamilla)**  
**Essay #2: Sketch ethnography assignment**

The ethnography of communication engages researchers in real-life situations in order to study group interaction in context, first-hand. Analysts report on what they observe, describe language use and interaction in systematic detail, and draw tentative conclusions about the speech community and language use patterns in question. Here, you will write a sketch ethnography focusing on the speech and cultural practices that are reflected in language use **at an event in a community of practice or speech community of which you are not already a member**, based on your observations of interactions at that event. **You will apply Dell Hymes' SPEAKING model, and should apply insights from Bauman & Sherzer (1975) and other sources as you see fit.**

**1. Plan and gather data**

Choose an event to attend, during which you will take careful notes. Again, **you should choose a community of practice or speech community of which you are not a central member.** The 'event' can be a prototypical event, like a religious group service, RSO (student group) meeting, party, wedding, sports game, or similar, but any in-person or virtual group of people where language is used will be acceptable: a long conversation, an MMORPG session, a work-related meeting, etc. (Remember that you will be conducting observation, and not participant observation.)

**2. Organize the data**

Your ultimate goal is to provide a qualitative account of language use patterns at the event you attended. Some questions you will consider include:

- What are the goals of the group (in this specific case) for this event, and how are they reached?
- If specific participants have differing goals, how does the interaction reflect this?
- Whose goals are met, and how?
- If goals were not met, what happened? Where's the breakdown? (You might appeal to Gricean pragmatics when discussing specific examples here.)
- What type of dialect variation did you encounter, if any?
- Register/style/genre variation?

**3. Draft the paper**

A successful sketch ethnography will have a rich, detailed description of each of the components of Hymes' SPEAKING model, **and** will relate your description to other course concepts wherever possible. Importantly, the paper must include transcribed examples of real language use (from your notes) to illustrate the points you are making. It will have clear, cogent conclusions based on the examples you have provided.

**Range: 1700-2000 words.**

**Due: Monday, Oct. 26**