LING 570.01: Graduate Seminar in Linguistics - Temporal / Aspectual Systems

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The study of aspect has been likened to a dark and savage forest full of “obstacles, pitfalls, and mazes which have trapped most of those who have ventured into this much explored but poorly mapped territory”
- Macaulay 1978, as quoted in Binnick 1991

Most readers get as far as the Future Semiconditionally Modified Subinverted Plagal Past Subjunctive Intentional before giving up, and in fact in later editions of the book all pages beyond this point have been left blank to save on printing costs...The Hitchhiker's Guide to the Galaxy skips lightly over this tangle of academic abstraction, pausing only to note that the term "Future Perfect" has been abandoned since it was discovered not to be.
- Douglas Adams (The Restaurant at the End of the Universe)

Instructor information
 Ramirez <leora.bar-el@umontana.edu>
 Social Science Building, Room 210
 To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693
 Office hours: Tuesdays 2pm-3:30pm and Wednesdays 10:30am-12pm, or by appointment

Course meeting times and venue
Mondays
1:00pm-3:50pm
SS 262

Course description
In this course we explore temporal/aspectual systems cross-linguistically. We examine the types of temporal/aspectual distinctions that languages encode, how languages encode those distinctions, and the extent to which languages vary with respect to their systems. We explore (i) the ways in which tense and temporal interpretations are expressed, (ii) the ways in which predicates are classified based on their aspecurial properties (also called lexical aspect/Aktionsart/actionality/situation aspect), and the extent to which these classifications and their diagnostics are upheld cross-linguistically, and (iii) the types of grammatical aspect categories (also called viewpoint aspect, or just “aspect”) and meanings that we find across languages. Throughout the course we examine data from a variety of languages. We also investigate some of the methodologies that are used to uncover temporal/aspectual distinctions in well-documented as well as under-documented languages.

Moodle
This course has an online supplement Moodle site (click on Moodle NetID Login).

Technical Support
UMOnline: 406-243-4999 or toll-free 866-225-1641; email; website
IT Central: 406-243-4357; e-mail; website

Course Structure
Class meetings will include discussions of assigned readings (book chapters, articles), data set activities, presentations, linguistic research training, etc.
Learning Outcomes
Upon successful completion of this course, you will:

- understand some of the ways in which temporal interpretations are expressed across languages
- understand some of the ways in which aspectual classes have been categorized, the diagnostics used to classify them, and their documented variation cross-linguistically
- understand some of grammatical aspect distinctions across languages
- be familiar with some of the methodologies used to uncover temporal/aspectual distinctions
- be able to present and discuss claims, data, and arguments from the literature
- be familiar with the conference abstract review process
- be able to explore temporal/aspectual systems in different languages and communicate your research findings in the form of presentations, research papers, reports, and conference abstracts

Assessment

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Short reading assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Language report</td>
<td>10%</td>
</tr>
<tr>
<td>Field assignment</td>
<td>15%</td>
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<tr>
<td>Conference abstract</td>
<td>5%</td>
</tr>
<tr>
<td>Research paper &amp; presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Revised abstract</td>
<td>5%</td>
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</table>

- **PARTICIPATION:** This is crucial in a graduate seminar. You are required to attend every class, come to class prepared, having completed the assigned readings, assignments, etc., and actively participate in class discussions on a regular basis.

- **SHORT READING ASSIGNMENTS:** Throughout the semester, you will complete a variety of short assignments based primarily on our readings, which may include preparing discussion questions, drafting research questions, leading discussions, etc. Short assignments may also relate to your field assignment, research papers, or abstracts. Some of these assignments may be completed in class and other will be uploaded to Moodle before class. Short reading assignments will be announced in class and posted on Moodle.

- **LANGUAGE REPORT:** You will examine a/some grammar(s) of a language that you are not familiar with and uncover as much as you can about the temporal/aspectual system of that language. You will present your findings to the class as a brief presentation in Week 6 (date TBD). Further details will be provided.

- **FIELD ASSIGNMENT:** You will conduct some fieldwork in order to uncover some facts about the temporal/aspectual system of that language. You will present your findings in class on March 9 (Week 9), focusing on the generalizations that emerged in your data, as well as reflections on the data collection process. We will discuss collecting and presenting data in Week 6 (date TBD). You will also be required to complete a Research Ethics Assessment/Assignment prior to data collection. Further details will be provided.

- **RESEARCH PAPER AND PRESENTATION:** You may choose any topic related to the study of temporal/aspectual systems. You are welcome (though you are not required) to develop your language report or field assignment for this paper. You are welcome to focus on an area of research relating to temporal/aspectual systems that we did not cover in this course. Your paper can be based on data you collect, or data published in the literature. Your paper must make an original contribution (i.e., it cannot be limited to a summary of the literature). Papers are due by 9am Monday May 4 (Finals Week). Prior to submitting your paper, you will give an in-class presentation of your research on April 27 (Week 16). Further details will be provided.

- **CONFERENCE ABSTRACT AND ABSTRACT REVIEW:** We will discuss conference abstract writing in class. You will then write a conference abstract of your research paper (1 page single-spaced, 10-12 point font, 1 inch margins, plus up to an additional page of data and references) and upload it to Moodle in Week 12 (date TBD). We will have an in-class abstract review session on April 6 (Week 13) where we discuss each of your abstracts as a group and provide feedback to each other. You are required to download all the abstracts from Moodle, read them, and prepare your feedback before the review session.

- **REVISED ABSTRACT:** Based on abstract review session feedback, and presentation feedback, you will revise your abstract and submit it along with your paper by 9am Monday May 4 (Finals Week).
Grading criteria

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>83-86%</td>
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<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69%</td>
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<td>D</td>
<td>63-66%</td>
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<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>Below 60%</td>
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</table>

Readings

- The required readings for this course (articles and book chapters) will be available online, in the Mansfield Library, or downloadable from our course Moodle site. See the schedule and reading list for details.

Library reserves

- This course has a Course Reserves webpage. Go to the main page of the Mansfield Library website [http://www.lib.umt.edu](http://www.lib.umt.edu) and in the Search window click on the Course Reserves tab. You can search by my name, course ID, course name, or item title. Books on reserve for this course are available from the Information Center on the main floor of the library (Level 3).

Other resources

- Other resources and relevant material may be introduced throughout the semester. You are always welcome to speak to me about advice on additional materials to consult.

- You will be expected to find resources related to tense and aspect throughout the course which you will use for reports, assignments, research projects and in class discussions. When you come across resources that you think the class would benefit from, please let me know and I will post them on Moodle when possible.

- If the library does not own a resource that you are looking for, you can request it through Interlibrary Loan (ILL).

Course Policies and Procedures

- **ATTENDANCE:** You are expected to attend every class and be an active participant. Unexcused lateness or absences will result in deductions to your grade. You are responsible for any missed material.

- **RESPECT YOUR CLASSMATES:** Arrive to class on time. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, be courteous and avoid being disruptive. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), inform me as soon as possible.

- **STUDENT CONDUCT CODE:** You are expected to be familiar with the [University of Montana Student Conduct Code](http://www.umt.edu/studentlife/behavior), which is downloadable from the [Community Standards webpage](http://www.umt.edu/studentlife/behavior). You are also expected to be familiar with the University of Montana Academic Policies and Procedures, which can be found on the [Academic Policies and Procedures webpage](http://www.umt.edu/studentlife/behavior).

- **E-MAIL:** Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Check your UM e-mail account often. **You are responsible for ensuring that you are able to receive any course information circulated by e-mail.**

- **TECHNICAL REQUIREMENTS:** Using the Moodle learning environment requires your computer to be set up to view and download documents (.pptx, .ppsx, .docx, .pdf), webpages, etc. More information can be found on the [UMOnline student support website](http://www.umt.edu/studentlife/technology). Contact UMOnline for assistance: 406-243-4999 or toll-free 866-225-1641; [UMOnline technical support e-mail address](http://www.umt.edu/studentlife/technology).

- **SUBMITTING GRADED WORK:** Unless otherwise noted, assessed work must be uploaded to the relevant section of Moodle as .pdf or .docx files.

- **COURSE ACCOMMODATION:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](http://www.umt.edu/studentlife/disability). If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. If you are already working with Disability Services your responsibilities are to contact me as soon as possible to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the [Disability Services for Students](http://www.umt.edu/studentlife/disability) website.
• **Cultural and Ceremonial Leave** (see Academic Policies and Procedures) "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”

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**Academic Honesty**

• All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students must be familiar with the Student Conduct Code.

• You are welcome (and encouraged!) to work together with classmates, but you must write up your submitted work on your own.

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**UM Writing and Public Speaking Center**

The University of Montana Writing and Public Speaking Center provides one-on-one tutoring to students from any discipline, and at any level, as they write or prepare presentations for any course. Welcoming all students, the center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about the center, visit their website.

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**Basic Needs**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources:

• The UM Food Pantry is located in UC 119. Emergency food for students can be accessed from there and from satellite food cupboards across campus.

• The ASUM Renter Center offers information, support and referrals for UM students at risk of homelessness or food insecurity.

• **TRiO Student Support Services** serves UM students who are low-income, first-generation college students, or have documented disabilities. Services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility online.

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**Proposed Schedule (subject to change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 13</td>
<td>Introduction and overview</td>
<td>(For some background reading: Comrie 1985 [CH1 §1.1-1.7 p.1-26]; Comrie 1967 [Introduction §0.1-0.3 p.1-13], or any overview of tense and aspect)</td>
</tr>
</tbody>
</table>
| 2    | TBD    | No class Jan 20 (MLK Day); Rescheduled class TBD | Tense/Temporal relations
No class Jan 20 (MLK Day); Rescheduled class TBD
Tense/Temporal relations
Comrie 1985 [CH2 p.36-55]; Reichenbach 2005 [1947] [p.71-72]; Botne 2012 (further reading: Smith 2009) |
<p>| 3    | Jan. 27 | “Lexical” and grammatical aspect: a first look | Vendler 1967; Comrie 1976 [CH1 p.16-40]                                  |
| 5    | Feb. 10 | Perfect aspect                        | Comrie 1976 [CH3 p.52-65]; Kiyota 2006; Vander Klok &amp; Matthewson 2015 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>TBD</td>
<td>No class Feb 17 (Presidents' Day); Rescheduled class TBD</td>
<td>Language Reports: Dahl 1985 [p.44-50; Appendix]; Bar-el 2015</td>
</tr>
<tr>
<td>7</td>
<td>TBD</td>
<td>No class Feb 24; Rescheduled class TBD</td>
<td>Field methodologies: Jóhannsdóttir 2011 [§2.2 p.41-65; §3.4-3.7 p.96-127]; Choi 2015; Andreotti 2018 [CH3-4, p. 25-54]</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 2</td>
<td>A closer look at states</td>
<td>Focus on: actionality in Bantu: Crane &amp; Persohn 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-culminating accomplishments</td>
<td>Non-culminating accomplishments: Tsujimura 2003; Arunachalam &amp; Kothari 2011; Soh &amp; Kuo 2005</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 9</td>
<td>Field assignment presentations</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar. 16</td>
<td></td>
<td>Spring Break – No Class</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 23</td>
<td>Abstract writing</td>
<td>Abstract writing: LSA 2020 call for abstracts; LSA webinar “How to convince in a page”</td>
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<tr>
<td></td>
<td></td>
<td>“Tenselessness”</td>
<td>“Tenselessness”: Hayashi &amp; Spreng 2005; Dery 2009</td>
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<tr>
<td>12</td>
<td>Mar. 30</td>
<td>Guest talk: Bastian Persohn (University of Hamburg)</td>
<td>Abstracts deadline TBD</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 6</td>
<td>Abstract review session</td>
<td>Abstract review session: Class abstract submissions</td>
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<tr>
<td></td>
<td></td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 13</td>
<td>Acquisition of temporal/aspectual systems</td>
<td>Acquisition of temporal/aspectual systems: Wagner 2010; van Hout 2008; Bardovi-Harlig 1998</td>
</tr>
<tr>
<td>15</td>
<td>Apr. 20</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>16</td>
<td>Apr. 27</td>
<td>Student research presentations</td>
<td>Student research presentations: Course wrap-up</td>
</tr>
</tbody>
</table>

*Some readings may be removed and additional readings may be assigned. They will be available online, in the library, or posted on Moodle. You are expected to consult additional resources relating to your chosen research topics.*

**Readings (additional readings may be assigned during the semester)**


LSA 2020 Call for Abstracts. https://www.linguisticsociety.org/content/call-abstracts-lsa-2020-annual-meeting
LSA webinar on “Abstract Writing: How to Convince in a Page” https://www.linguisticsociety.org/resource/webinar-abstract-writing-how-convince-page [focus on 8:06-1:10:30]