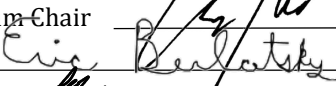
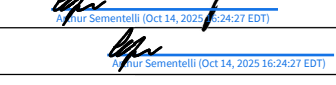
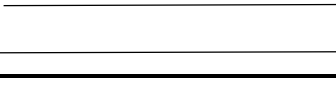


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Languages, Linguistics & Comparative Lit. College Arts & Letters (To obtain a course number, contact erudolph@fau.edu)			
Prefix LIN Number 6137	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title TYPOLOGY	
Credits (See Definition of a Credit Hour) 3 credits	Grading (Select One Option) Regular ☒ Sat/UnSat ☐	Course Description (Syllabus must be attached; see Template and Guidelines) This course is a graduate introduction to the field of linguistic typology, focusing on the study of the shared structural features of the world's languages and their classification according to their differences and similarities.		
Effective Date (TERM & YEAR) SPRING 2026				
Prerequisites Graduate standing. <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here Edith A. Moravcsik, Introducing Language Typology. Cambridge University Press, 2013.		
Faculty Contact/Email/Phone DR. MARTHA MENDOZA, mmendoza@fau.edu		List/Attach comments from departments affected by new course		

Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean _____ UFS President _____ Provost _____	Date 8/25/25 9-22-25 09/22/2025 10/14/2025 10/14/2025 10/14/2025 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



FLORIDA ATLANTIC UNIVERSITY

LIN 6137-001

TPOLOGY

Date: TBD

Building: TBD Room: TBD

3 Credit(s)

Spring 2026 - 1 Full Term

Instructor Information

Martha Mendoza

Email: mmendoza@fau.edu

Office: CU 282

Office Hours: WF 12:30 pm-2:00 pm

Messages: 561-297-3860

Course Description

This course is a graduate introduction to the field of linguistic typology, focusing on the study of the shared structural features of the world's languages and their classification according to their differences and similarities.

Prerequisites/Corequisites

Prerequisite(s):

- Graduate standing

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Introducing Language Typology

Author: Edith A. Moravcsik

Publisher: CAMBRIDGE UNIV PRESS.

Edition: 2nd (2013).

Other readings to be distributed via Canvas (no cost to students):

1. Bowerman, M., & Choi, S. (2001). Shaping meanings for language: Universal and language-specific in the acquisition of semantic categories. In M. Bowerman & S. Levinson (Eds.), *Language acquisition and conceptual development* (pp. 475-511). Cambridge: Cambridge UP.
2. Heine, B. (1997). *Cognitive foundations of grammar* (pp. 131-146). Oxford: Oxford UP.
3. Katamba, F. (1989). Phonological processes. *An introduction to phonology* (pp. 79-97). London and New York: Longman.
4. Maddieson, I. (2011). Typology of phonological systems. In J. J. Song (Ed.), *The Oxford handbook of linguistic typology* (pp. 532-548). Oxford and New York: Oxford UP.
5. Mithun, M. (1984). The evolution of noun incorporation. *Language*, 60(4): 847-894.
6. Rogers, H. (2010). Writing systems. In K. Malmkjaer (Ed.), *The Routledge linguistics encyclopedia* (pp. 554-561). 3rd ed. London and New York: Routledge.
7. Wischer, I. (2006). Grammaticalization. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (pp. 129-136). Amsterdam: Elsevier.
8. Woll, B. (1990). Sign language. In N.E. Collinge (Ed.), *An encyclopedia of language* (pp. 397-425). London and New York: Routledge.

Course Objectives/Student Learning Outcomes

Upon successful completion of this course:

1. Students will become familiar with the theoretical methods and technical terminology of linguistic typology.
2. Students will gain an awareness of how its conceptual tools are employed in the analysis of a wide range of lexical, phonological, and morpho-syntactic phenomena.
3. Students will acquire an understanding of how linguistic theory is applied in comparing and contrasting different languages.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Grading Criteria

Class participation (total 20%)

Regular attendance is important for your progress in the class and to be able to actively participate in class discussions. The student's active and informed class participation is expected and will be evaluated as part of the final grade. Therefore, you are responsible for having read all assigned readings prior to class.

Oral Presentations (total 20%)

Each student will be responsible for doing two (2) oral presentations during the semester:

For the first presentation, you will be responsible for leading the discussion (of an assigned chapter section or other text) in one of our classes. The day of your presentation, you are expected to come prepared and also bring additional material (such as an article related to the topic being covered, an excerpt from a video, etc.) that will complement the topic of your presentation.

In addition, every student will do a second oral presentation on the topic of their final paper.

For more directions on this area of the course, you may consult the rubric for oral presentations posted on Canvas.

Written Reports (total 25%)

There will be four (4) written reports on selected course readings. You are free to choose what course reading your report will cover. The length should be about 5 pages. Submit all reports in APA format and include a formal bibliography of any sources used, including our textbook, using the CANVAS course site.

Further instructions for the reports are found on the guide for written reports posted on Canvas. To get the best possible grade on your paper, make sure to follow this format closely.

Proposal and outline of final paper (total 10%)

By the 8th week of classes, each student will submit the following items: (1) A proposal (a description in prose) of their chosen topic for the final paper, (2) An outline (skeleton) of the paper with a title and titled (sub-)sections, and (3) A bibliography of no less than 10 references on a separate page, using APA style guidelines.

Final paper (total 25%)

The length of the final paper to be turned in should be about 15-18 pages (including bibliography).

Final papers are due on April 30.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical

standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

You are expected to attend class every day and to arrive on time. You are allowed **2 absences** in the semester without penalty. Every absence in excess of the 2 absences allowed will lower your final grade by one-percentage point (for example, from 89% to 88%).

You should also keep in mind that, when you are not in class for whatever reason, you cannot participate, and your participation grade will suffer as a result.

Official university policy recognizes certain categories of absence as "excusable," upon the presentation of **sufficient and proper documentation** to the course instructor. The following are the most commonly recognized categories of "excusable" absence:

*Observance of religious holidays. *Military service or other military obligations. *Urgent doctor's visits or medical emergencies, including severe contagious illness (such as influenza or covid-19) for which you are under a doctor's care and have proper medical documentation. *Jury duty and/or other court-related appearances. *Documented appointment requiring your in-person appearance at a government embassy, consulate, or other official government office. *Prior approved and properly documented University-

sponsored activities (athletic, academic, student government, musical and theater performances, and debate activities, etc.).

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Grade	Percentage (%)
A	94 – 100%
A-	90 – 93%
B+	88 – 89%

B	84 – 87%
B-	80 – 83%
C+	78 – 79%
C	74 – 77%
C-	70 – 73%
D+	68 – 69%
D	64 – 67%
D-	60 – 63%
F	0 – 59%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late Assignments Policy:

Written reports are due on the announced due date. Late assignments may be accepted only if there is a certified just cause, such as illness, jury duty, or accident (see also Attendance policy above), **upon prompt and proper documentation**. You must present the

required documentation to your professor as soon as possible, ordinarily **by the next scheduled class meeting**.

Oral presentations are to be completed on the announced due date. Be aware that, once an oral presentation has been scheduled, we cannot change or postpone the date of the presentation since this is detrimental to our learning objectives and the corresponding delivery of the course material.

Make-up Policy for Tests and Quizzes:

Make-ups for missed tests or quizzes will be given only if there exists a certified just cause (at instructor's judgment), such as illness, jury duty, or accident (see list provided above under Attendance Policy), **upon prompt and proper documentation**.

For any make-up, you must present the required documentation to your professor as soon as possible but no later than the following class meeting (unless there are extenuating circumstances).

Incomplete Grade Policy:

The University policy states that a student who is passing a course but has not completed all work **due to exceptional circumstances**, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor and is allowed only if the student is passing the course and has completed at least 80% of course work.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [[Policy 12.16 Artificial Intelligence](#)]

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific to This Course

AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

WEEK 1 (1/14) ----

Course presentation; introduction to typology;
sign-up for oral presentations

WEEK 2 (1/21) ----	What is language typology? Goals and tools of typology Lexical typology: Intro; body-parts; kinship terms <u>Readings</u>: (1) Chapter 1 of textbook (ILT); (2) Ch. 2 of ILT (pp. 25-39)
WEEK 3 (1/28) ----	Lexical typology: Pronouns; numerals; antonymic adjectives; colors <u>Readings</u>: (1) Heine's chapter Beyond Grammar; (2) Ch. 2 of ILT (pp. 39-63)
WEEK 4 (2/4) ----	Syntactic typology: Intro; the choice of words and word forms; resumptive pronouns; accessibility hierarchy; classifiers; mass vs. count nouns; agreement; controller hierarchy <u>Readings</u>: Ch. 3 of ILT (pp. 65-86) <i>Oral presentations begin</i> Written report 1 due
WEEK 5 (2/11) ----	Syntactic typology: Government; alignment systems; the order of words; correlation pairs; heads vs. dependents; OV vs. VO languages; syntactic categories <u>Readings</u>: Ch. 3 of ILT (pp. 86-107) <i>Oral presentations</i>
WEEK 6 (2/18) ----	Morphological typology: Intro; analytic vs. synthetic structures; stems vs. affixes; case markers (declensions); prefixes vs. suffixes vs. circumfixes vs. infixes; noun incorporation <u>Readings</u>: (1) M. Mithun's article The Evolution of Noun Incorporation; (2) Ch. 4 of ILT (pp. 109-122) <i>Oral presentations</i>
WEEK 7 (2/25) ----	Morphological typology: Syncretism; reduplication (duplifixes); zero morphemes; marked vs. unmarked elements; order of morphemes; Relevance Principle;

inflectional vs. derivational affixes; morphological categories

Readings: Ch. 4 of ILT (pp. 122-147)

Oral presentations

Written report 2 due

WEEK 8 (3/4) ----

Phonological typology: Intro; consonant and vowel harmony; syllabic consonants; allophones; manner and place of articulation; voicing; assimilation

Readings: (1) I. Maddieson's chapter Typology of Phonological Systems; (2) Katamba's chapter Phonological Processes; (3) Ch. 5 of ILT (pp. 149-163)

Oral presentations

Outline and proposal of final paper due

WEEK 9 (3/11)

SPRING BREAK

WEEK 10 (3/18) ----

Phonological typology: Neutralization; order of sounds; sonority hierarchy; resolvability; stress placement; markedness relations; phonological categories

Readings: Ch. 5 of ILT (pp. 163-176)

Oral presentations

WEEK 11 (3/25) ----

Phonological typology: Writing systems; sign languages; shared properties of sign languages; shared properties of sign and spoken languages

Readings: (1) Rogers' chapter on Writing Systems;

(2) Woll's chapter on Sign Language; (3) Ch. 5 of ILT (pp. 176-191)

Written report 3 due

WEEK 12 (4/1) ----

Typologies of language change: Intro; historical change; articles; grammaticalization; word order change (SOV, SVO, ...); correlation pairs and their evolution; first-language acquisition; overextension; frequency effects

Readings: (1) Wischer's chapter on Grammaticalization;
(2) Ch. 6 of ILT (pp. 193-214)

WEEK 13 (4/8) ----

Typologies of language change: Spatial terms; second-language acquisition; contrastive analysis hypothesis; markedness differential hypothesis; structural conformity hypothesis; resumptive pronouns and relativization; relative clauses; accessibility hierarchy; competing motivations

Readings: (1) Bowerman & Choi's chapter: Shaping meanings for language; (2) Ch. 6 of ILT (pp. 214-242)

WEEK 14 (4/15) ----

Explaining crosslinguistic preferences: Intro; explaining language structure; synchrony and diachrony; harmonization; proximization; grammaticalization

Readings: Ch. 7 of ILT (pp. 243-259)

Written report 4 due

Oral presentations

WEEK 15 (4/22) ----

Explaining crosslinguistic preferences: Function; partonomy; taxonomy; markedness; linearization; iconicity; conflict resolution; postscript

Readings: Ch. 7 of ILT (pp. 259-275)

Oral presentations

LAST DAY TO TURN IN FINAL PAPER: April 30th: 11:59 pm

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at

victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

