Preparing for the Final Paper

Ling 390 – Fall 2020

College of Staten Island

Joseph Pentangelo

Final Paper

Most of what we'll be discussing is in the *Final Paper Guidelines* document which can be found on our website!

- Due 11:59pm on 16 December
- ≥1,200 words

That's 300 words less than originally planned!

- Either a review paper or a work of new research
- At least six sources
- At least three sections
- Unified Style Sheet for Linguistics citation format
- Email it to me as an attachment

Sources

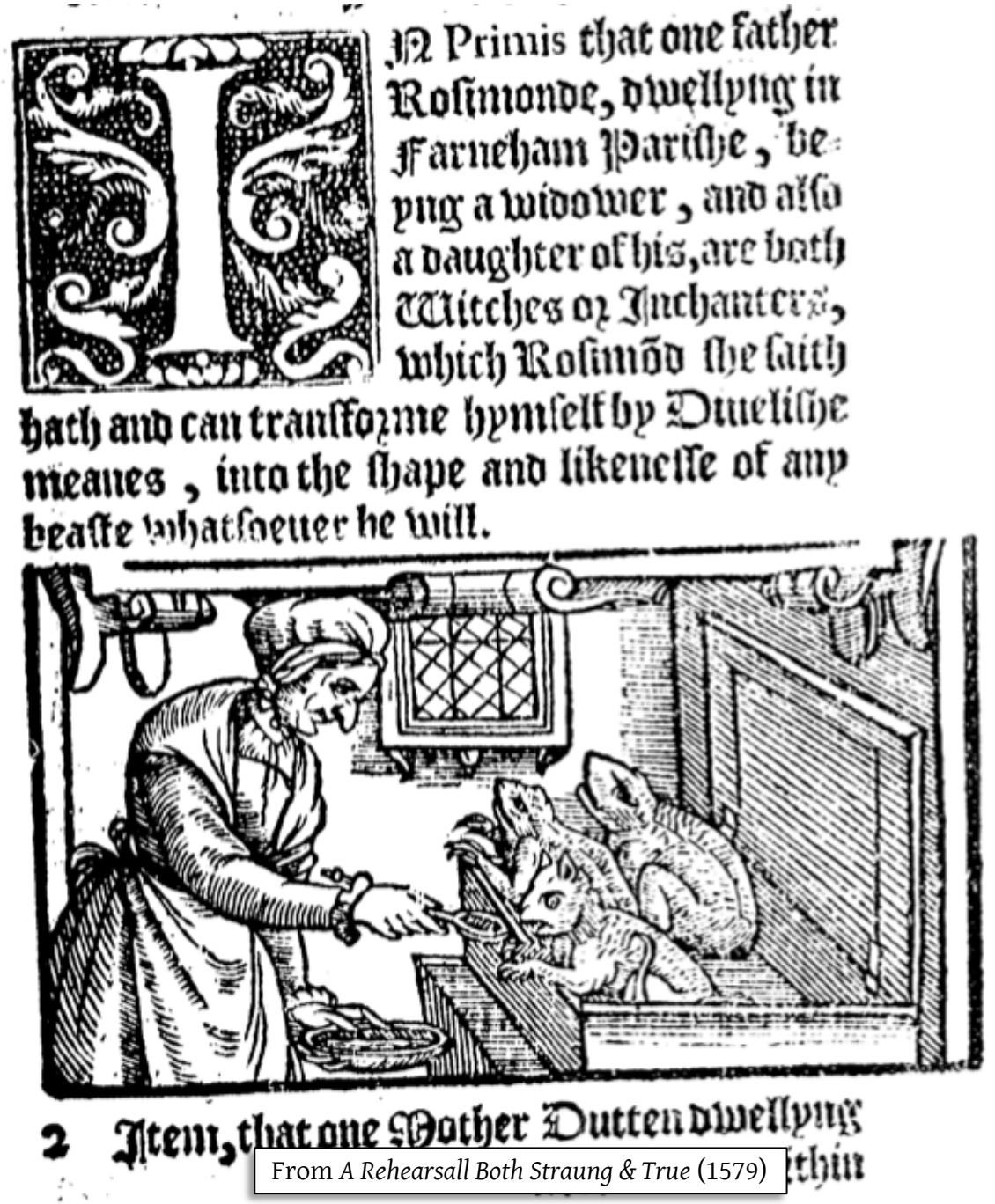
Two types:

- Data (primary sources)
- Analysis (secondary sources)

Data (primary sources)

- You use these as materials for your own inquiry. You don't depend on their own linguistic analyses.
- Do not need to be peer-reviewed.

- The text to the right is not peer-reviewed.
- It can be used to talk about the instability of <i>, <y>, and <e> in Early Modern English, as seen in *dwellyng*, *beyng*, *inchanters*, *hymself*, and *divelishe*.


IN Primis that one father Rosimonde, dwellyng in Farneham Parishe, beyng a widower, and also a daughter of his, are both Witches or Inchanters, which Rosimõd she saith hath and can transforme hymself by Divelishe meanes, into the shape and likenesse of any beaste whatsoever he will.

2 Item, that one Mother Dutten dwellyng

From *A Rehearsall Both Straung & True* (1579)

Analysis (secondary sources)

- Any sources that make linguistic claims must be reputable. They should be peer-reviewed.
- Use the NYPL, CSI's library, or (if you're good at it) Google Scholar.
- Do not just Google to find articles!
- Do not use Wikipedia (except as a finding guide)!
- Some good dictionaries: Oxford English Dictionary, Online Etymology Dictionary, urbandictionary.com, and even Wiktionary (for English).

KANIEN'KEHA / MOHAWK INDIGENOUS LANGUAGE REVITALISATION EFFORTS IN CANADA

GRACE A. GOMASHIE *University of Western Ontario*

ABSTRACT. This paper gives an overview of ongoing revitalisation efforts for Kanien'keha / Mohawk, one of the endangered Indigenous languages in Canada. For the Mohawk people, their language represents a significant part of the culture, identity and well-being of individuals, families, and communities. The endangerment of Kanien'keha and other Indigenous languages in Canada was greatly accelerated by the residential school system. This paper describes the challenges surrounding language revitalisation in Mohawk communities within Canada as well as progress made, specifically for the Kanien'keha / Mohawk language.

EFFORTS DE REVITALISATION LINGUISTIQUE DE LA LANGUE MOHAWK / KANIEN'KEHA AU CANADA

RÉSUMÉ. Cet article offre une vue d'ensemble des efforts de revitalisation linguistique réalisés pour préserver la langue mohawk / kanien'keha, une des langues autochtones les plus menacées au Canada. Pour la communauté mohawk, cette langue constitue une part fondamentale de la culture, de l'identité et du bien-être des individus, des familles et des communautés. La mise en péril de la langue mohawk / kanien'keha et des autres langues autochtones au Canada a été grandement accentuée par le système de pensionnats autochtones. Cet article explore les défis inhérents à la revitalisation de la langue en cours dans les communautés mohawks au Canada et les progrès réalisés, particulièrement en ce qui a trait à la langue mohawk / kanien'keha.

WHY SAVING ENDANGERED LANGUAGES IS IMPORTANT

Linguists estimate that at least half of the world's 7,000 languages will be endangered in a few generations as they are no longer being spoken as first languages (Austin & Sallabank, 2011; Krauss, 1992). Krauss's (1992) global outlook for languages in crisis indicated that about 50% of the world's languages will be extinct in this century as they are not being learned as first languages. Speakers of threatened minority languages face enormous pressure to switch to

A peer-reviewed paper.

Phonosemantics Links

Margo's Magical Letter Page

General
* A Site Map
* Dictionary of English Sound
* My Dissertation

Offer your Opinions
* Your Linguistic Intuitions?
* Poll for the More Experienced

Background
* Theoretical Background
* Experiment
* Myth and Culture

Phonosemantic Experiments
* Dictionary of English Sound
* Phonosemantic Dictionary
* Invented Definitions (Results)
* Bias in the Labials
* Strung out /str/
* Amen
* Russian and English Place Words
* Comparison of Classifications
* Syllables
* Inversions
* Take
* Outrageous /r/
* Comparison of /l/ and /r/
* B vs. Random Words
* B vs. L
* Cross-Linguistic /S/

Sound Meaning in Classes
* People, People, People!
* Fire
* Animals
* Down, Forced and Round

Just for Fun
* Dr. Suess
* Sound Silliness
* Archetypes
* The Hidden Meaning in Your Name

Further Research
* Bibliography
* Annotated Bibliography
* Sound Symbolism Literature Review
* Quotations
* Linguistic Methodology

What the Letters Mean
* English Consonants
* Phonetic Features
* Mystical Letter Meanings

Margo's Magical Letter Page

Sound Symbolism, Phonosemantics, Phonetic Symbolism, Mimologics, Iconism, Cratylus
Ideophones, Synaesthesia
The Alphabet, The Word

by Margaret Magnus
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In the Beginning...

Welcome! Welcome, reader!
To my Magical Letter Page
To a few of the hidden mysteries
Of the mighty English Word!

I read dictionaries. And I write dictionaries. It was an occupation which seemed initially thrust unfairly upon me by financial necessity, one which over the years I have come to love deeply, one which I now practice fervently at my economic peril. It has taught me to experience words and language quite literally as living beings, as beings who outlive each of us, who are recording within their very selves the patterns of our thoughts, as beings who care a great deal how they are employed. I wander into their dominions ever more deeply moved, ever more faithful that there is after all a reason behind this chaos of experience.

I have come closest to this mysterious encounter with the Word by spending time within speech sounds and their relationship to the meanings of the words which they form. I am not a lone wanderer in this particular forest. I count among my more prominant predecessors none less than the gods! Consider the words of Odin:

From the Old Norse, Poetic Edda, Wotanasaga (ca. A.D. 1200)

Something else entirely.

Bloodied for Odin,

Citation

- What is this “USS standard”?
  - Unified Style Sheet for Linguistics, linked on our website, developed by the Linguistic Society of America.
- Key elements:
  - In-text citation include surname, year, and page number.
  - Those are matched to a citation in the references list.
  - Reference list citation includes author name, year, title, and more (depending on type of source).

In-tex Citation

From Berez-Kroeker et al. 2018

While the Bird and Simons (2003) position paper has been instrumental in defining the field's values toward digital data – its stated aim is to build consensus around broad principles of best practices – it stops short of providing actual guidelines for implementing those practices. Instead, the authors ask the linguistics community to engage in discussion, "[to] lead to deeper understanding of the problems with current practice ... and to greater clarity about the community's values" (Bird and Simons 2003: 558).

How many papers are cited in this paragraph?

Why is it cited once without page numbers, and then later with page numbers?

What's up with the [brackets]?

What's up with the ... ellipsis?

References List Citation

From Berez-Kroeker et al. 2018

Bird, Steven & Gary Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79. 557–582.

Lastname, Firstname & Firstname Lastname. Year. Title of the article. *Journal* volume. Start–end.

Notice that elements are separated by periods.

The page span shows the length of the whole article, not just the parts that are quoted!

Citation

From Berez-Kroeker et al. 2018

In text

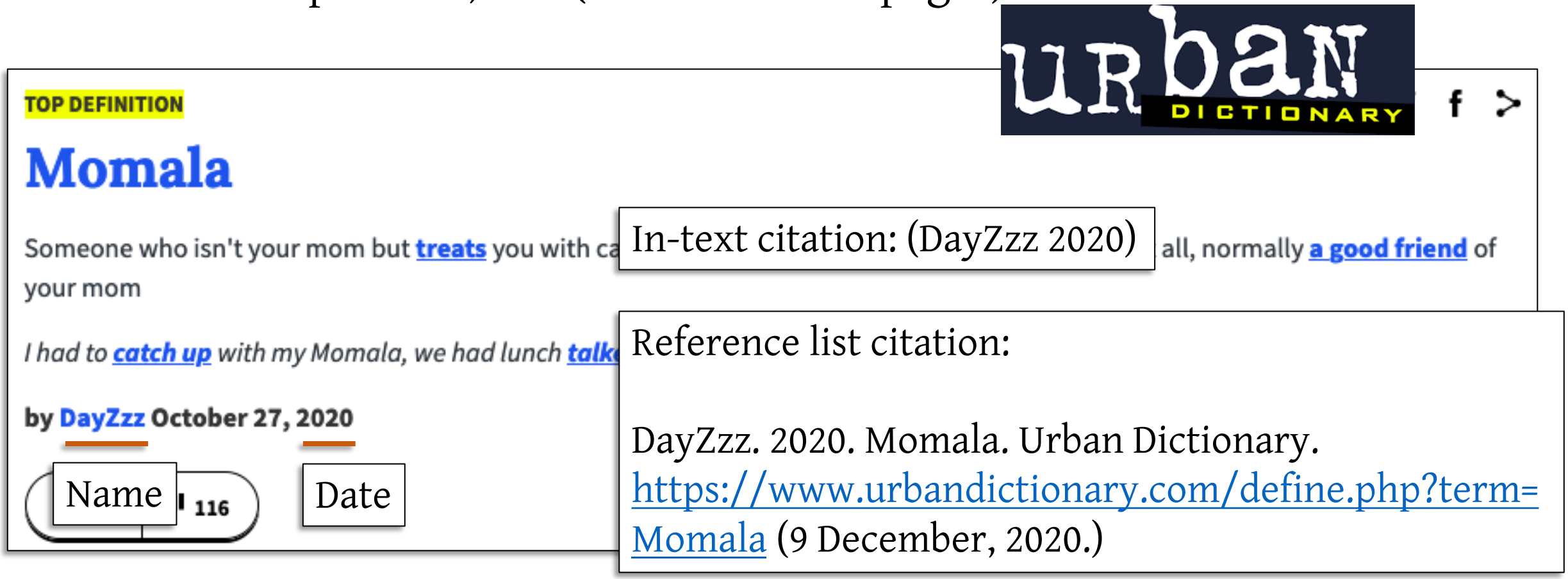
While the Bird and Simons (2003) position paper has been instrumental in defining the field's values toward digital data – its stated aim is to build consensus around broad principles of best practices – it stops short of providing actual guidelines for implementing those practices. Instead, the authors ask the linguistics community to engage in discussion, "[to] lead to deeper understanding of the problems with current practice ... and to greater clarity about the community's values" (Bird and Simons 2003: 558).

References list

Bird, Steven & Gary Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79. 557–582.

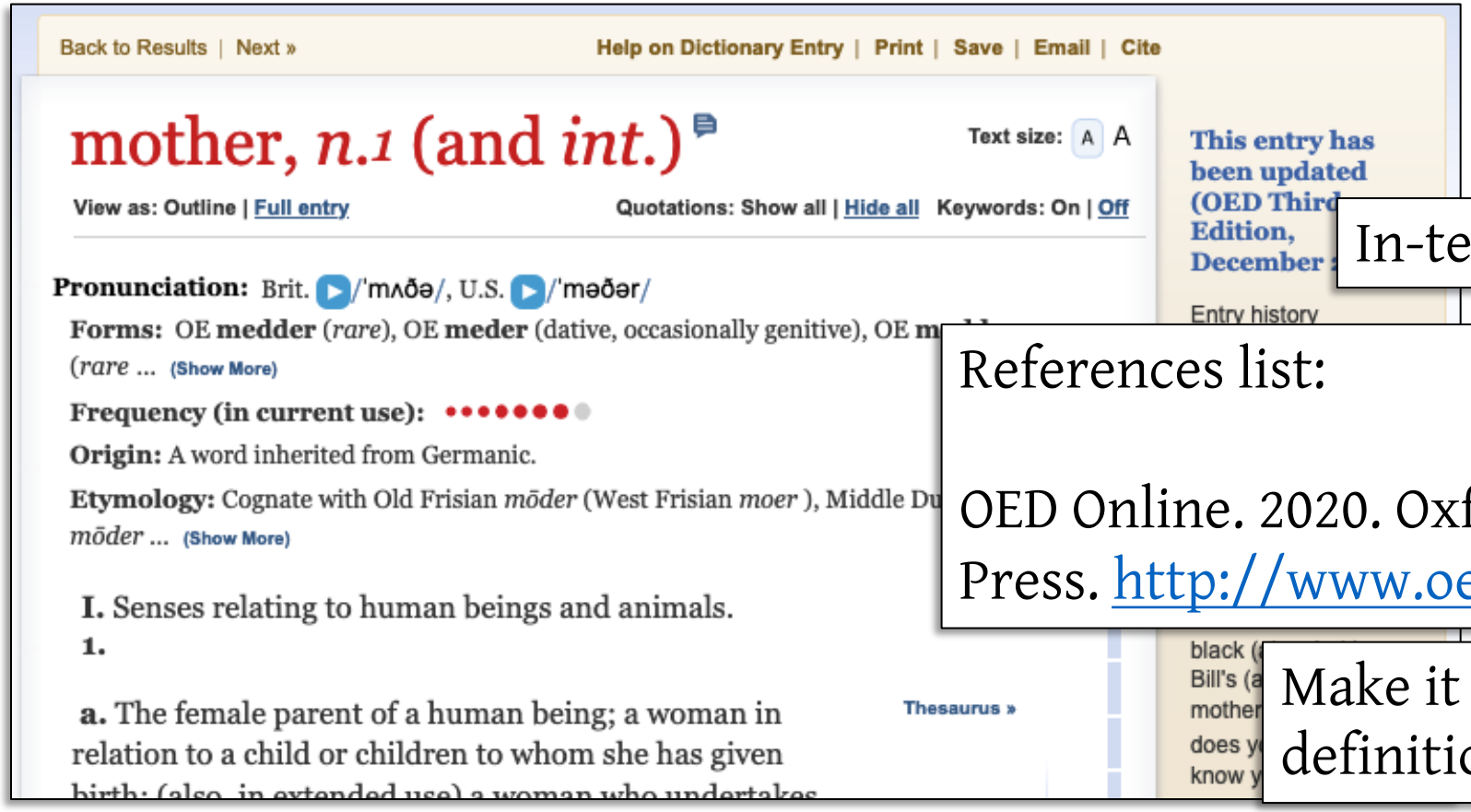
Citing other kinds of sources

As much as possible, cite (Surname date: pages).



Citing other kinds of sources

As much as possible, cite (Surname date: pages).



OED
Oxford English Dictionary
The definitive record of the English language

In-text: (OED Online 2020)

References list:

OED Online. 2020. Oxford: Oxford University Press. http://www.oed.com/ (9 December, 2020.)

Make it clear in the text which definitions you looked up!

Citing

- Questions?

Software

- Do not use your phones to write this.
- Use Microsoft Word if you have it.
- If not, use Google Docs.
- If you hate Google, download and use Libre Office.

Sections

- At least three sections: Intro, Body, Conclusion.
- Do not call the body section ‘Body,’ you will get points off.
- The body section(s) should be titled for what’s relevant in them.

Introduction

- Use this section to introduce your topic. Imagine you're discussing this topic with a peer who doesn't know about it, but is interested in learning more. Set the scene for them. What is the basic information? What will you be talking about in the rest of your paper?
- Note that, despite what you may have been taught in other courses, there is no reason to avoid saying "I" in your paper. It's perfectly acceptable to write "I will be discussing..."
- You can use that blog post for this, making any tweaks I suggested!

Body

- This is essentially the bulk of your paper –it's where you provide your review of the literature (if you are writing a review paper), or make your argument.
- Do not actually title this section "Body" in your paper. Instead, give it a name that reflects what's discussed in it.
- Multiple body sections is fine. Feel free to pull from your blog posts here.

Conclusion

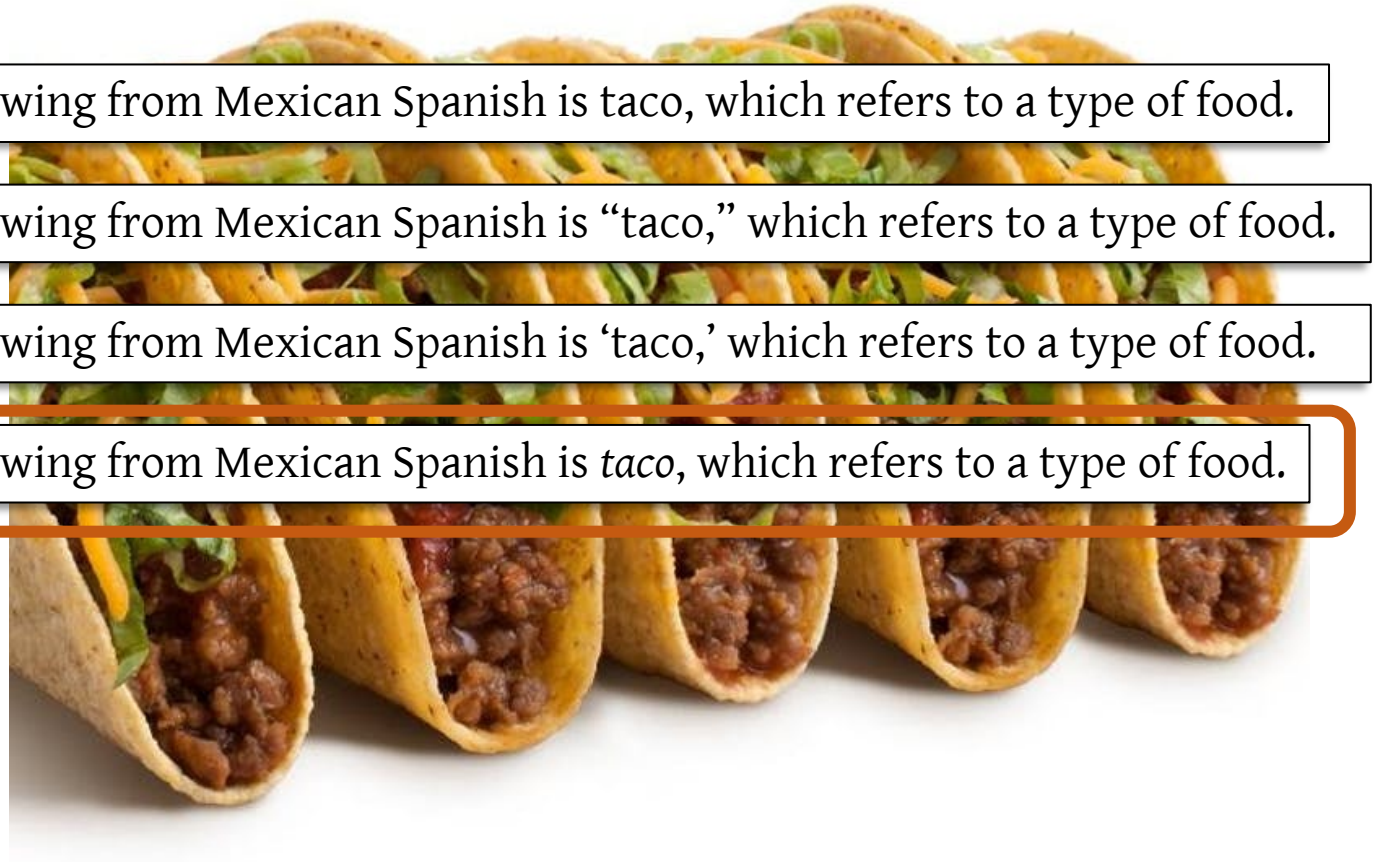
- Wrap up your discussion here.
- Your conclusion should not introduce new information! Tie up loose threads, reflect upon what you've revealed so far, and maybe point to directions for future research.
- Should be approx. as long as your intro.

References

- Refer to the Unified Style Sheet for Linguistics for how to do this.

Field Standards

- How do you get a word count?
- Which is correct:



One borrowing from Mexican Spanish is taco, which refers to a type of food.

One borrowing from Mexican Spanish is “taco,” which refers to a type of food.

One borrowing from Mexican Spanish is ‘taco,’ which refers to a type of food.

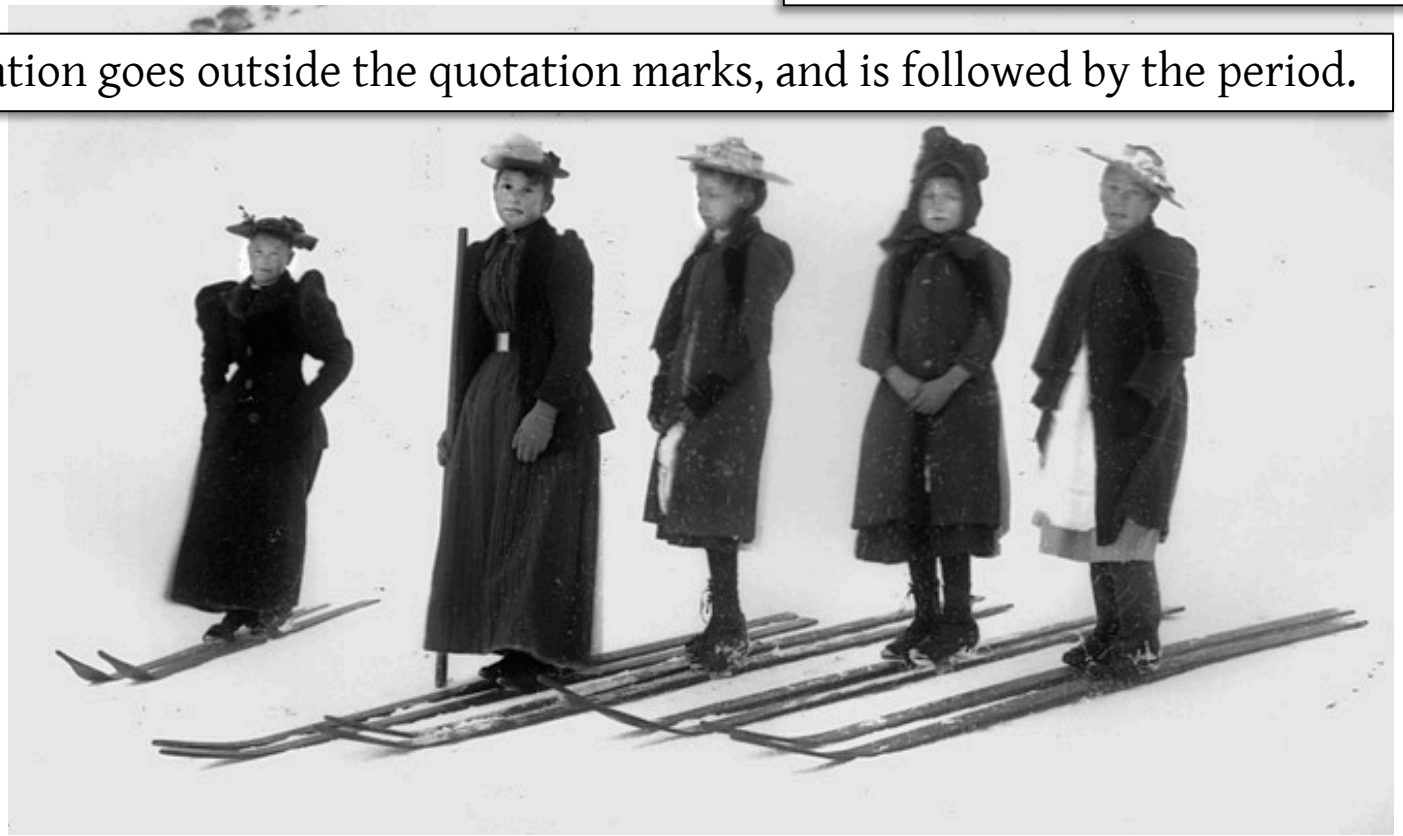
One borrowing from Mexican Spanish is *taco*, which refers to a type of food.

Field Standards

Why is *brick* italicized?

Why is ‘cold’ in single-quotation marks?

One word in New York slang is *brick* ‘cold,’ as used in “It’s brick outside today” (AKACroatalin 2015).

Why is this sentence in regular quotation marks?

Note that the citation goes outside the quotation marks, and is followed by the period.