Introduction to the Slavic Languages
SLAV-T252 14090
Spring 2016
MW 1:00–2:15 pm
Classroom SY 003

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This syllabus is available in alternative formats upon request.

Overview
The Slavic languages form an important subgroup of Indo-European and are spoken from East and Central Europe, through the Balkans, and across northern Asia, and serve as a lingua franca across Central Asia. Its three branches are composed of over a dozen living languages and boast well over 400 million speakers. A range of linguistic approaches allow students to analyze new data, organize them according to varying criteria, and draw conclusions about the development and current state of the Slavic languages. Students acquire foundational concepts in linguistic analysis which they use to analyze a great array of language materials from modern Slavic languages, inductively writing rules which they then test with new data and drawing conclusions about the evolution of languages and the forces which shape them.

However, rather than learn about these “exotic” languages through arbitrary rules, students are given data sets and different tasks to allow them to develop their own rules inductively, and then test those with additional data from other Slavic languages. The course is meant to be a fun and interactive approach to exploring linguistic processes, and hopefully will encourage students to take a full four-skills course in the future. No previous experience with Slavic languages is required, but an active curiosity about how people use and change language will prove to be a plus.

Learning Objectives
After successfully completing this course, students will be able to:
* identify, compare, and contrast a dozen modern Slavic languages, based on their alphabets, phonological systems, lexicons, and verb systems;
* demonstrate the correspondences between the sound systems and writing systems of multiple languages, as well as evaluating the advantages and disadvantages of different orthographic systems;
* apply basic linguistic concepts to analyze and draw conclusions about new data sets;
* describe with examples the types of processes involved in a proto-language developing, changing, and splitting into multiple languages over a millennium and a half;
* explain the processes of borrowing and stylistic variation, which lead to change and variety within a language’s lexicon;
* analyze the complex interaction of political, religious, and social pressures that lead to the establishment of a national language or a liturgical language, as well as to the suppression prohibition of other languages and dialects;
* compare and contrast some features of at least one Slavic language to those of one or more non-Slavic languages that the student knows, in order to judge the difficulty of acquisition for the two or to construct a contrastive grammar; and
* share with an audience work or research on a linguistic feature using field-specific terminology and concepts.

Texts and Materials
Required:
Comrie, Bernard, and Greville G. Corbett, eds. 2002. The Slavonic Languages. New York: Routledge. [Paperback: Amazon: $59.75–$75.78; IU Bookstore: new to buy $__, new to rent $__, used to buy $__, used to rent $__]

Additional articles and materials will be made available through Canvas. Supplemental readings to investigate will be on reserve in the Wells Library. There are also extensive additional resources listed in this syllabus.
Course Policies

Attendance
Successful learning is a cumulative process which requires diligent preparation and active participation. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will not only seriously affect your participation grade, but will also affect your performance on tests, quizzes, and homework. By missing class or coming to class unprepared, you are less likely to learn the material, you will be unable to participate fully in that day's lesson, you will require increasingly more time to do your homework, you will be unable to achieve your own learning goals, and you will deprive your classmates of opportunities to learn as well. With each absence your attendance and participation grades and understanding of the material will be seriously affected.

Daily grades are assigned to encourage steady, consistent effort. Class attendance and diligence in completing homework assignments are the most important components in studying any subject. Tardiness is not acceptable, since the very beginning of class is designed as a crucial part of warming up and reviewing past material. No lateness is acceptable, but lateness of more than five minutes will result in a reduction in your attendance and participation grade; habitual lateness will carry more serious consequences.

Excused absences include death in the family, military orders, religious holidays, or an excuse from your doctor. You should provide your instructor with a photocopy of any excuse for his/her records, and at that time you should show the original to your instructor as well. A list of religious holidays recognized by the university is available on the IU website (http://vpfaa.indiana.edu/forms/index.shtml [scroll down to "Religious Observances"]). A student should notify the instructor of an absence for a religious holiday at the beginning of the semester; notification of any absence should be made to the instructor as soon as possible. A small number of university-related curricular and co-curricular activities may also be excused; contact your instructor as soon as possible to ask if one qualifies.

Participation
Students will receive a participation grade for each class, based on a 0–5 scale:

0 = Did not attend class.
1 = Not prepared for class, does not participate.
2 = Rarely prepared; rarely able to answer when called on, rarely volunteers; does not stay on task during partner/group work.
3 = Usually prepared, but preparation inconsistent; answers when called on; incorporates past and current material when required; willingly participates in class activities; stays on task during partner/group work.
4 = Regularly prepared; answers when called on; willingly participates in class activities; stays on task during partner/group work; makes a conscious effort to incorporate past and current material as much as possible; volunteers answers to open questions (not directed at anyone).
5 = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; actively extends past and current material to relevant contexts beyond the scope of the course; volunteers answers to open questions (not directed at anyone); shares pertinent information; asks questions or volunteers information that is relevant to the class.

Homework
Homework will be assigned for most class meetings. Do your homework each day and be prepared to turn it in and/or discuss it in class. Make every effort to keep up (especially with readings)—it is much easier than trying to catch up! Since completing homework assignments reinforces what you have covered in class that day, prepares you for the next class's activities, and identifies gaps in your understanding, it is crucial to complete it the day that it is assigned. Therefore for every day that an assignment is late, 10% is taken off its grade. If homework is submitted more than three days late, no credit will be given for it. However, it is still in your best interest to complete the assignment and show it to your instructor. He may choose either to look it over or to direct you to classmates so that you can check it by theirs.

E-mail as Official Means of Class and University Communication
E-mail will be the official means of communication for the class. This is in accordance with the University's official policy: 
"Official Indiana University e-mail accounts are available for all registered students. The University reserves the right to send official communications to you by e-mail with the full expectation that you will receive and read these e-mails in a timely fashion. As a student, you are expected to check your e-mail on a frequent and consistent basis in order to stay current with university-related communications. You should also avoid going over quota and missing important messages. NOTE: If you choose to have your e-mail forwarded from your official University e-mail address to another address, you do so at your own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access to e-mail forwarded to any other address, and any such problems will not absolve
students of their responsibility to know and comply with the content of official communications sent to their official IU e-mail addresses."

You will be responsible for checking your e-mail on a very regular (preferably daily) basis in order to receive any updates about the class, assignments, and student-instructor meetings.

Personal Conduct

Plagiarism (representing the work of others as your own) will not be tolerated. While students are encouraged to form study partnerships, each individual student is responsible for his/her own work. According to the IU Code of Student Rights, Responsibilities, and Conduct (http://studentcode.iu.edu/responsibilities/academic-misconduct.html):

3. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

You can also take a plagiarism quiz to make sure you understand (www.indiana.edu/~tedfrick/plagiarism).

In this course, you will be asked to express personal opinions and to talk and write about yourself, your family, and friends. If you prefer, you do not need to discuss or reveal any personal information that makes you uncomfortable or that you do not want to disclose. Feel free to contact your instructor with any concerns.

Discussion of sensitive topics often leads to conflicts of views. It would be difficult to avoid all disagreement on topics about which individuals have strong opinions. As a class, we should come to an agreement about the limits for acceptable behavior. Here are a few ideas to get us started. In this class:
   1. Everyone has a right to be addressed in a respectful manner.
   2. Everyone has a right to be listened to without interruption.
   3. Everyone has a right to feel safe.
   4. No one has a right to threaten, harass, or demean others in the class.

Chewing gum or eating is not acceptable in a discussion class. Soft drinks are allowed, as long as they do not interfere with your ability to speak.

Please turn off and put away cell phones during class. If you must have it on for an emergency (e.g., sick family member), please tell your instructor before class and arrange to sit by the door that day. Any student found text messaging (reading or composing) during class will receive a zero for that day’s attendance and participation grade. Since this is an interactive seminar, it is highly preferable that you not use laptops in class, since students who do tend to miss out on subtle reactions from other students (and of course there is an overwhelming temptation to check e-mail, surf the Internet, etc.). Therefore, laptop use is discouraged. If you need it as an adaptive technology/accommodation, please inform your instructor at the beginning of the course.

From time to time, matters may come up that will require you to stop by your instructor's office. Every attempt will be made to find a mutually convenient time, but the responsibility is ultimately yours. The best way to arrange this is via e-mail. You should be prepared to find some time to meet with your instructor during normal "business" hours. If an emergency arises outside of these hours, please feel free to call your instructor at home (see phone number in the heading of this syllabus).

Tests and Grading

There will be quizzes (if necessary to ensure that students are doing the readings and assignments), two tests (essays and analysis problem sets), and a final written research project with a class presentation to share one's findings. Class participation, including attendance, and written homework also figure into your grade.
Test Corrections and Error Analysis
Taking tests and getting grading feedback is an important part of the learning process. When you get your first two tests back, you will receive a worksheet on how to do test corrections and an error analysis. You will have up to two class meetings to make all corrections, identify why you made them, and submit your corrected, analyzed test to your instructor. (Students earning 90% or higher should submit their corrections and analysis the next class period; students earning below 90% should submit them by the second class meeting after receiving their graded tests.) This will not only make sure that you understand all of the material, but will also make you aware of your patterned mistakes and possible problems in how you are preparing for tests. For your efforts, you can earn up to a third of your points back!

80% Rule
The material and analysis in this course are cumulative. If you don't know what is in Week 5, practically speaking you cannot go on to Week 6 missing this foundation. Thus, 80% is considered to be the minimum mastery level you should achieve to enable you to continue. Less than that puts you in the "C" range or below; while passing, it is not a very solid foundation to build on. So, if you achieve less than 80% on a test, you must see your teacher at least once, privately during office hours, to go over the mistakes you made on your test; this must be done prior to your taking the next test, preferably within a week of getting your graded test back. It is your responsibility to initiate and schedule this appointment. If you fail to meet with your teacher, you will not be allowed to take the next test.

Make-ups of Tests and Projects
There will be no test or project make-ups, except in the case of death in the family, military orders, or an excuse from your doctor showing that you are physically incapable of taking the exam. Observance of religious holidays is considered an excused absence (see Attendance above), but notification should be made to the instructor at the beginning of the semester. Absences on test or presentation days due to a school-related academic event will be considered on a case-by-case basis; they will require documentation from a university official (instructor, advisor, faculty sponsor) and should be announced to the instructor in writing as soon as you know of a conflict.

Calculating the Final Grade
At the end of the semester your final percentage will determine your final grade, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation, in-class assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Homework (assignments [about 15], readings)</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes (as necessary)</td>
<td>30%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Final project</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grades are calculated using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97–100</td>
</tr>
<tr>
<td>A+</td>
<td>88–89</td>
</tr>
<tr>
<td>A-</td>
<td>80–82</td>
</tr>
<tr>
<td>B</td>
<td>78–79</td>
</tr>
<tr>
<td>B+</td>
<td>73–77</td>
</tr>
<tr>
<td>B-</td>
<td>70–72</td>
</tr>
<tr>
<td>C</td>
<td>68–69</td>
</tr>
<tr>
<td>C+</td>
<td>65–67</td>
</tr>
<tr>
<td>C+</td>
<td>60–64</td>
</tr>
<tr>
<td>D</td>
<td>57–59</td>
</tr>
<tr>
<td>D+</td>
<td>54–56</td>
</tr>
<tr>
<td>F</td>
<td>50–53</td>
</tr>
</tbody>
</table>

Homework and Larger Assignments

Daily Homework Formatting, Submission
Assignments must be ready at the beginning of class, since we will usually be sharing the results in pairs or small groups. Important: You must bring a typed copy (single-spaced, 10- or 12-point Times New Roman in Word or Rich Text Format) to class, which you will often share with your partner(s) and then turn in to be graded. You must also upload an electronic copy to Canvas. Make sure to cite your sources (interviews [who, when, where, how], books, websites): for website citations, remember to include the date when you accessed the data. Also make sure to have your name, the course number, the name of the assignment, and the date at the top of the page, as well as a Sources Cited list at the end. Your instructor will provide feedback (corrections, suggestions, questions, comments) which you must address when you get your assignment back, if necessary.

Final Project
These projects are meant to allow you to explore a certain Slavic language in depth or to compare a Slavic language with another (non-English) language that you know. During the course of the semester, you will have short assignments that will help you work through picking a topic, finding materials, planning your research plan, carrying it out, presenting it to class, and ultimately submitting it as a completed product. Your grade will be calculated from a series of assignments (topic, bibliography, update), a class presentation (in Weeks 13 and 14), and a final hard copy submission; these will be graded based on the structuring of your approach to the problem, your search for and use of existing materials, and the thoroughness of your investigation. We will discuss this assignment in depth in class. Final hard copy submissions are due (preferably before) Mon., May 2, 2016, 2:00 pm (the Monday of Finals Week).
**Style Manual**

Since we will be doing a lot of writing in class, it is a good idea for you to follow a style manual in order to be consistent in how you cite works, etc. Different disciplines use different style manuals, so feel free to use the one that your discipline (major) uses. Popular style manuals include: American Psychological Association (APA), Modern Language Association (MLA), The Chicago Manual of Style, The Bluebook, etc. A summary of different style manuals is available on Wikipedia (http://en.wikipedia.org/wiki/Citation). If you don't have a preference or you are not sure, please use the *Chicago Manual of Style*, since it is preferred by the social sciences, which this course falls under. See the section "Academic Citation Format" later in this syllabus for examples and more information.

**Tests and Final Exam**

The two tests will all be a mixture of essays and problem sets, and the tests will be cumulative (“cumulative” in the sense that while they will focus on the most recent material, they will draw from and build upon all previous class discussions, readings, and tests). One good way to prepare for these is to use your syllabus as a study guide, since it contains the main concepts, terms, and questions of the course. You should supplement this with re-reading your class notes and homework, reviewing the readings, as well as taking part in study groups and bringing questions for the class review sessions.

**Academic Misconduct**

As a student at IU, you are expected to adhere to all the standards and policies of the code of academic conduct. Any suspected infractions of this Code will be handled according to the official rules and policies of the University. Penalties for infractions may result in a failing grade in the course or expulsion from the University. If an incident cannot be resolved between the instructor and the student, the matter will be taken to the Dean of Students and the instructor will abide by the decisions reached. See the *Code of Student Rights, Responsibilities, and Conduct* (www.iu.edu/~code) for full information.

**Disability Statement**

Any student who feels he/she may need an accommodation based on the impact of a disability must register with Disability Services for Students first. According to DSS guidelines, only students who have registered their disabilities with DSS are officially eligible for accommodations. When the disability has been registered, the student will receive a letter describing any accommodations necessary which must be presented to the instructor in the first week of classes. Please contact Disability Services for Students at 812-855-7578 in Franklin Hall 006 to coordinate reasonable accommodations for students with documented disabilities. More information is available on the DSS web site (http://studentaffairs.iub.edu/dss/).

**Disclaimer**

All information in this syllabus, including course requirements and daily lesson plans, is subject to change and should not be considered a substitute for attending class or for any information that is provided to you by your instructor.
Academic Citation Format

In citing sources for Perkowski analyses and for your project, you should use proper academic citation format. Here are two style manuals (among several) to choose from. You can choose either, but stick to one throughout the semester.

**MLA STYLE MANUAL**

*Article or chapter in an edited book*

*Article in a scholarly journal*

*Novel (prepared by an editor)*

*Book by one author*

*Wikipedia article*

*Movie*

*Television episode*

*Personal interview*
Holdeman, Jeff. Personal interview by John Smith, September 10, 2015, transcript.

Source (and for detailed explanations and examples): MLA Style Manual (7th ed., 2009)
https://owl.english.purdue.edu/owl/resource/747/06/
https://owl.english.purdue.edu/owl/resource/747/07/
https://owl.english.purdue.edu/owl/resource/747/08/
https://owl.english.purdue.edu/owl/resource/747/09/

**CHICAGO MANUAL OF STYLE**

*Article or chapter in an edited book*

*Article in a scholarly journal*

*Novel (prepared by an editor)*

*Book by one author*

*Wikipedia article*

*Movie*

*Television episode*

*Personal interview*
Holdeman, Jeff, interview by John Smith, September 10, 2015, transcript.

Source (and for detailed explanations and examples): Chicago Manual of Style (16th ed., 2010)
https://owl.english.purdue.edu/owl/resource/717/03/
https://owl.english.purdue.edu/owl/resource/717/04/
https://owl.english.purdue.edu/owl/resource/717/05/
https://owl.english.purdue.edu/owl/resource/717/06/
https://owl.english.purdue.edu/owl/resource/717/07/
Course Projects

These course projects are not meant to be in-depth original research, but rather a chance for you to examine a linguistic topic that interests you and how it plays out in one or more Slavic languages, then figure out how to present the topic in writing and to an audience. These projects also serve to introduce the members of our class to a wide variety of linguistic features and interesting ways that you can study a language.

1. Pick one or more Slavic languages to focus on or compare:
   * East: Russian, Ukrainian, Belarusian, Rusyn
   * West: Czech, Polish, Slovak, Upper Sorbian, Lower Sorbian, Kashubian, Silesian
   * South: Serbian, Croatian, Bosnian, Bulgarian, Macedonian, Slovene, Montenegrin
   * contemporary Church Slavonic (and/or local recensions)
   * historical forms of languages: Proto-Slavic, Common Slavic, Old Church Slavonic, Polabian, Old Novgorodian
   
   Suggestion: You might pick a language you are considering studying in the future, a language from your family heritage, a branch of Slavic to compare; all (or most) Slavic languages to compare and contrast.

   Note: You can either study one language, or you can pick two or more languages and do a comparison study. (Since Comrie and Corbett intentionally does not include any comparative analysis, using C&C to compare two or more languages is easy and is a great use of it as a source and the starting point of a project.)

2. Pick a linguistic feature to examine
   * Sound system (Section 2 of C&C)
     * consonant truncation
     * morphophonemic alternation in a root
     * consonant devoicing
   * Morphology (Section 3 of C&C)
     * nouns
     * noun classes
     * gender
     * pronouns
   * Syntax (Section 4 of C&C)
     * declarative word order (Functional Sentence Perspective)
     * interrogative word order
     * clitics
   * Lexicon (Section 5 of C&C)
     * synonyms
     * lexical field
     * process of borrowing and incorporating foreign words
   * Dialects (Section 6 of C&C)
     * features used to determine dialect regions
     * features of the major dialects
     * one particular dialect of a language
     * border regions between languages and the dialects that inhabit them
     * A feature that is specific to a language
       * Polish nasal vowels
       * Slovene or Serbian/Croatian length and tone
       * Slovak vowels and diphthongs
       * vowel reduction
       * ...*
   * cardinal numbers
   * verbs: motion verbs, verb classes, aspect, ...
   * ...
   * negation
   * reflexives
   * ...
   * style, register, archaisms, etc.
   * ...
   * main dialects of the language and their classification
   * dialect of a certain city
   * ...
   * Church Slavonicisms in Russian
   * vocative case in Czech
   * ...

3. Pick a time period
   * contemporary synchronic situation
   * historical synchronic situation
   * historical (diachronic) development of a feature

4. Sources
   You can use Comrie and Corbett as your basis, and then supplement it as necessary. Good supplements might include a good dictionary and reference grammar. The Wells Library has a massive collection of books on Slavic linguistics, but keep in mind that many of them are very technical or written in other languages. You should keep in mind that going too deep will make it too hard to research (and to explain to class) in the time you have. Make sure that you cite your sources in the text of
your project and include a Works Cited or Sources section at the end. If you want to do something more ambitious, discuss your topic early with your instructor for approval and help.

5. N&M Approach
Warning: Since this is a Natural and Mathematical Sciences (N&M) course, make sure that your project is linguistic analysis (N&M), not socio-linguistic (S&H) or historico-cultural (A&H)! We will discuss the difference between these in class at great length. While social and cultural history are important, and you might choose to give a little background on these, the bulk of your analysis needs to be linguistic (see the list of features earlier in the project description). Your course proposal will ensure that you are on the right track. Some topics will be on the border of these disciplines, so your instructor can help you make sure your approach is N&M. If you are not sure, talk to your instructor.

Some sample topics from past years:
- A Comparison of Ukrainian and Russian Nominal Morphology
- An Introduction to the Modern Dialects of Bosnian, Croatian, & Serbian
- Transliteration and Transcription in Texts from St. Michael’s Ukrainian Byzantine Rite Catholic Church
- French Borrowings in Russian
- Morphophonemic Consonant Alternations in Present Tense Verb Conjugations in the Polish Language
- Polish Dialects: A Brief Overview
- A Comparison of Borrowings in Polish, Kashubian, and Belarusian
- Blends and slouch.ru: Lexical Inventions in Contemporary Russian
- Exploring the Lexical Field of Colors in Slavic Languages

5. Project Grade Components:
a) In-class presentation (35 points)
You will be taking the topic that you have been examining in depth and then presenting it to an audience (our class) that knows little to nothing about the topic. You decide what methods will help them understand it best (handout, PowerPoint, graphics). Your grade will be partially determined by the evaluation sheets that your classmates complete after your presentation, so make sure you do a very good job.

b) Written presentation (65 points)
These will be 5- to 8-page write-ups of your project. (Note: If you are picking one feature in one language that is already covered in Comrie and Corbett, then you will need to supplement it extensively with examples, graphics, or tangential comparisons to other languages, so that you are not just stating everything that their authors wrote.) Since Comrie and Corbett intentionally told their authors not to compare their language with other Slavic languages, this provides you with a lot of room/opportunity to do analysis of your own.

6. Project Timeline:
2) In-class presentations (three each class period):
   * Mon., Apr. 18, 2016
3) Written submission (5–8 pages): due by Mon., May 2, 2016, 2:00 pm
[Note: If you desperately need an extension, contact your instructor right away.]
Resources for Class
There are many, many useful resources for the study of the Slavic languages (some more than others, but very good coverage overall).

Other electronic resources
IPA character picker (just click on the character you need!)
http://people.w3.org/rishida/scripts/pickers/ipa/#main

European word translator
http://ukdataexplorer.com/european-translator/
—type in a word and this will show you a map of Europe with the word in every country's language; we get to focus on the Slavic countries

On-line Dictionaries
These are excellent to consult in a pinch (print dictionaries are usually much more comprehensive) or if you are doing a basic, quick comparison of several languages' lexicons at once (and then electronic is much quicker than print books). This list is very short and incomplete, compared to the resources out there. I will continue to expand this list, and I welcome additions if you find something especially useful. This is just a start.

Google Translate: has most of our course languages; acceptable for basic words
http://translate.google.com

Russian
http://www.multitran.ru

Polish
http://dict.pl

Croatian
http://www.rjecnik.net

For comparison to Slavic: Lithuanian
http://www.anglu-lietuviu.com/

On-line Reference Grammars and Resources
Slavic and East European Language Resource Center
http://slaviccenters.duke.edu/projects/grammars
—Bosnian/Croatian/Serbian, Bulgarian, Czech, Macedonian, Polish, Romanian, Russian, Slovene (also: Romanian)

UCLA Language Materials Project
http://www.lmp.ucla.edu/Default.aspx
—click on "Language Profiles" and select your language and what materials you want, such as "grammar"

Ethnologue
http://www.ethnologue.com/
—profiles of each Slavic language (and most other 5,000+ world languages), with data given in their global linguistic context

European word translator
http://ukdataexplorer.com/european-translator/
—type in a word and it will give you a map of that word in most of the languages of Europe <one of my favorite sites ever!>

Print Dictionaries
IU Wells Library: IUCAT
http://www.iucat.iu.edu/
—The Wells Library has a massive collection of works on Slavic languages, especially dictionaries:
**Other materials**


—free download as a PDF

**PROTO-INDO-EUROPEAN**

**Proto-Indo-European numerals**

http://en.wikipedia.org/wiki/Proto-Indo-European_numerals

**Proto-Indo-European particles**


**Wiktionary: Appendix: List of Proto-Indo-European roots**


**PROTO-SLAVC: NOUNS**

**Wiktionary: Appendix: List of Proto-Slavic nouns**


**Wiktionary: Appendix: List of Proto-Slavic nouns/People**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Agriculture and crafts**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Animals**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Animals/Birds**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Animals/Mammals**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Body**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Household**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Landscape and seasons**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Vegetation**


**Wiktionary: Appendix: List of Proto-Slavic nouns/Society**


**Wiktionary: Appendix: List of Proto-Slavic verbs**

Wiktionary: Appendix: List of Proto-Slavic pronouns

Wiktionary: Appendix: List of Proto-Slavic prepositions

Wiktionary: Appendix: List of Proto-Slavic adjectives

Wiktionary: Category: Proto-Slavic demonstrative adverbs

Wiktionary: Category: Proto-Slavic demonstrative determiners

Wiktionary: Category: Proto-Slavic determiners

Print Reference Grammars

IU Wells Library: IUCAT
The Wells Library has a massive collection of works on Slavic languages, especially dictionaries:
http://www.iucat.iu.edu/

All Slavic


Wikipedia: has language overviews for all of our languages (search for "___ language", e.g. Bulgarian language); the main article will provide links to the various aspects of the language (alphabet, phonology, grammar, syntax, verbs, etc.)
http://en.wikipedia.org

(For more extensive grammar information, consult a full-scale reference grammar:

Russian

Ukrainian

Polish

Czech
Serbian

Slovenian

Indo-European
—extensive etymologies of many words and an excellent appendix of Indo-European roots

—about 1,350 basic roots in 13,000 words, plus an essay on Proto-Indo-European culture


Matasovic, Ranko. 2014. *Slavic Nominal Word-Formation: Proto-Indo-European Origins and Historical Development*. [Not yet held by IU; see instructor for a loaner copy.]

Language abbreviations
There are many different ways to abbreviate the names of Slavic languages. Here is one that you can choose to use. Names in italics are ones you will rarely use:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Bulgarian</td>
<td>Bg.</td>
<td>Old Church Slavonic</td>
<td>OCS</td>
<td>Silesian</td>
<td>Sil.</td>
</tr>
<tr>
<td>Common Slavic</td>
<td>CSL.</td>
<td>Old Novgorodian</td>
<td>ONov., ONvg.</td>
<td>Slovak</td>
<td>Slk.</td>
</tr>
<tr>
<td>Czech</td>
<td>Cz.</td>
<td>Polish</td>
<td>Pol., P.</td>
<td>Slovincian</td>
<td>Snc.</td>
</tr>
<tr>
<td>Early Proto-Slavic</td>
<td>EPSl.</td>
<td>Proto-Indo-European</td>
<td>PIE</td>
<td>Ukrainian</td>
<td>Ukr.</td>
</tr>
<tr>
<td>Kashubian</td>
<td>Kash.</td>
<td>Proto-Slavic</td>
<td>PSL</td>
<td>Upper Sorbian</td>
<td>USo.</td>
</tr>
<tr>
<td>Late Proto-Slavic</td>
<td>LPSl.</td>
<td>Russian</td>
<td>Rus., R.</td>
<td></td>
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<tr>
<td>Lower Sorbian</td>
<td>LSo.</td>
<td>Russian Church Slavonic</td>
<td>RChSl, RCS</td>
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</table>
Test Corrections and Error Analysis
(You can get up to a third of your points back for a thorough job!)

Test Corrections

When you get your test back, look over it carefully. You will have until the next class period to make all corrections, check them, and submit them to your instructor. If you got below an 80, you will have two class periods, since it will take much longer to make corrections, do rewrites, and perform the error analysis. The goal of this exercise is to figure out why you made these mistakes and work so that you will not make them again. Learning is cumulative (and involves a lot of repetition and practice), so you can expect to see these same types of questions again and again. Make sure not to miss points again on this material by making sure that you understand it.

1) In a different color ink or on a different sheet of paper, correct all mistakes. Where appropriate, write out the full sentence, not just the word that you missed.
2) First, look for careless errors that you know the answers to.
3) Then, correct errors for which you did not know the information (vocabulary, facts, concepts, etc.).
4) Check your answers with information in your notes and readings.
5) If needed, check your answers with a classmate. Get together one-on-one or meet as a group. Don’t just give each other the right answer, but discuss why that answer is right and why you got it wrong. Simply putting down the right answer without understanding it will not help you.
6) If you have questions that you still cannot answer, contact your instructor to set up an appointment or to ask by e-mail that it be discussed in class.
7) If you need to, write out and review out loud problematic vocabulary words or concepts several times (as many times as you need to learn them; remember to review them again several hours later, then several days later). Working with a study partner or group is a great way to do this. Also, try to relate them to new information in class.
8) Then complete an error analysis...

Error Analysis

1) Look through your mistakes and problems.
2) Classify your errors by placing the following marks in the far left margin of the test, immediately to the left of where the error occurred (not on your corrections):
   * SMALL CIRCLE: Stupid mistakes from carelessness (proofreading, not reading directions, careless word choice)
   * BIG CIRCLE: Did not know the information (gaps in knowledge)
     * put a V in the circle for vocabulary
     * put an FC for facts from class
     * put an FR for facts from the readings
     * put a D for dates
     * put a WC for bad word choice
     * put an EX for examples (none, not enough, incorrect)
     * put a C in the circle for lower level concepts
     * put an SA for a poorly structured argument
   * SQUIGGLY LINE: Big picture conceptual problem (something you still do not understand)
     If you have more than one error on a line, put the marks side by side.
3) When you have classified and marked all of your errors, quickly look them over and try to find trends in the types of errors that you made. Having the marks in the far left margin make this very easy to do by bending the pages lengthwise and splaying the pages until all the left-hand margins are visible.
Error Analysis: Points Missed

It is very informative to count up the points that you missed for each type of mistake. Realizing that you missed 12 points from careless errors, for instance, might provide extra motivation to proofread next time.

Error Analysis: Diagnosis and Prescription

SMALL CIRCLES: If you have a lot of small circles, you need to spend more time proofreading (or you need to learn how to proofread more effectively: ask your instructor if this is the case). Every time that you finish a test, write the time that you finished in the top left corner of the paper. If you turn in your test last (after most or all other people are done), you probably do not know the material well enough and therefore it takes you longer to produce it and you do not have time at the end to proofread. If you turn in your test with many minutes before the end of the test period and are making careless errors, you are not proofreading carefully enough.

BIG CIRCLES: If you have a lot of big circles, you do not know the material well enough. If you have V-circles, focus more on vocabulary. If you have FC, FR, and/or D circles, you should work on processing factual information. If you have FR circles, you need to spend more time on your readings (actually reading, taking notes, reviewing notes, etc.). If you have EX or SA circles, you need to support your arguments better. If you already know that you are having trouble with one or more of these, see your instructor to discuss how you study and how you might improve or change your study habits. If you did not complete the test in time, you either do not know the information well enough to recall it quickly, or you are not writing concisely. See your instructor for tips.

SQUIGGLY LINES: If you have a lot of squiggly lines, you are missing big picture concepts, either because you are not reading (and re-reading) the assignments, not paying attention in class (or worse, not attending class), missing some key information, and/or not asking questions or for help when you do not understand. It may also be that your mind simply has not yet grasped the concept. If this is the case, time and a little guided awareness may help. For this, see your instructor.

While planning to prepare for your next test, look over the error analysis from your previous test and devise a plan to avoid making the same kind of errors.

80% Rule

If you made below an 80% on your test, you must meet with your instructor to discuss your test. Make your appointment after you have completed and submitted your corrections and analysis. Do not make an appointment until these are done. The purpose of the meeting is to ensure that you have identified the source of your errors so that you can devise a plan to correct these mistakes and to avoid making these errors and similar errors in the future. This might involve finding more effective ways to study, which is often the main source of problems.

Error Analysis: Long-term Comparison

After several tests, compare the types of mistakes that you are making. Barring mistakes made because you did not have enough time to study (which is a time management problem), you should not see the same types of errors test after test. If you do, meet with your instructor to discuss how to fix the problem.
Lesson plan outline by class meeting
All written assignments must be submitted (typed) both electronically on Canvas and in hard copy in class.

| Week 1 | M, 11/I | **PART I: SOUNDS, LETTERS, SOUND SYSTEMS, ALPHABETS**
| | | The Slavic languages [boardwork], fields of linguistic study [boardwork]; Russian Cyrillic microlesson; the alphabets of languages (Cyrillic, Latin, [and Glagolitic]) and the language of alphabets (diacritics, digraphs, etc.); how alphabets correspond to sound systems; phonological and phonetic transcription of Slavic languages (phonemes, allophones, the International Phonetic Alphabet [IPA]); orthographies (etymologic, phonemic); overview of the course.
| | | **HW for Monday:**
| | | 1) **Written assignment:** Submit personal information cards (must be by e-mail).
| | | 2) **Reading assignment:** Carefully read the syllabus in its entirety.
| | | 3) Purchase course textbook.
| W, 13/I | **The geographic region of the Slavic languages (map, info chart); Slavic languages written in Cyrillic alphabets (East: Russian, Ukrainian, Belarusian, Rusyn; South: Bulgarian, Macedonian, Montenegrin, Serbian, Old Church Slavonic); adapting the Ancient Greek alphabet for Slavic Cyrillic: inventory of Greek letters, graphemes, diacritics, (digraphs), modified letters, new letters; Library of Congress (LC) transliteration system.**
| | | **HW for Wednesday:**
| | | 1) **Written assignment:** Complete the worksheet on the adaptation of the Ancient Greek alphabet to Slavic (and ultimately in this case to Russian).
| | | 2) **Written assignment:** Complete the worksheet on Library of Congress transliteration of Russian Cyrillic.
| | | 3) Prepare for quiz over the map of Central and Eastern Europe on Wednesday!
| | | 4) Start memorizing the Cyrillic and LC transliteration table.
| | | 5) Optional background reading on transliteration: C&C 55–58 (or the entire section: C&C 20–59); to see the Glagolitic alphabet, read C&C p. 24; to see another language map, see C&C p. 2; to learn more about language/alphabet and religion, read C&C p. 21.
| Week 2 | [MLK Holiday: no classes] |
| M, 18/I | Quiz over the map of Central and Eastern Europe; checking of LC transliteration and Greek alphabet worksheets; types of alphabets concerning Slavic (one letter for every sound, one letter to represent multiple sounds, one sound represented by multiple letters; digraphs, diacritics); types of orthographies (phonemic, etymologic); the Russian sound system.
| W, 20/I | **HW for Monday:**
| | | 1) Study for transliteration quiz: Russian Cyrillic to Library of Congress Latin transliteration. If you need extra or different practice, you can complete the additional practice worksheet available through Canvas.
| | | 2) Background reading: terms from articulatory phonetics (*consonants*: bilabial, labiodental, dental, alveolar, palatal, velar, glottal; plosive, nasal, trill, tap, fricative, approximant, lateral approximant; voiced, voiceless; unaspirated; alveopalatal fricative, affricate; palatalized; syllabic; *vowels*: front, central, back, close close-mid, open-mid, open, rounded, unrounded, stressed, long/short): (the heading words are clickable hyperlinks to descriptions/definitions) http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
| | | To hear what each IPA character sounds like:
| | | http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm
| | | Optional: to learn more about the morphological principle of orthography, read C&C pp. 47–49.
| | | 3) **Written assignment:** Using a clean copy of the IPA [see Canvas] and Comrie and Corbett's section on Russian phonology and phonetics, highlight all of the sounds in Russian. Make sure to include the palatalized consonants (identified in the IPA with a superscript j ([p̥], [b̥], ...). For sounds that are not phonemes, put them in a highlighted square.
<table>
<thead>
<tr>
<th>Week 3</th>
<th>M, 25/I</th>
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</thead>
<tbody>
<tr>
<td>Quiz on transliteration; discussion of the quiz; checking of Russian phonetics homework; other Slavic Cyrillic alphabets [handout] and comparing Russian; pair work on a non-Russian alphabet; using orthography to distinguish the Slavic languages that use Cyrillic.</td>
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**HW for Wednesday:**

1) **Written assignment:** Based on the work that you did with your partner in class today on your chosen language with a Cyrillic alphabet, create a typed, one-page handout about your language's Cyrillic alphabet for your classmates who had other languages.
   - how many official letters its alphabet has
   - what accent marks it uses (over consonants? over vowels?)
   - what sound is represented when you add that accent mark
   - what digraphs are used (are they counted in the official alphabet?)
   - are any letters only used for foreign words?
   - how the South Slavic and West Slavic are alike and different

Use Comrie and Corbett and Wikipedia articles to figure out what sounds the letters represent and what the IPA inventory of the language is like. Write down any questions you may have. Gather this into a 1-page overview of the alphabet (and sound system) to share with class. If we have time, we might do a few 5-minute informal presentations based on your overview. You may collaborate with your partner (and each hand in a copy of your homework) or you may do your work separately.

<table>
<thead>
<tr>
<th>W 27/I</th>
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<tbody>
<tr>
<td>Discussion of quiz; discussion of Russian IPA homework; pair work on Monday's Cyrillic alphabet homework; pair presentations of the most distinctive and interesting features of the alphabet; Slavic languages written in Latin-based alphabets (South: Croatian, Bosnian, Slovene; West: Czech, Slovak, Polish, Upper Sorbian [aka Upper Lusatian], Lower Sorbian [aka Lower Lusatian], Kashubian [aka Cassubian]); adapting the Latin alphabet to represent Slavic languages: inventory of Latin letters, graphemes, digraphs, diacritics, new letters, hybrids forms; comparison to the English alphabet; pair work on different languages.</td>
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**HW for Monday:**

1) **Written assignment:** Now that we have seen a bunch of Slavic languages (the ones that use Cyrillic) and how each one's alphabet has to represent its sound system (and how to represent those with Latin letters), we are moving on to the Slavic languages written in Latin letters. The sound systems will be similar, and with similar anomalies, and with differing solutions to common issues (palatalized ["soft"] and unpalatalized ["hard"] consonants, mutations of certain sounds [s > sh, z > zh, k > ch], etc. Take the alphabet that your pair selected or was given in class and at home investigate:
   - how many official letters its alphabet has
   - what accent marks it uses (over consonants? over vowels?)
   - what sound is represented when you add that accent mark
   - what digraphs are used (are they counted in the official alphabet?)
   - are any letters only used for foreign words?
   - how the South Slavic and West Slavic are alike and different

Use Comrie and Corbett and Wikipedia articles to figure out what sounds the letters represent and what the IPA inventory of the language is like. Write down any questions you may have. Gather this into a 1-page overview of the alphabet (and sound system) to share with class. If we have time, we might do 5-minute informal presentations based on your overview (like we did in class on Jan. 25).

2) **Written assignment:** Complete the handout "Library of Congress > Cyrillic" to try transliterating from LC to Russian Cyrillic, as a form of review and the development of a new skill.
<table>
<thead>
<tr>
<th>Week 4</th>
<th>M, 1/II</th>
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<tbody>
<tr>
<td>Discussion: how to expand the basic Latin alphabet to represent Slavic languages: digraphs, diacritics (&quot;accent marks&quot;), digraph-diacritic hybrids, new letters; new features identified in our new languages; unique letters and identifying a language by its alphabet; practice: Identify that Slavic Language (for Cyrillic and Latin)!</td>
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<tr>
<td><strong>HW for Wednesday:</strong></td>
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<tr>
<td>1) <strong>Written assignment:</strong> In class you received a handout on all of the Slavic Latin alphabets. On Canvas, download the form for the homework due Wednesday. The following instructions and more materials are on the handout:</td>
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<tr>
<td>a) You can use our Russian description as a model: ...</td>
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<tr>
<td>b) Find your language below and insert the alphabet letters into the chart on the first page. Type in your language's name after &quot;Language:&quot; and write your language's abbreviation [e.g., Bel., Bg., Cz.] in the grayed boxes [see abbreviations listed earlier in this syllabus].</td>
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<tr>
<td>c) Fill in the Library of Congress (LC) transliteration [hurray, it is the same as the actual alphabet since LC is Latin based and uses Latin diacritics, so just copy that column over!].</td>
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<tr>
<td>d) Use the Wikipedia article on your alphabet (search for &quot;______ alphabet&quot;; people with South Slavic languages will probably have to use the article &quot;Gaj's Latin Alphabet&quot;) to fill in the phonetic values (IPA).</td>
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<tr>
<td>e) Type in any comments under &quot;Notes&quot; below your chart that would help your reader.</td>
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<tr>
<td>f) Type in anything that is unclear after &quot;Questions&quot;.</td>
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<tr>
<td>g) Upload your completed document to Canvas. (Once your handouts are free of errors, we can make copies for everyone in class.)</td>
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<thead>
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<th>W, 3/II</th>
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<tbody>
<tr>
<td>Comparing the Latin-based alphabets and the sound systems they represent; Library of Congress transliteration; IPA transcription; comparing the Latin alphabets and the Cyrillic alphabets; practice: Identify that Slavic Language (for Cyrillic and Latin)!; brainstorming questions for Test 1; study session?</td>
</tr>
<tr>
<td><strong>HW for Monday:</strong></td>
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<tr>
<td>1) Review for test. Study session, anyone?</td>
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<tr>
<th>Week 5</th>
<th>M, 8/II</th>
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<tbody>
<tr>
<td>Test 1 [50–60 minutes]:</td>
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<tr>
<td><strong>HW for Wednesday:</strong></td>
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<tr>
<td>1) <strong>Written assignment:</strong> After four weeks of looking at about 18 languages (their alphabets, their sound systems, their number of speakers), what are your impressions of the Slavic branch of Indo-European? What has surprised you? What do you feel you know and understand now that you didn't before the beginning of the semester? What have you found interesting about the Slavic languages so far? What are you looking forward to learning about them next? (Answer quality is based on details and the support of your stance/opinion, not on the opinions themselves.)</td>
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<tr>
<td>2) <strong>Reading assignment:</strong> C&amp;C pp. 61–82 (Proto-Slavic: intro and phonology); if you have time, skim the rest of Proto-Slavic (pp. 83–121).</td>
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</table>
### PART II: SOUND CHANGE, DIALECTS, LANGUAGES

Beginning of discussion about a dialect vs. a language; what constitutes a language among the Slavs; the contemporary forces that create languages: languages and national politics ("official" statuses of languages and language prohibition); mutual intelligibility, "sympathetic ear", dialect continuum, legal or academic codification, etc.; the year each language was officially recognized; the process of how a dialect becomes a language: historical forces: sound change, language contact, natural variation, lexical change, codification over time, standardized education, historical forces, etc.; proto-languages; Proto-Indo-European (PIE), Proto-Slavic (PSl.); the place of the Slavic branch in Indo-European; the historical development from Proto-Indo-European to Proto-Slavic to the modern Slavic languages (the process of sound change; fall of the yers, palatalization; vowel shifts, etc.); the main sound changes from Proto-Indo-European to Proto-Slavic; the role of liturgical languages, literacy, and the development of written languages.

**HW for Monday:**

1) **Writing assignment:** Start a vocabulary list of the words and concepts that we are covering in class (most are listed in these daily syllabus entries), and add examples from class as we encounter them. We will add many more words. You will continue to revise these definitions over the next several weeks. Try to put them in your own words so that you are demonstrating your understanding, and use examples that stick in your head (everyone is different, so you can customize these to your interests and understanding). Once you have a good draft, check them with other sources (Wikipedia, on-line dictionaries, linguistics dictionaries); keep in mind that some terms will have many different meanings, so not every definition you find in outside sources will be the definition we are dealing with (we want the ones from our discussions about Slavic linguistics, linguistic change, linguistic analysis). You can test your definitions in class and/or submit them to your instructor for feedback. These will help you immensely as you prepare for Test #2. You will turn these in before Test #2.

### Week 6

**M, 15/II**

Continuation of the discussion of the main sound changes from Proto-Indo-European to Proto-Slavic; The Swadesh List; Swadesh lists for Slavic languages; some types of sound change in Slavic: palatalization, voicing assimilation, vowel shifts, vowel reduction, diphthongization.

**HW for Wednesday:**

1) **Writing assignment:** Spend 10–15 minutes looking over the Swadesh lists (the full document is available on Canvas). Then write down 10 numbered comments/observations about: how the words are grouped (by lexical categories, by parts of speech), how the languages are grouped (by branch of Slavic, by alphabet).

**W, 17/II**

Continuation of the discussion of the main sound changes from Proto-Indo-European to Proto-Slavic; the process of sound change (with comparisons to modern English, American English dialects, and other common Indo-European languages; constructed forms [marked with "*"], attested forms: reflexes, feature maps, isoglosses; cognates; articulatory phonetics; pair work on observations from the Swadesh lists for Slavic languages.

**HW for Monday:**

1) **Written assignment:** From the Swadesh lists, a) write down 5 cognate words that look and sound very similar across most or all of the Slavic languages, b) write down 5 cognate words that look very different across most or all of the Slavic languages, c) write down 5 words that have many different (non-cognate) forms across the Slavic languages. Remember to give the Swadesh Number for the word and give examples.

2) **Review:** Remember to continue to review the countries of Central and Eastern Europe (Week 1), the IPA chart (Week 1), the branches of Slavic, and what sounds the letters in the different Slavic alphabets represent (Weeks 2–4).
Week 7  
M, 22/II  
Proto-Slavic feature reflexes in the modern Slavic languages; map of Central and Eastern Europe: the traditional branches of Slavic and their neighbors (Indo-European, Finno-Ugric); alternate possible groupings of Slavic languages; feature mapping; pair work on feature mapping; discussion of the synthesis of everything we have covered in class so far (sound/letter/sound systems/alphabets, geography, articulatory phonetics, sound change, organizational approaches).

The reflexes of sounds in:
* the East Slavic Languages (Russian, Ukrainian, Belarusian, Rusyn [Carpatho-Rusyn])
* the West Slavic Languages (Polish, Czech, Slovak, Kashubian, Upper Sorbian, Lower Sorbian)
* the South Slavic Languages (Bosnian, Serbian, Croatian, Montenegrin, Bulgarian, Macedonian, Slovene; Old Church Slavonic)

**HW for Wednesday:**
1) **Written assignment:** Complete a feature map for the feature that you were assigned at the end of class.
2) **Review:** If you have forgotten the countries of Central and Eastern Europe (Week 1), the IPA chart (Week 1), the branches of Slavic, and what sounds the letters in the different Slavic alphabets represent (Weeks 2–4), please review them.

W, 24/II  
Continuation of feature mapping and discussion of sound changes; the articulatory logic of sound changes; project descriptions.

**HW for Monday:**
1) **Written assignment:** Complete a feature map for the features that you were assigned at the end of class.
2) Begin thinking about possible project ideas that interest you; see the "Course Projects" section above). If you have no ideas at all, make an appointment to meet with your instructor.

Week 8  
M, 29/II  
Continuation of feature mapping and discussion of sound changes; Do the feature maps match up well with the traditional branches of Slavic?

**HW for Wednesday:**
1) **Written assignment:** Complete a feature map for the features that you were assigned at the end of class.

W, 1/III  
Continuation of feature mapping and discussion of sound changes; Do the feature maps match up well with the traditional branches of Slavic? Do you have any better suggestions for organizing the Slavic languages that we could investigate?; introduction to the next part of the course: The Lexicon; if time: more sound change practice.

**HW for Monday:**
1) **Reading assignment:** Wikipedia article "Proto-Indo-European society":
2) **Reading assignment:** Read the Lexis section in Comrie and Corbett on Proto-Slavic (CC pp. 109–114). (Your instructor might provide a worksheet to help you with this reading assignment.)
### Week 9

**M, 7/III**

**PART III: THE LEXICON**

Some features of the Indo-European lexicon [and if time: Indo-European culture and migration]; some terminology for studying the lexicon: lexicon, lexis, Slavic word stocks, native lexical item, lexical borrowings, foreign loan words, intermediary languages, international words, semantic shift, lexical field(s), lexical domain(s), synonyms, derived word, language contact; calque and the process of calquing; root, prefix, suffix; Church Slavonicisms, and Church Slavonic calques; stylistics, “literary Russian”; archaic, obsolete, dialectal, non-standard language, pejorative; practice with lexical analysis.

**HW for Wednesday:**

1) **Written assignment:** Today in class you chose (or were assigned) a Slavic language. You will read the Lexis section of your language in Comrie and Corbett, then you will complete the worksheet you received in class (it is also on Canvas). This will serve as the material (cheat sheet, notes) for in-class presentations for the next three class periods.

### W, 9/III

Short class presentations on Lexis homework; discussion of similarities and differences of the languages presented today.

**HW for Monday:**

1) **Reading/writing assignment:** If you did not present today, choose one of the languages presented today and read the Lexis section for it in Comrie and Corbett. Then, write 10 observations comparing your language to this language. Make sure to properly cite your source (Comrie and Corbett), including page numbers.

2) **Written assignment:** Begin writing a half-page, single-spaced description of your course project topic (see above in this syllabus). You will turn this in on Wednesday.

### SPRING BREAK

**Week 10**

**M, 21/III**

Short class presentations on Lexis homework; discussion of similarities and differences of the languages presented today.

**HW for Wednesday:**

1) **Written assignment:** Write a half-page, single-spaced description of your course project topic (see above in this syllabus).

2) **Reading/writing assignment:** If you did not present today, choose one of the languages presented today and read the Lexis section for it in Comrie and Corbett. Then, write 10 observations comparing your language to this language. Make sure to properly cite your source (Comrie and Corbett), including page numbers.

3) **Written assignment:** Write 10 observations comparing your language to this language.

4) Start reviewing for Test 2 next Monday. Study session, anyone?

**W, 23/III**

Short class presentations on Lexis homework; discussion of similarities and differences of the languages presented today; What conclusions can we reach (what patterns can we identify) about how the lexicons of Slavic languages develop?

**HW for Monday:**

1) Review for Test 2 on Monday. Study session, anyone?

2) **Written assignment:** Write a half-page description of your course project topic (see above in this syllabus).

3) **Reading/writing assignment:** If you did not present today, choose one of the languages presented today and read the Lexis section for it in Comrie and Corbett. Then, write 10 observations comparing your language to this language. Make sure to properly cite your source (Comrie and Corbett), including page numbers.

4) Continue to work on your projects and presentations.

### Week 11

**M, 28/III**

**Test 2 [60 minutes]:**

**HW for Wednesday:**

1) **Written assignment:** Case worksheet #1.

2) Continue to work on your projects and presentations.
### PART IV: SOME SPECIAL FEATURES OF SLAVIC LANGUAGES

"Complaints" of first-year students about Slavic languages: cases, gender, motion verbs, verbs (aspect, tense, mood), and other "peculiarities" of the Slavic languages. Grammatical cases: functions, morphology, paradigms; Russian as a "case" case study (handout on Russian case endings); prepositions and cases; case syncretism; how a language loses cases (and which Slavic languages have); a synthetic language (highly inflected, like Proto-Indo-European, Russian, Czech, Old English) vs. an analytic language (Bulgarian, Macedonian, modern English) and the synthetic-analytic continuum; some "peculiarities" (the dual, the vocative, etc.).

**HW for Monday:**
1) **Written assignment:** Case worksheet #2.
2) Continue to work on your projects and presentations.

### Week 12

| M, 4/IV | A few morphological features of the Slavic languages: prefixes, suffixes, roots, endings/inflections; nouns, verbs, adjectives.  
          | ![Alternative plan: Verbal aspect] |
| **HW for Wednesday:** | 1) **Written assignment:** Morphology [or Verbal aspect] worksheet.  
                                      2) Continue to work on your projects and presentations. |

| W, 6/IV | Word formation fun: compound words, changing parts of speech, calques.  
          | ![Alternative plan: Verbal aspect morphology: prefixes, infixes; parts of speech (infinitives, non-past conjugated forms, past tense, gerunds, participles)] |
| **HW for Monday:** | 1) **Written assignment:** Word formation worksheet.  
                                      2) Continue to work on your projects and presentations. |

### Week 13

| M, 11/IV | Brief discussion of class presentations (goals, elements of a good presentation, holding your audience accountable, written submission of final project).  
          | ![Alternative plan: Motion verbs (uni-directional/multi-directional, on foot/by conveyance, walk/ride/carry/lead, prefixed verbs of motion, imperfective/perfective)  
          ![If time permits: comparison of Slavic languages to other Indo-European languages; a glimpse into Balto-Slavic Unity: an introduction to the living Baltic languages (Lithuanian, Latvian)] |
| **HW for Wednesday:** | 1) Finish your presentation.  
                                      2) Continue to work on your written project. |

| W, 13/IV | **Student project presentations** (four 15-minute presentations); evaluation of presentations by audience. |
| **HW for Monday:** | 1) Finish your presentation (if you haven't presented already).  
                                      2) Continue to work on your written project. |

### Week 14

| M, 18/IV | **Student project presentations** (four 15-minute presentations); evaluation of presentations by audience.  
          | ![If time permits: comparison of Slavic languages to other Indo-European languages; a glimpse into Balto-Slavic Unity: an introduction to the living Baltic languages (Lithuanian, Latvian)] |
| **HW for Wednesday:** | 1) Finish your presentation (if you haven't presented already).  
                                      2) Continue to work on your written project. |

| W, 20/IV | **Student project presentations** (four 15-minute presentations); evaluation of presentations by audience.  
<pre><code>      | ![If time permits: comparison of Slavic languages to other Indo-European languages; a glimpse into Balto-Slavic Unity: an introduction to the living Baltic languages (Lithuanian, Latvian)] |
</code></pre>
<p>| <strong>HW for Monday:</strong> | 1) Continue to work on your written project. |</p>
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Brainstorming: What linguistic analysis skills and concepts have we learned in this class?; applying linguistic analysis to everyday life and to languages you know and study: language learning, developing reading knowledge.</th>
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| M, 25/IV    | **HW for Wednesday:**  
|             | 1) Continue to work on your written project. |
| W, 27/IV    | Continuation of discussion on applying linguistic analysis to everyday life and to languages you know and study: language learning, developing reading knowledge; learning your next Slavic language (where to study, time to proficiency); Slavic languages in diaspora around the world; course summary, course objectives. |
|             | **HW for Monday:**  
<p>|             | 1) Continue to work on your written project. |
| Finals Week | Final written projects due by 2 pm in the instructor's mailbox in the Slavic department main office (BH 502). <strong>Projects finished early</strong> may be submitted in class, in the instructor's Slavic department mailbox (BH 502), or in the instructor's offices (BH 511 or Foster-Martin 132). If no one is present when you drop it off, please e-mail your instructor afterward. <strong>You will also need to upload your project to Canvas.</strong> |</p>
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**Notes:**
- MLK: No class
- Test 1
- Test 2
- Spring Break
- Presentations
- Projects due 2 pm
- Finals