

Annual Assessment Report for 2021-2022 AY

Reports completed on assessment activities carried out during the 2021-2022 AY will be due September 30th 2022 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department's choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Linguistics

Degree: BA

Assessment Coordinator: Michael Shepherd

1. Please list the learning outcomes you assessed this year.

Goal 1: Understand how language works

Outcome 1.1 Analyze phonological data.

Outcome 1.2 Analyze morphological data.

Outcome 1.3 Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Outcome 1.1 was assessed using the final paper from Ling 154 (Field Methods), taught during Fall 2021 (assignment attached). The paper is the culmination of a semester of linguistic fieldwork on an unfamiliar language (Guerrero Nahuatl in Fall 2021). The paper is worth 600 points, awarded based on the instructor's assessment of the following four areas:

Phonology (100 points) – Syllable structure, consonant and vowel inventories

Morphology (150 points) – Inflectional morphology and its interaction with the syntax

Syntax (150 points) – Structures including simple sentences, question formation (yes/no and wh-), subordination (complements and adjunct clauses), and relative clause formation
Formatting (200 points) – See the attached style sheet

Outcome 1.2 was assessed using an exam from Ling 151 (Languages of the World), taught during Fall 2021 (exam and answer key attached). The exam focused on casemarking in Northern Pomo, which is a critically endangered Native American language spoken by the indigenous Pomo people in what is now Northern California. The exam is worth 150 points, awarded based on the instructor's assessment of the following five areas:

- 50 points for segmenting the data
- 20 points for identifying the verbs
- 30 points for identifying the nouns
- 25 points for the pronominal chart and function words
- 25 points for a description of the animacy hierarchy

Outcome 1.3 was assessed using a problem set from Ling 151 (Languages of the World), taught during Fall 2021 (assignment and answer key attached). The problem set focused on case marking and morphosyntax in Dyirbal, which is a severely endangered Australian Aboriginal language spoken in what is now northeastern Queensland. The assignment is worth 50 points, awarded based on the instructor's assessment of the following five areas:

- 12 points for identifying the verbs
- 10 points for identifying the nouns
- 6 points for identifying the pronouns
- 21 points for identifying the functional morphemes
- 1 point for identifying the anti-passive morpheme

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Our analyses indicate that Ling 154 is meeting our benchmark for Outcome 1.1, and Ling 151 is meeting our benchmark for Outcomes 1.2 and 1.3.

Outcome 1.1

A total of eight students in Ling 154 were evaluated, all of whom were designated as proficient. Our benchmark is that at least 80% of students will be designated as proficient. Thus, Ling 154 met the benchmark for Outcome 1.1.

Outcome 1.2

A total of nine students in Ling 151 were evaluated, all of whom were designated as proficient. Our benchmark is that at least 80% of students will be designated as proficient. Thus, Ling 151 met the benchmark for Outcome 1.2.

Outcome 1.3

A total of nine students in Ling 151 were evaluated, all of whom were designated as proficient. Our benchmark is that at least 80% of students will be designated as proficient. Thus, Ling 151 met the benchmark for Outcome 1.3.

4. What changes, if any, do you recommend based on the assessment data?

No changes are recommended.

5. If you recommended any changes in your response to Question 4 in your 2020-21 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.

N/A

6. What assessment activities will you be conducting during AY 2022-23?

We are starting the second year of our five-year assessment cycle, which covers all 12 of our student learning outcomes. In AY 2022-23, we will assess the remaining three outcomes under Goal 1 (Understand how language works), namely:

Outcome 1.4 Analyze historical linguistic data.

Outcome 1.5 Use the International Phonetic Alphabet to transcribe language, and make basic acoustic measurements of speech.

Outcome 1.6 Demonstrate knowledge of English grammar (phonology, morphology and syntax) and how it has changed over time.

NOTE: For the AY 2021-22 Report, due September 30, 2022, there is no Question 7 pertaining to program review. For future Department/Program Annual Assessment Reports, there will be a question about how your Department/Program has planned to incorporate Justice, Equity, Diversity, and Inclusion into your assessment practices. We will discuss JEDI at assessment workshops in fall 2022 and resources will be available in the Department Coordinators Google Drive.

LING 154

Final Paper Assignment – 600 points

For the final paper, students need to produce a sketch of the language we have been studying this semester (Guerrero Nahuatl). This sketch should include all of your findings regarding the language. You need to cover the basic phonology of the language as we know it, including syllable structure. Be sure and include the consonant and vowel inventories (100 points). In addition, you need to detail the inflectional morphology and describe its interaction with the syntax (150 points). Lastly, you should also describe the various syntactic structures we have found in the language, including (but not limited to) simple sentences, question formation (both yes/no and wh-questions), subordination (both complements and adjunct clauses), and the formation of relative clauses (150 points). Additionally, formatting your paper as per the style sheet is worth 200 points.

Field Methods Style Sheet

General:

- 1) All text should be space and a half.
- 2) All examples should be single space with a full space setting them off from the text.
- 3) Text and examples must be in 12 pt. with morphemic ABB in small caps.
- 4) Footnotes should be used (not endnotes) and must be in 10 pt.
- 5) Footnotes should be single spaced.
- 6) All text and footnotes (but not examples) must be center justified.
- 7) All non-English words or examples need to be italicized and in lower case.

Paper preliminaries:

- 1) Paper title should be in CAPS and centered followed by a space before your name: SAKA-SAKA MORPHO-SYNTAX
- 2) Your name should be centered and in **small caps**: ALEX STUDENT
- 3) Your Affiliation should be centered and in small caps: CALIFORNIA STATE UNIVERSITY, FRESNO

EXAMPLE:

THE MORPHO-SYNTAX OF *blaa-* IN SAKA-SAKA

ALEX STUDENT
CALIFORNIA STATE UNIVERSITY, FRESNO

Abstract:

- 1) Two full spaces from date you will need an abstract no longer than 150 words.
- 2) This should be centered and indented and extra ½ inch on each side.
- 3) It must be single-spaced.
- 4) It must be in 10-point font.
- 5) In brackets after the abstract, you need to list 4-6 key words.

EXAMPLE:

[KEYWORDS: *ergativity*, *reanalysis*, *discourse particles*, *Saka-Saka*, *Indo-European*]

Body:

- 1) The body of the text should start three spaces after the abstract and KEYWORDS.
- 2) Each section should start with a number followed by a period followed by the section name followed by a period. This should be bolded. Then there should be two spaces and then begin text on same line. This should not be indented.
EXAMPLE:

1. Introduction. The morpheme *blaa-* is very important to the study...

- 3) After each section there must be two full blank lines before beginning a new section.
- 4) After each subsection, there should be one full space before the next subsection.
- 5) Subsections should be numbered:
1.1.
1.2.
1.2.1.
And so forth.
- 6) Page numbers need to be on the bottom right-hand side of the page.
- 7) Do not allow lines of text or examples to be orphaned or widowed.

Tables:

- 1) Tables need to be numbered (in CAPS) with the title following on the next line in SMALL CAPS. These need to be centered.
- 2) This should be followed by a double line before the table begins.
- 3) Titles of columns should be underlined.
- 4) The entire table should have a single line at its end.
EXAMPLE:

TABLE 1
USE OF *blaa-* IN MIXTEC DISCOURSE:

<u>Langacker Text</u>	<u>Number of Lines in Text</u>	<u>Number of used of <i>blaa-</i></u>
Text 1	97	25
Text 2	127	37

Examples:

- 1) Examples should be numbered.
- 2) The numbers must be in full parentheses.
- 3) Tab in before starting your example.

- 4) Examples should include four lines. The original Language, the morphemic break, the morphemic gloss, the free English translation.
- 5) Morphemes in the 2nd line and the glosses in the 3rd line must line up.
- 6) If examples go over one line, the second line should include the original language, the morphemic break, and the morphemic gloss (single space). The free English translation follows after a single blank space on the last line.
- 7) Citations for examples should follow the English free translation in 10 pt font (if needed).
- 8) Morphemic abbreviations must be in **small caps**.
- 9) Important aspects of the example should be bolded for focus.
- 10) There should be a space and a half between examples and the prose text.
- 11) There should be a single space between multiple examples.
- 12) There should be a full space between the example and the prose before and after example.

EXAMPLE

- (1) “gúaruhaag ríhgi awashidáhdaa ráheerug, wíhgi
 “kúa -ruha-ak ríhki awa-šitá -hta -a rá -hee **-ruk**, wíhki
 LOC-from-SS 2.PRO land-north-GOAL-CONT 2A-CAUS.D-DS 1.PRO

úuwahdaa wahéewic.” “hóo” háag
 úuwa-hta -a wa-hée -wi -c.” “hóo” háa-ak
 south-GOAL-CONT 1A-CAUS.D-1.FUT-DECL yes say-SS

“From there you make the land to the north, and I will make that to the south,” said Lone Man, and First Creator said, “All right.” (Parks et al. 1978: LM & FW: 20)

Appendixes:

- 1) Appendixes start on first full page after the conclusion of the paper.
- 2) APPENDIX (or APPENDIXES) should be centered (in 12 pt. font)
- 3) Appendixes should be lettered (A, B, C ...) and followed by and dash, then the title of Appendix – this should be in small caps and left justified:
 EXAMPLE:

APPENDIX A – TRANSITIVE VERB PARADIGMS

Abbreviations:

- 1) Abbreviations start on the first full page after the conclusion of the paper (or after Appendixes).

- 2) ABBREVIATIONS FOR GLOSSES should be centered (in 12 pt. font) and then glosses begin on the next line.
- 3) This abbreviations and glosses should be in 10 pt. font and singled space.
- 4) Abbreviations should be in alphabetical order, with numbers coming before lettered abbreviations.
- 5) Morphemic abbreviation should be in CAPS, followed by an = sign and then what the abbreviation stands for.

EXAMPLE:

ABBREVIATIONS FOR GLOSSES

1SG = first person singular, PRO = independent pronoun, DET.D = definite determiner, NOM = nominalizer, PL= plural, PST = past tense

References:

- 1) There should be two full lines between the Abbreviation section and the References section.
- 2) The title REFERENCES should be in CAPS and centered.
- 3) References should be single space.
- 4) There should be no space between each reference.
- 5) Authors' names should be in SMALL CAPS.
- 6) If there is more than one author, the first author should be Last Name, First Name, Initial (if any), all other authors should be First Name, Middle initial (if any), last name.
- 7) Date of publication follows the name of author and is followed by a period.
- 8) Book titles, dissertation titles, and journal names should be italicized.
- 9) If the citation is in a journal, then you should have the name of the article, followed by a period, then 'In *name of Journal*.' Don't forget the [In].
- 10) Citations that are more than one line should be indented after the first line.
- 11) Place of publication should follow the title and end with a period.
- 12) The name of the press or place of dissertation should follow and end with a period.

EXAMPLE:

REFERENCES

ALTSHULER, DANIEL. 2009. Quantity-insensitive iambs in Osage. In *International Journal of American Linguistics* 75(3):365-98.

BOYLE, JOHN P. 2001. *Cliticization verses Inflection: Another look at the Hidatsa Mood Markers*. Paper presented at the 21st annual Siouan and Caddoan languages conference. Chicago, Illinois.

- GRACZYK, RANDOLPH. 1991. *Incorporation and cliticization in Crow morpho-syntax*. Ph.D. Diss., University of Chicago.
- GRACZYK, RANDOLPH. 2007. *A Grammar of Crow*. Lincoln: University of Nebraska Press.
- HOLLOW, ROBERT C. 1964-73. Mandan Texts. Box 3: Robert C. Hollow materials. (A set of 22 texts recorded, transcribed and translated by RCH.) North Dakota Historical Society.
- MIXCO, MAURICIO. J. 1997 Mandan Switch Reference: A Preliminary View. In *Anthropological Linguistics*. 39:220-298.
- MIXCO, MAURICIO. 1997. *Mandan*. Munchen: Lincom Europa.
- PARKS, DOUGLAS R. & ROBERT L. RANKIN. 2001. Siouan languages. In *Handbook of North American Indians, Vol. 13 (Plains)*, pt. 1. ed. Raymond J DeMallie. Washington D.C.: Smithsonian Institution.
- RANKIN, ROBERT L., JOHN P. BOYLE, RANDOLPH GRACZYK AND JOHN KOONTZ. 2003. Synchronic and diachronic perspective on 'word' in Siouan. In *Word: A cross-linguistic typology*. eds., R. M. W. Dixon and Alexandra Y. Aikhenvald. pp 180-204. Cambridge University Press. Cambridge.
- TRECHTER, SARA. 1995. *The Pragmatic Functions of Gender Deixis in Lakota*. Ph.D. Diss., Lawrence. University of Kansas.
- VAN VALIN, ROBERT D., JR. 1985. Case marking and the structure of the Lakota clause. In *Grammar Inside and Outside the Clause: Some Approaches to Theory from the Field*. eds., J. Nichols and A. C. Woodbury, Cambridge University Press: 363-413.
- WALLACE, KAREN KAY. 1993. *Verb incorporation and agreement in Crow*. Ph.D. Diss., University of California, Los Angeles.

Northern Pomo Casemarking

The Pomo languages are well-known examples of the 'fluid-S' type of system, which permits variation in the encoding of subjects of intransitive verbs. In this problem, however, you are asked to look at the casemarking of arguments of transitive verbs, the arguments labeled A and O by Dixon. 1) Examine the data below, and A) list all verb stems and, B) list all nominal and pronominal stems and affixes ([t] is an alveolar stop, and [ʈ] is a dental stop). 2) Discuss the pattern or patterns of (formal) markedness found in this set of data.

DATA:

- | | | |
|-----|--|--|
| 1. | misaʔ ma:dal sip ^h un | 'Your maternal grandfather kissed her' |
| 2. | mow miša:l sip ^h un | 'He kissed your mother-in-law' |
| 3. | mow kaweyo bila | 'He bought a horse' |
| 4. | ʔa mowal sip ^h un | 'I kissed him' |
| 5. | bitanamyɑʔ c ^h itnam čabane | 'The bear killed the bird' |
| 6. | mow kaweyonam bila | 'He bought the horse' |
| 7. | man čonʔo sip ^h un | 'She kissed John' |
| 8. | lišina: ʔo sip ^h un | 'Caterpillar-Head kissed me' |
| 9. | phow lišina:ʔo paban | 'They hit Caterpillar-Head' |
| 10. | ʔa misaʔal paban | I hit your maternal grandfather. |
| 11. | c ^h itnamyaʔ ma:dal kane | 'The bird bit her' |
| 12. | hayunamyɑʔ bitanam kane | 'The dog bit the bear' |
| 13. | dašoyanamman ʔo baʔole | 'The young woman called me' |
| 14. | mow dašoyanamma:dal baʔole | 'He called the young woman' |
| 15. | man kawinam sip ^h un | 'She kissed the baby' |
| 16. | man kawinammowal sip ^h un | 'She kissed the baby' |
| 17. | ma: kawiyabanammowal paban | 'You (pl) hit the boy' |
| 18. | xanamyɑʔ hayunam da:lama | 'The water covered the dog' |
| 19. | man hayunammowal sip ^h un | 'She kissed the (pet) dog' |
| 20. | c ^h unamyɑʔ xalenam didale | 'The arrow split the tree' |
| 21. | miša: ya:l paban | 'Your mother-in-law hit us' |
| 22. | čon phowal sip ^h un | 'John kissed them' |
| 23. | kawinamyɑʔ ma:dal sip ^h un | 'The baby kissed her' |
| 24. | hayunammow ma:dal sip ^h un | 'The (pet) dog kissed her' |
| 25. | mow c ^h unam bila | 'He bought the arrow' |
| 26. | ya: ma:l paban | 'We hit you (pl)' |
| 27. | kawinammow ma:dal sip ^h un | 'The baby kissed her' |
| 28. | ma ʔo baʔole | 'You (sg) called me' |
| 29. | kawiyabanammow miʔo baʔole | 'The boy called you (sg)' |

Northern Pomo Casemarking (150 points)

The Pomo languages are well-known examples of the 'fluid-S' type of system, which permits variation in the encoding of subjects of intransitive verbs. In this problem, however, you are asked to look at the casemarking of arguments of transitive verbs, the arguments labeled A and O by Dixon. 1) Examine the data below, and A) list all verb stems and, B) list all nominal and pronominal stems and affixes ([t] is an alveolar stop, and [ʈ] is a dental stop). 2) Discuss the pattern or patterns of (formal) markedness found in this set of data.

DATA:

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3.	mow kaweyo bila	'He bought a horse'
4.	ʔa mowal sip ^h un	'I kissed him'
5.	bitanamyʔ c ^h itnam čabane	'The bear killed the bird'
6.	mow kaweyonam bila	'He bought the horse'
7.	man čonʈo sip ^h un	'She kissed John'
8.	lišina: ʈo sip ^h un	'Caterpillar-Head kissed me'
9.	phow lišina:ʈo paban	'They hit Caterpillar-Head'
10.	ʔa misaʔal paban	I hit your maternal grandfather.
11.	c ^h itnamyaʔ ma:dal kane	'The bird bit her'
12.	hayunamyʔ bitanam kane	'The dog bit the bear'
13.	dašoyanamman ʈo baʔole	'The young woman called me'
14.	mow dašoyanamma:dal baʔole	'He called the young woman'
15.	man kawinam sip ^h un	'She kissed the baby'
16.	man kawinammowal sip ^h un	'She kissed the baby'
17.	ma: kawiyabanammowal paban	'You (pl) hit the boy'
18.	xanamyʔ hayunam da:lama	'The water covered the dog'
19.	man hayunammowal sip ^h un	'She kissed the (pet) dog'
20.	c ^h unamyʔ xalenam didale	'The arrow split the tree'
21.	miša: ya:l paban	'Your mother-in-law hit us'
22.	čon phowal sip ^h un	'John kissed them'
23.	kawinamyʔ ma:dal sip ^h un	'The baby kissed her'
24.	hayunammow ma:dal sip ^h un	'The (pet) dog kissed her'
25.	mow c ^h unam bila	'He bought the arrow'
26.	ya: ma:l paban	'We hit you (pl)'
27.	kawinammow ma:dal sip ^h un	'The baby kissed her'
28.	ma ʈo baʔole	'You (sg) called me'
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DATA:

- | | | |
|-----|---|--|
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| 2. | mow mišaal sip ^h un | 'He kissed your mother-in-law' |
| 3. | mow kaweyo bila | 'He bought a horse' |
| 6. | mow kaweyo-nam bila | 'He bought the horse' |
| 14. | mow dašoya-nam-maadal baʔole | 'He called the young woman' |
| 25. | mow c ^h u-nam bila | 'He bought the arrow' |
| 7. | man čon-ʔo sip ^h un | 'She kissed John' |
| 15. | man kawi-nam sip ^h un | 'She kissed the baby' |
| 16. | man kawi-nam-mowal sip ^h un | 'She kissed the baby' |
| 19. | man hayu-nam-mowal sip ^h un | 'She kissed the (pet) dog' |
| 9. | phow lišinaa-ʔo paban | 'They hit Caterpillar-Head' |
| 4. | ʔa mowal sip ^h un | 'I kissed him' |
| 10. | ʔa misaʔal paban | I hit your maternal grandfather. |
| 26. | yaa maal paban | 'We hit you (pl)' |
| 28. | ma ʔo baʔole | 'You (sg) called me' |
| 17. | maa kawayaba-nam-mowal paban | 'You (pl) hit the boy' |
| 8. | lišinaa ʔo sip ^h un | 'Caterpillar-Head kissed me' |
| 22. | čon phowal sip ^h un | 'John kissed them' |
| 21. | mišaa yaal paban | 'Your mother-in-law hit us' |
| 5. | bita-nam-yaʔ c ^h it-nam čabane | 'The bear killed the bird' |
| 11. | c ^h it-nam-yaʔ maadal kane | 'The bird bit her' |
| 12. | hayu-nam-yaʔ bita-nam kane | 'The dog bit the bear' |
| 18. | xa-nam-yaʔ hayu-nam daalama | 'The water covered the dog' |
| 20. | c ^h u-nam-yaʔ xale-nam didale | 'The arrow split the tree' |
| 13. | dašoya-nam-man ʔo baʔole | 'The young woman called me' |
| 23. | kawi-nam-yaʔ maadal sip ^h un | 'The baby kissed her' |
| 24. | hayu-nam-mow maadal sip ^h un | 'The (pet) dog kissed her' |
| 27. | kawi-nam-mow maadal sip ^h un | 'The baby kissed her' |
| 29. | kawayaba-nam-mow miʔo baʔole | 'The boy called you (sg)' |

DATA:

1.	misaʔ maad-al sip ^h un	'Your maternal grandfather kissed her'
10.	ʔa misaʔ-al paban	I hit your maternal grandfather.
2.	mow mišaa-l sip ^h un	'He kissed your mother-in-law'
14.	mow dašoya-nam-maad-al baʔole	'He called the young woman'
16.	man kawi-nam-mow-al sip ^h un	'She kissed the baby'
19.	man hayu-nam-mow-al sip ^h un	'She kissed the (pet) dog'
4.	ʔa mow-al sip ^h un	'I kissed him'
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26.	yaa maa-l paban	'We hit you (pl)'
17.	maa kawiyaba-nam-mow-al paban	'You (pl) hit the boy'
22.	čon phow-al sip ^h un	'John kissed them'
21.	mišaa yaa-l paban	'Your mother-in-law hit us'
11.	c ^h it-nam-yaʔ maad-al kane	'The bird bit her'
23.	kawi-nam-yaʔ maad-al sip ^h un	'The baby kissed her'
24.	hayu-nam-mow maad-al sip ^h un	'The (pet) dog kissed her'
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7.	man čon-ʔo sip ^h un	'She kissed John'
9.	phow lišinaa-ʔo paban	'They hit Caterpillar-Head'
29.	kawiyaba-nam-mow mi-ʔo baʔole	'The boy called you (sg)'
28.	ma ʔo baʔole	'You (sg) called me'
8.	lišinaa ʔo sip ^h un	'Caterpillar-Head kissed me'
13.	dašoya-nam-man ʔo baʔole	'The young woman called me'
3.	mow kaweyo bila	'He bought a horse'
6.	mow kaweyo-nam bila	'He bought the horse'
25.	mow c ^h u-nam bila	'He bought the arrow'
15.	man kawi-nam sip ^h un	'She kissed the baby'
5.	bita-nam-yaʔ c ^h it-nam čabane	'The bear killed the bird'
12.	hayu-nam-yaʔ bita-nam kane	'The dog bit the bear'
18.	xa-nam-yaʔ hayu-nam daalama	'The water covered the dog'
20.	c ^h u-nam-yaʔ xale-nam didale	'The arrow split the tree'

Segmenting the data correctly (50 points)

Verbs: (20 points)

sip^hun = kissed
kane = bit
baʔaloe = called
bila = bought
čabane = killed
paban = hit
daalama = covered
didale = split

Nouns: (30 points)

čon = John
bita = bear
č^hit = bird
kaweyo = horse
hayu = dog
kawi = baby
kawiyaba = boy
xale = tree
c^hu = arrow
xa = water
lišinaa = Caterpillar-Head
misaʔ = maternal grandfather
mišaa = mother-in-law
dašoya = young woman

25 points for the pronominal chart and function words.

	subject	object	Function words
1 st sing	ʔa	ʔo	-nam- def.det
1 st pl	yaa	yaa	-∅- indef.det
2 nd sing	ma	mi	-ʔo names, 2 nd person obj
2 nd pl	maa	maa	-al/-l people/pronouns
3 rd mas.sing	mow	mow	C-al/VV-l
3 rd fem.sing	man	maada	-yaʔ non-people/inanimate
3 rd pl	phow	phow	

25 points for a description of the animacy hierarchy.

Northern Pomo has an animacy hierarchy when marking objects.

ʔo is 1st person singular object

-ʔo attaches to 2nd person singular and proper names

-al/-l attaches to kinship terms, people (animate) and pronouns

-yaʔ attaches to inanimate and non-people (some babies [possibly prior to naming], non-pet dogs)

Name: _____

Dyirbal Case Marking and Morphosyntax

A. Examine the sentences below and list all of the nouns and pronoun stems, plus the case marking morphology found on NPs. (You don't have to analyze the verbs but please include them in your answer. It should be noted that each verb bears a non-future tense suffix, which has two different allomorphs: [-n^yu / -n].)

- | | |
|---|-----------------------------|
| 1) η uma banagan ^y u. | Father returned. |
| 2) yabu banagan ^y u. | Mother returned. |
| 3) η uma yabu η gu buran. | Mother saw father. |
| 4) yabu η uma η gu buran. | Father saw mother. |
| 5) η ana banagan ^y u. | We returned. |
| 6) n ^y urra banagan ^y u. | You (pl) returned. |
| 7) n ^y urra η anana buran. | You (pl) saw us. |
| 8) η ana n ^y urrana buran. | We saw you (pl). |
| 9) η ana η uma buran. | We saw father. |
| 10) η anana η uma η gu buran. | Father saw us. |
| 11) biya jani η gu gunyjan. | John is drinking beer. |
| 12) biya jani η gu wugan yabugu. | John gave beer to mother. |
| 13) η uma miyandan ^y u. | Father laughed. |
| 14) η ana miyandan ^y u. | We laughed. |
| 15) η uma jaja η gu η amban. | The child heard father. |
| 16) η anana jaja η gu η amban. | The child heard us. |
| 17) η uma yabu η gu η amban. | Mother heard father. |
| 18) n ^y urra η anana η amban. | You (pl) heard us. |
| 19) biya jani η gu wugan n ^y urrangu. | John gave beer to you (pl). |

Dyirbal Case Marking and Morphemes – Answer Key and Rubric (50 points total)

Section A

Verbs (12 points)

banaga- = return

bura- = see

gunyja- = drink

miyanda- laugh

ŋamba- = hear

wuga- = give

Nouns (10 points)

ŋuma- = father

yabu- = mother

jani- = John

biya- = beer

jaja- = child

Pronouns (6 points)

ŋana- 1st PL

n^yurra- - 2nd PL

Functional morphemes (21 points)

-ŋgu = ERG on NPs

-∅ = ABS on NPs

-∅ = NOM on pronouns

-na = ACC on pronouns

-gu = DAT on NPs

-ngu = DAT on pronouns

-n^yu / -n = Non-future tense

-lŋa = Anti-Passive (1 point)