SIPRESS

"Are we in this Starbucks or the one down the street?"

I. CONTACT INFORMATION

Professor: Irene Appelbaum
Remote Class Meetings: M 1:00-3:50 via Zoom (Zoom link is posted on Moodle.)
Virtual Office Hrs (Mtn Time): M, W 9-10 & by appt. (Zoom links are posted on Moodle.)
Email: irene.appelbaum@umontana.edu

Technical Support

Technical support for Moodle and Zoom is available through UMOnline. The number for live phone support is: (406) 243- 4999 or (866) 225-1641 (toll-free). You can also reach them by visiting their website: http://umonline.umt.edu/studentsupport, by email: umonline-help@umontana.edu, or via the UMOnline Technical Support link within the Moodle course home page. If this is your first experience using Moodle, you may want to visit Moodle 101 for Students. For additional help with Zoom, visit https://support.zoom.us/hc/en-us.

II. READINGS

There is no required textbook for this course. Readings will be available through the Moodle course site.

III. COURSE DESCRIPTION

Deixis is the subfield of pragmatics concerned with expressions which can only be interpreted on particular occasions of use (e.g., I, *you*; *this*, *that*; *here*, *there* in English), whose interpretation is relative to aspects of the context of utterance (e.g., the place and time of the utterance; the speaker and addressee of the utterance), and which function indexically (via spatio-temporal contiguity) in addition to referentially. All languages have deictic expressions, but vary in terms of how they are encoded (e.g., in pronouns, demonstratives, adverbs, tense morphemes), how many distinctions they encode (e.g., 2-way, 3-way, more), and what the basis of these distinctions is (e.g., distance; visibility; immediacy). After introducing the central aspects of the structure of deixis, we'll survey the traditionally recognized categories of deixis: *person*, *place*, and *time* deixis, as well as *social* deixis and *discourse* deixis. We'll then investigate several alternative approaches to deixis which focus on *registers*, *interaction*, and the *deictic field*. Finally, we'll consider views about the *development of deictic terms* in the infant and the species, focusing on what this can tell us about the relation between cognition and language more generally.

IV.   LEARNING OUTCOMES

After successfully completing this course, students should have a good understanding of the nature of deixis, how it is encoded in a variety of languages, and how it has been studied within a variety of frameworks. More specific learning outcomes include:

• an understanding of how deictics differ from other singular referring expressions
• an understanding of how the dimensions of deixis operate
• the ability to analyze person, place, and time deixis in a variety of languages
• the ability to distinguish different categories of social deixis
• the ability to distinguish discourse deixis from anaphora
• an appreciation of the role of joint attention in deictic reference
• an appreciation of the role of joint attention in human cognition.

V. ASSESSMENT & GRADING

Your performance in this course will be assessed by the following requirements:

General Participation: Active student participation is essential to the success of a seminar. Participation may take a variety of forms, but includes having read assignments carefully (and preferably multiple times) before class meetings, being prepared to discuss the material, listening attentively, and having identified central points or themes in the reading as well as questions for discussion. You are not expected to understand every point in the reading prior to discussing it in class, but it should be clear that you have made an earnest attempt to do so.

Leading Discussion: Each student will be responsible for leading seminar discussion on an assigned reading **twice** during the semester. Sign-up slots for presentations are available on Moodle. Students are required to meet with the instructor in the week prior to that in which they are to lead discussion.

Test: Since many of the readings assume an alternative approach to deixis, it is essential to your success in this course to understand the traditional approach early on. To this end, there will be a Test during the third week of the semester (**September 4 - September 8**) covering the material from **Week 2, Overview of Deictic Categories**. The Test will be on-line, open-book, and you will have ample time to complete it. More information about the format and content of the Test will be posted on Moodle.

Article Reviews: You are required to submit **two** article reviews chosen from the assigned readings. Each review is expected to be approximately **1,000 words** and to include both a summary of the most salient points and a critical analysis. More information about the required structure and content for the reviews will be posted on Moodle. You are free to choose which articles to review, subject to the following constraints: (i) The following readings are not eligible for being reviewed: Diessel (2012), Levinson (1983), and Levinson (2006). (ii) **Article reviews are due at noon on the Monday they are to be discussed in class**. (Article reviews may **not** be submitted following class discussion.) (iii) You may not choose two readings from the same week. (iv) The first article review must be submitted by **M Sep 28;** the second one between **M Oct 5** and **M Nov 2**.

Final Project: Your Final Project will consist of an **Abstract**, a **Presentation**, and a **Final Paper**. Topics for the final project are to be chosen by you, in consultation with the professor. The **Abstract** should be approximately **250 words** and is due by **Friday, November 6 at midnight**. **Presentations** will take place on the last two class meetings of the semester (**November 9** and **November 16**). Each

presentation is expected to be approximately 30 minutes, followed by a 15-minute question period. The **Final Paper** should be between approximately **3,000 words** and is due on **Monday, November 23 at midnight.** Additional guidelines for the Abstract, Presentation, and Final Paper will be posted on Moodle.

Grades: Your final grade in this course will be based on the following calculation:

General Participation		24%
Lead Discussion (2 x 6% each)		12%
Test		12%
Article Review (2 x 8% each)		16%
Final Project		36%
Abstract	6%	
Presentation	6%	
Final Paper	24%	
		100%

Grading Scale:
The grading scale used for final course grades will be the following:

93.00-100.00 %	A	80.00-82.99	%	B-	67.00-69.99	%	D+
90.00-92.99 %	A	77.00-79.99	%	C+	63.00-66.99	%	D
87.00-89.99 %	B+	73.00-76.99	%	C	60.00-62.99	%	D-
83.00-86.99 %	B	70.00-72.99	%	C-	0.00-59.99	%	F

Due Dates:

Sep 8	Test due by midnight
Sep 28	Last day to submit 1st Article Review*
Nov 2	Last day to submit 2nd Article Review*
Nov 6	Final Paper Abstract due by midnight
Nov 9, 16	Final Paper Presentations
Nov 23	Final paper due by midnight
Must be submitted before the article is discussed in class.	

VI. COURSE POLICIES

COVID-19: All students are strongly encouraged to remain vigilant in mitigating the spread of COVID-19. Stay home if you feel sick and/or if exhibiting COVID-19 symptoms. Stay up-to-date on COVID-19 Information from the University: https://www.umt.edu/coronavirus; https://www.umt.edu/coronavirus/fall2020.php.

Student Conduct Code: You are expected to adhere to the University of Montana Student Conduct Code.

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. (See the Plagiarism Warning in the Catalog.)

Course Accommodations: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification. For more information, visit the Disability Services website. ***Please schedule a meeting with the instructor at the beginning of the semester to discuss accommodations.***

Withdrawing from the Course: From the Registrar: Through the 15th instructional day, all classes are dropped in CyberBear. From the 16th through the 45th instructional day, all classes must be dropped using Drop forms (instructor signature required, advisor signature required for undergraduates), $10 fee applies. From the 46th to the last instructional day prior to finals week, classes must be dropped using the Drop form (instructor and Dean signatures required, advisor signature required for undergraduates). $10 fee applies.

Moodle: This course has an online Moodle component. The Moodle website will be used to post course materials and to make announcements. It is your responsibility to check Moodle for course announcements and schedule changes. Technical support is available online through UMOnline Technical Support, or by calling (406) 243- 4999.

Email: In accordance with University policy, I will use only the email address provided for you on the Moodle website for class emails. I will only respond to emails sent to me from your University email address. I will not communicate grade information via email. It is your responsibility to keep informed about information contained in email sent to your University email account.

Course Outline
(Subject to change; check Moodle course website for most up-to-date information)

M Aug 24	**Introduction** • Optional: Diessel (2012): Deixis and Demonstratives ***pp. 1-8 only***
	Categories of Deixis
M Aug 31	**Overview of Deictic Categories** • Levinson (1983): Deixis
M Sep 7	***Labor Day -*** *No class; but:* Test due by midnight Tues, Sep 8.
M Sep 14	**Participant Deixis** • Diessel (2012): Deixis and Demonstratives - ***pp. 8-10 only*** • Brown & Gilman (1960): The Pronouns of Power and Solidarity • Siewierska (2004): Person Forms and Social Deixis
M Sep 21	**Space and Time Deixis** • Diessel (2012): Deixis and Demonstratives, ***pp. 10-19 only*** • Levinson (2006), pp. 114-118 only • Davis & Saunders (1975): Bella Coola Nominal Deixis
M Sep 28	**Discourse Deixis** • Diessel (2012), Deixis and Demonstratives, ***pp. 19-21 only*** • Grenoble (1994): Discourse Deixis and Information Tracking • Lenz (1999): The Temporal Dimension of Discourse Deixis

	Deixis, Registers, Interaction, and the Deictic Field
M Oct 5	**Registers of Deixis** • Agha (2007): Registers of Person Deixis
M Oct 12	**Deixis and Interaction** • Sidnell & Enfield (2017): Deixis and the Interactional Foundations of Reference • Enfield (2003): Demonstratives in Space and Interaction: Data from Lao Speakers and Implications for Semantic Analysis.
M Oct 19	**The Deictic Field** • Hanks (2005): Explorations in the Deictic Field (2005)
	Deixis and Development
M Oct 26	**Deixis and Ontogeny** • Clark (1978): From gesture to word: On the natural history of deixis in language acquisition; • Tomasello et al (2007): A New Look at Infant Pointing.
M Nov 2	**Deixis and Phylogeny** • Diessel (2006): Demonstratives, Joint Attention, and the Emergence of Grammar • Liszkowski et al (2009): Prelinguistic Infants, but Not Chimpanzees, Communicate About Absent Entities.
F Nov 6	*Due: Abstract, by midnight.*
M Nov 9	**Presentations**
M Nov 16	**Presentations**
M Nov 23	*Due: Final Paper, by midnight.*

References

Agha, A. (2007). Registers of Person Deixis. In *Language and Social Relations*. Cambridge: Cambridge University Press, pp. 278-300.

Brown, R. and Gilman, A. (1960). The Pronouns of Power and Solidarity. In *Style in Langu*age, edited by T. A. Sebeok. MIT Press, pp. 253–76.

Clark, E. (1978). From gesture to word: On the natural history of deixis in language acquisition. In *Human Growth and Development: Wolfson College Lectures 1976*, edited by J. S Bruner & A. Garton. Oxford: Oxford University Press, pp. 85-120.

Davis & Saunders (1975): Bella Coola Nominal Deixis. *Language* , 51:4, pp. 845-858.

Diessel, H. (2012). Deixis and Demonstratives. In *Semantics* Volume 3, edited by C. Maienborn, K. von Heusinger, and P. Portner. De Gruyter Mouton, pp. 1-25.

Diessel, H. (2006). Demonstratives, Joint Attention, and the Emergence of Grammar

Enfield, N. (2003). Demonstratives in Space and Interaction: Data from Lao Speakers and Implications for Semantic Analysis. *Language*, 79:1, pp. 82-117.

Grenoble, L. (1994): Discourse Deixis and Information Tracking. *Proceedings of the Twentieth Annual Meeting of the Berkeley Linguistics. Society: General Session Dedicated to the Contributions of Charles J. Fillmore (1994)*, pp. 208-219

Hanks (2005): Explorations in the Deictic Field. *Current Anthropology* 46:2, pp.191-220.

Lenz, F. (1999). The Temporal Dimension of Discourse Deixis. *Arbeiten aus Anglistik und Amerikanistik*, 24:1, pp. 3-14.

Levinson, S. (2006). *from* Deixis. In *The Handbook of Pragmatics,* edited by Laurence R. Horn and Gregory Ward. Oxford: Blackwell Publishing, pp. 114-118.

Levinson, S. (1983). Deixis. Chapter 2 of *Pragmatic*s. Cambridge: Cambridge University Press, pp. 54–96.

Liszkowski, U. et al (2009): Prelinguistic Infants, but Not Chimpanzees, Communicate About Absent Entities

Siewierska, A. (2004). Person Forms and Social Deixis. In *Person*. Cambridge: Cambridge University Press, pp. 214-245.

Tomasello, M., Carpenter, M., Liszkowski, U. (2007). A New Look at Infant Pointing. *Child Development*, 78:3, pp. 705 – 722.