

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: <u>A&S</u>	Today's Date: <u>1.26.2011</u>		
b.	Department/Division: <u>Linguistics</u>			
c.	Contact person name: <u>Andrew Hippisley</u>	Email: <u>andrew.hippisley</u>	Phone: <u>7-6989</u>	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: <u>LIN 601</u>			
b.	Full Title: <u>Research Methods in Linguistics</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>45</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	<p><u>Students pursuing an MA degree in Linguistic Theory & Typology (MALTT) must be equipped with a toolbox of suitable methods for gathering, analyzing, and modeling linguistic data. This course introduces a range of research methods which are widely applicable in scientific investigation but whose linguistic relevance we shall emphasize here. The methods are (1) statistical analysis, (2) computational modeling, (3) field work and (4) experimental techniques. Overarching all these methods is the scientific method of enquiry, a recursive and cumulative process of gathering data and building, testing, and refining hypotheses, and interpreting all results. Some of the questions that students will learn how to answer are: Are my data collection methods sufficiently rigorous? Are the results of my data analysis statistically significant? Does my hypothesis control for variables? Is my hypothesis computationally tractable? Are my methods and their results replicable? The course also introduces students to major primary and secondary resources for linguistic research, including the principal bibliographic and indexing services, leading professional journals, major</u></p>		

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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	<u>disciplinary organizations, significant traditional and online collections of linguistic data, etc. These resources will be discussed for each of the disciplinary strengths represented in the MALTT program.</u>	
j.	Prerequisites, if any: <u>LIN 211 or equivalent</u>	
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Will this course be taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4.	Frequency of Course Offering.	
a.	Course will be offered (check all that apply): <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain: _____	
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain: _____	
6.	What enrollment (per section per semester) may reasonably be expected?	<u>12</u>
7.	Anticipated Student Demand.	
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, explain: _____	
8.	Check the category most applicable to this course:	
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input type="checkbox"/> Relatively New – Now Being Widely Established	
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9.	Course Relationship to Program(s).	
a.	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, name the proposed new program: <u>MA in Linguistic Theory & Typology (MALTT)</u>	
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES ⁵ , list affected programs: <u>MALTT</u>	
10.	Information to be Placed on Syllabus.	
a.	Is the course 400G or 500?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii)	

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

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	establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

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Signature Routing Log

General Information:

Course Prefix and Number: LIN 601

Proposal Contact Person Name: Andrew Hippisley Phone: 7-6989

Email:
andrew.hippisley@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, director	1/26/11	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	
		/ /	
		/ /	
		/ /	
College of A&S	2/14/12	Anna Bosch / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council	4/9/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

LIN 601 Research Methods in Linguistics

Day/Time/Place: *TBD*

Instructor: *Andrew Hippisley*

Office phone: *859-257 6989*

Preferred method on contact: *email*

Email: *andrew.hippisley@uky.edu*

Office address: *1377 POT*

Office Hours: *days and times TBD*

Bulletin description

This three credit core course will equip students with a toolbox of suitable methods for gathering, analyzing, and modeling linguistic data, an integral part of their training in linguistic research. The course will also introduce students to major primary and secondary resources for linguistic research, including the principal bibliographic and indexing services, leading professional journals, etc. Normally taught in the Fall semester, to be taken in a student's first semester of the MALTT program. Also of value to students of other linguistics-oriented graduate programs.

Prerequisite: LIN 211 or equivalent

Overview of course

Students pursuing an MA degree in Linguistic Theory & Typology (MALTT) must be equipped with a toolbox of suitable methods for gathering, analyzing, and modeling linguistic data. This course introduces a range of research methods which are widely applicable in scientific investigation but whose linguistic relevance we shall emphasize here. The methods are (1) statistical analysis, (2) computational modeling, (3) fieldwork and (4) experimental techniques. Overarching all these methods is the scientific method of enquiry, a recursive and cumulative process of gathering data and building, testing, and refining hypotheses, and interpreting all results. Some of the questions that students will learn how to answer are: Are my data collection methods sufficiently rigorous? Are the results of my data analysis statistically significant? Does my hypothesis control for variables? Is my hypothesis computationally tractable? Are my methods and their results replicable?

The course also introduces students to major primary and secondary resources for linguistic research, including the principal bibliographic and indexing services, leading professional journals, major disciplinary organizations, significant traditional and online collections of linguistic data, etc. These resources will be discussed for each of the disciplinary strengths represented in the MALTT program.

Student Learning Outcomes:

Upon completion of the course students should be able to

- identify and utilize appropriate primary and secondary resources in the discipline
- decide upon the best technique for determining statistical significance in a given research setting
- make appropriate use of statistical packages such as R and SPSS in linguistic research
- understand the role computers play in hypothesis modeling and testing
- demonstrate this understanding by creating and compiling fragments of computer code in various environments
- appreciate and employ a range of computer tools and resources, including scripting and programming languages, specialized analytical software packages, and linguistic databases
- demonstrate an understanding of linguistic fieldwork and of the methodological complexities it can present
- collect linguistic data in a way that is both accurate and ethical
- apply to an institution's IRB for approval of a research project involving human subjects
- demonstrate awareness of fieldwork/data collection tools and argue for the most appropriate type of collection strategy for a given project
- develop a questionnaire that is suited to the ethical and accurate collection of linguistic data
- perform interviews in a way that is suited to the ethical and accurate collection of linguistic data
- understand the concepts of causal relationship, operationalization, control and sampling
- apply this understanding in conducting experiments of pretest-posttest design, control group, randomized sampling, between subjects design, and within subject design

Course Goals/Objective:

The course aims (a) to equip students with a practical knowledge of the fundamental methods for conducting linguistic research; (b) to show the particular relevance of different methods and resources in the various sub-disciplines of linguistics;

and (c) to introduce students to the MALTT degree program, prefiguring the diversity of our graduate course offerings and identifying areas of synergy among these courses.

Required materials

TEXTS AND SOFTWARE:

- A collection of readings subsuming the four main components of the course
- The Blackboard site will provide links to computer resources, including databases, freeware/open-source computer software and environments for download

Readings:

Statistical Methods

Baayen, R. H. 2008. *Analyzing Linguistic Data: a Practical Guide to Statistics using R*. Cambridge: CUP.

Computational Methods

Bird, Steven; Ewan Klein; and Edward Loper. 2009. *Natural Language Processing with Python*. Cambridge: O'Reilly.

Indurkha, Nitin and Fred J. Damerau. 2010. *Handbook of Natural Language Processing*. Boca Raton: CRC Press.

Surrey Morphology Group web resources website.

UK's CATS-CLAW website (computer-assisted technology service: computational linguist's automated workbench).

Field methods

Bird, Steven, & Gary Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79, 557–82.

Kroeger, Paul R. 2005. Swahili data for grammar sketch. From *Analyzing grammar: An introduction*, pp. 334-40.

Cambridge: Cambridge University Press.

Newman, Paul. 2007. Copyright essentials for linguists. *Language Documentation and Conservation* 1.1, 28–43.

[<http://nflrc.hawaii.edu/ldc/>]

Newman, Paul. 2009. Fieldwork and Field Methods in Linguistics. *Language Documentation and Conservation* 3.1, 113-125.

[<http://nflrc.hawaii.edu/ldc/>]

Robinson, Stuart, Greg Aumann & Steven Bird. 2007. Managing Fieldwork Data with Toolbox and the Natural Language Toolkit. *Language Documentation and Conservation* 1.1, 44–57.

[<http://nflrc.hawaii.edu/ldc/>]

Grading:

REQUIREMENTS:

3 projects= 75% 90-100%

1 group demonstration =25%

GRADING SCALE:

A

80-89% B

70-79% C

69% and below E

Assignments will consist of three mini-projects, on statistics, computing and field methods. Each project is worth 25%. There will be a final group demonstration worth 25% where students will emphasize experimentation but integrate the three other methods into a single deliverable which will be documented and presented to an audience.

Course Policy on Academic Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance:

In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session, lecture and lab; if you do have to miss a class session, you must let me know the circumstances of your absence. Try to borrow someone's notes, since some of the information that will be covered in class is not covered in the text. If you have specific questions regarding any information covered in class, by all means come and see me during my office hours (or schedule an appointment for some other time); please don't expect me to repeat entire lectures, however.

Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays **no later than the last day for adding a class.**" Students must be informed as to how much notice the faculty member requires for an accommodation due to a religious observance. (approved by Senate on February 14, 2011, SR 5.2.4.2) *Excused absences will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2.* [<http://www.uky.edu/Ombud/policies.php> S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]

Course Policy for Submission of Assignments:

Homework which you submit after class time on the specified due-date will not be accepted for grading UNLESS your absence on that date is an excused one. If a student is unable to submit a written homework assignment on time owing to an excused absence, s/he should consult with me as soon as possible about making up the assignment. Whatever length of time a student is out of class because of an excused absence, the student has that length of time to make up missed homework once s/he returns to class; for instance, if a student misses three class meetings because of an excused absence, then starting from the day of her/his return to class, s/he has three class meetings to make up any homework that s/he failed to submit during her/his absence. *Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work.*

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombudsman also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

Course Policy on Classroom civility and decorum:

The university, the college and the department have a commitment to respect the dignity of all students and faculty and to value differences among members of our academic community. Discussion and debate have a role in academic discovery and students have a right to express respectful disagreement and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has both the right and the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Attacks of a personal nature or denigrating another on the basis of race, sex, religion, sexual orientation, age, or national/regional origin are unacceptable.

Course Policy for Group work & student collaboration:

Students sometimes ask whether it is permissible to work together on homework assignments. Here is the answer: it is fine--in fact it is desirable--for two or more students to discuss an assigned problem BEFORE they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted. (By university policy, the minimum penalty for handing in an answer any part of which is copied (or an answer from which another student has been allowed to copy) is an E for the course.

Tentative course schedule:

WEEK	TOPIC	READING ASSIGNMENTS*	WRITTEN HOMEWORK DUE-DATES	
Week 1	introducing the course / Major MALTT sources	MALTT rules & regulations	Stats HW	
Week 2	Major MALTT sources / statistical methods in linguistics			
Week 3	Statistical methods in linguistics			
Week 4	Statistical methods in linguistics			
Week 5	Computational methods in linguistics			
Week 6	Computational methods in linguistics			
Week 7	Computational methods in linguistics			
Week 8	Field work methods in linguistics			Comp HW
Week 9	Field work methods in linguistics			
Week 10	SPRING/THANKGIVING BREAK			
Week 11	Field work methods in linguistics		Field methods HW	
Week 12	Experimental methods in linguistics			
Week 13	Experimental methods in linguistics			
Week 14	Experimental methods in linguistics			
Week 15	Group presentations	No reading	Demonstration HW	
Week 16	Group presentations and taking stock	No reading		
		*Weekly reading assignments from course reader except where stated otherwise		