

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: <u>A&S</u>	Today's Date:	<u>15 February 2012</u>	
b.	Department/Division: <u>Linguistics</u>			
c.	Contact person name: <u>Andrew Hippisley</u>	Email: <u>andrew.hippisley@uky.edu</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 701</u>			
b.	Full Title: <u>Research Seminar in Linguistic Theory and Typology</u>			
c.	Transcript Title (if full title is more than 40 characters): <u>Research Sem in Ling Theory & Typology</u>			
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.			
	_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Residency	_____ Studio	_____ Other – Please explain: _____	
	<u>15</u> Seminar			
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 checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<u>Students are trained in research and professionalization related to the discipline of linguistics. To that end students will create a 20-30 page research report as a culmination of a set of training milestones that include (1) producing an annotated bibliography, (2) writing an abstract, (3) reflecting on good practice in linguistics research, (4) publicly presenting research, and (5) reflecting on professional aspects of linguistics.</u>		
j.	Prerequisites, if any: <u>Second-year standing in the MA program in Linguistic Theory & Typology, LIN 601.</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"/>	

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)

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

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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>10</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) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
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.			

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

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Signature Routing Log

General Information:

Course Prefix and Number: LIN 701

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	2/15/12	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	
		/ /	
		/ /	
		/ /	
College of A&S	2/28/12	Anna Bosch, Associate Dean / 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 701: Research Seminar in Linguistic Theory & Typology

Day/Time/Place: *TBD*

Instructor: *Dr. Andrew Hippisley*

Office phone: *859-257-6989*

Preferred method of contact: *by e-mail*

E-mail: *andrew.hippisley@uky.edu*

Office address: *POT 1377*

Office hours: *days and times TBD*

Prerequisite: Second-year standing in the MA program in Linguistic Theory & Typology; LIN 601 Research Methods

Bulletin description: Students are trained in research and professionalization related to the discipline of linguistics. To that end students will create a 20-30 page research report as a culmination of a set of training milestones that include (1) producing an annotated bibliography, (2) writing an abstract, (3) reflecting on good practice in linguistics research, (4) publicly presenting research, and (5) reflecting on professional aspects of linguistics.

Course overview, goals, and objectives:

This course is designed to train students in research and professionalization related to the discipline of linguistics, and so prepares them for active engagement in professional activities in linguistics. To that end students will create a 20-30 page research report as a culmination of a set of training milestones that include (1) producing an annotated bibliography, (2) writing an abstract, (3) reflecting on good practice in linguistics research, (4) publicly presenting research, and (5) reflecting on professional aspects of linguistics. An integral component of the course are the periodic collaborative sessions where students discuss with their peers and faculty their progress in theory, methodology, data collection and data analysis for their research reports, and where they engage in peer review of their developing portfolio of professional materials. An indirect goal is identifying a suitable thesis committee.

Student learning outcomes:

Upon completion of the course students should be able to

- perform independent theoretical research on an original topic with results that are professionally presentable;
- demonstrate the application of established research methods to a field of inquiry;
- engage in informed scholarly discussion and debate with colleagues on linguistic topics both within and outside their direct fields of specialization;
- demonstrate an awareness of career opportunities for linguistics graduates, and identify strategies for securing a professional position.

Required course materials:

- Readings specific to the student's field of study will be the primary reference material. Students will also be required to take part in general class readings of classic linguistic papers as well as papers published by faculty.

Course work:

Students in this course will produce a 20-30 page research piece which will fold in a sub-set of the following deliverables:

- a statement of purpose of the project, including; a detailed abstract summarizing the theoretical and methodological approaches to be undertaken in the project and the material to be analyzed;
- an annotated working bibliography appropriate to the project;
- a summary of previous and current work in the field (literature review);
- oral presentation of the research
- reflective piece on how linguistics can be applied to industry and academia (professional report)
 - accompanied by a professional dossier of their work in linguistic research.
 - and a professional cv suitable for applying for relevant positions in industry

Grading:

The following scale will be used in this course:

100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69% or below = E

Final grades will be calculated according to the following categories:

- research statement and abstract = 10%
- literature review = 10%
- annotated bibliography = 10%
- oral presentation = 10%
- professional report = 10%
- FINAL RESEARCH REPORT = 50%

Course calendar:

- Week 1: Course introduction; looking at faculty profiles
- Week 2: Presentations of faculty's research statements; preparing research statements
- Week 3: Abstract writing workshop; discussion of faculty created abstracts
- Week 4: Collecting and annotating a bibliography || *research statement & abstract due*
- Week 5: Presentation and discussion of selected faculty outputs
- Week 6: Presentation and discussion of faculty work in progress
- Week 7: Faculty/student discussion of one or more publications representing a paradigm shift in an aspect of linguistics || *annotated biblio due*
- Week 8: Faculty/student discussion of one or more publications representing a paradigm shift in an aspect of linguistics || *literature review due*
- Week 9: Workshop on presenting research; visiting faculty presentation
- Week 10: Workshop on presenting research continued; local faculty presentation
- Week 11: The view from industry: external speaker from a relevant area of industry, Q&A session; professionalization of cv workshop
- Week 11: The view from academia: external speaker from a linguistics PhD program, Q&A session; professionalization of cv workshop || *professional report due*
- Week 12: Presenting research || *oral presentation deliverable*
- Week 13: Presenting research || *oral presentation deliverable*
- Week 14: Critiquing research report drafts workshop
- Week 15: Critiquing research report drafts workshop
- Week 16: Conclusions || *research report due*

Course policies:

Attendance -- Attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to profit from the mechanisms of peer review and revision. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session. Discuss the session with your classmates or come to see me to find out what you missed.

In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed opportunity for professional interaction and feedback.

Making up missed work -- Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as "excused absences":

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediate family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. 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)

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence."

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a quiz or exam is given, you must make arrangements with me within one week of your absence to arrange for making up that work.

If you are absent from class *for any other reason* on a day when a homework assignment is collected or a quiz or exam is given, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism -- I expect all work that you submit to me for a grade to be work that you produce on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from someone else. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

"6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or someone's file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/herself, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

"6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

Classroom behavior, decorum, and civility -- The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations -- If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257 -2754, e-mail: jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities