UNIVERSITY OF KENTUCKY

New Course Report

10/28/2015 12:05:41 PM

1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

Date Submitted: 9/21/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Rusty Barrett

Email: erbarr2@uky.edu

Phone: 257-3114

Responsible Faculty ID (if different from Contact)

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 257-7101

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 740

2c. Full Title: Laboratory for Advanced Linguistics Seminars

2d. Transcript Title: Lab for Adv Linguistics Sem

2e. Cross-listing:

2f. Meeting Patterns

LABORATORY: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 5

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: A laboratory course tied directly to an advanced seminar in linguistics at the 700 level, offering students the opportunity for guided application of the advanced theories and methods focused on in the seminar. The lab will provide an environment for individualized work with tools specific to each student's research question (within the framework of the seminar), while at the same time encouraging collaborative investigation and shared discovery. May be repeated to a maximum of five credits.

2k. Prerequisites, if any: Concurrent enrollment in the accompanying LIN 700-level advanced seminar course.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 7-10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Ph.D. in Linguistics

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. 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: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 740 NEW Dept Review|20150320

SIGNATURE|ACSI222|Anna C Harmon|LIN 740 NEW College Review|20150921

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 740 NEW Graduate Council Review|20151028

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

	ID	Attachment
Delete	5384	LIN_740_sample_syllabus.docx

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 9/21/2015

b. * Department/Division: Linguistics

c.

* Contact Person Name: Rusty Barrett Email: erbarr2@uky.edu Phone: 257-3114

* Responsible Faculty ID (if different from Contact) Mark Richard Lauersdorf Email: lauersdorf@uky.edu Phone: 257-7101

d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

e.

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? ○ Yes [4] ◉ No

b. * Prefix and Number: LIN 740

c. * Full Title: Laboratory for Advanced Linguistics Seminars

d. Transcript Title (if full title is more than 40 characters): Lab for Adv Linguistics Sem

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

___	Lecture	2	Laboratory[1]	___	Recitation	___	Discussion
___	Indep. Study	___	Clinical	___	Colloquium	___	Practicum
___	Research	___	Residency	___	Seminar	___	Studio
___	Other	If Other, Please explain:					

g. * Identify a grading system:

◉ Letter (A, B, C, etc.)
○ Pass/Fail
○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
○ Graduate School Grade Scale

h. * Number of credits: 1

i. * Is this course repeatable for additional credit? ◉ Yes ○ No

If YES: Maximum number of credit hours: 5

If YES: Will this course allow multiple registrations during the same semester? ◉ Yes ○ No

j. * Course Description for Bulletin:

A laboratory course tied directly to an advanced seminar in linguistics at the 700 level, offering students the opportunity for guided application of the advanced theories and methods focused on in the seminar. The lab will provide an environment for individualized work with tools specific to each student's research question (within the framework of the seminar), while at the same time encouraging collaborative investigation and shared discovery. May be repeated to a maximum of five credits.

k. Prerequisites, if any:

Concurrent enrollment in the accompanying LIN 700-level advanced seminar course.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. *** Will this course be taught off campus?** ○ Yes ◉ No

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. *** Are facilities and personnel necessary for the proposed new course available?** ◉ Yes ○ No

If No, explain:

6. *** What enrollment (per section per semester) may reasonably be expected?** 7-10

7. **Anticipated Student Demand.**

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. *** Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☑ 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 ○ No

If YES, name the proposed new program:

Ph.D. in Linguistics

b. * Will this course be a new requirement [5] for ANY program? ○ Yes ◉ No

If YES [5], list affected programs::

10. **Information to be Placed on Syllabus.**

a. * Is the course 400G or 500? ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl **10.a** above) are attached.

[4] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[5] The chair of the cross-listing department must sign off on the Signature Routing Log

[1] 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, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

LIN 740
Laboratory for Advanced Linguistics Seminars
Required subtitle: Visualization of Linguistic Data

Course time: *TBA* **Classroom:** *TBA*

Instructor: *Mark Richard Lauersdorf* **Email:** *lauersdorf@uky.edu*
Office phone: *859---257---7101* **Office address:** *1471 POT*
Preferred method of contact: *email* **Office Hours:** *MWF 4:00–5:00 pm*

Prerequisite: Concurrent enrollment in the accompanying LIN 700---level advanced seminar course.

Course description: A laboratory course tied directly to an advanced seminar in linguistics at the 700 level, offering students the opportunity for guided application of the advanced theories and methods focused on in the seminar. The lab will provide an environment for individualized work with tools specific to each student's research question (within the framework of the seminar), while at the same time encouraging collaborative investigation and shared discovery. May be repeated to a maximum of five credits.

Course objectives: This version of LIN 740 accompanies the lecture course LIN 710 Advanced Seminar in Computational/Corpus Linguistics: Visualization of Linguistic Data. We will work with specialized tools and methods for the visualization of linguistic data – both for data analysis and for data presentation. We will work together with visualization concepts, tools, and methods that are applicable across linguistic fields, with each student then applying the concepts to his/her work using tools and methods specific to his/her area of research interest.

Student learning outcomes: Upon completion of this lab students will be able to:

- apply general concepts of data visualization to their chosen area of specialization in linguistic research;
- demonstrate in---depth knowledge of the visualization tools and methods specific to their chosen area of linguistic specialization;
- determine the appropriate data visualization tools and methods for use with their specific research questions;
- use these specialized tools and methods to perform high---level data processing, analysis, and presentation;
- evaluate the results of the use of these tools and methods, assessing the quality and reliability of the data analysis process and the accuracy and validity of the outcomes;
- employ data visualizations for efficient presentation of research results, providing maximum information and avoiding both oversimplification and visual overload;
- identify areas for improvement or elaboration of the tools and methods employed.

Required materials: In this lab we will be working with many different pieces of hardware and software for the visualization of linguistic data. The hardware will be made available to the students, the software is generally Open Source or available through campus licensing or as a web service. Each student will, of course, be developing customized hardware and software lists for his/her specific research project as a part of the work involved in this lab.

Description of lab activities and major assignment: For the first ten weeks, each lab session will have an initial portion dedicated to general concepts in data visualization. All students will work with the same material for this portion of the lab and work may be performed individually or in small groups. The second portion of each lab session will then be dedicated to the application of the general concepts to students' individual projects. The labs during the last five weeks will be devoted entirely to individual project work.

Each student will be responsible for an in---depth exploration of specific visualization tools and methods that they chose for work with a specific research question within the framework of the 700---level linguistics seminar to which this lab is attached. The result of this in---depth exploration of those specific tools and methods will be an extended research report covering: 1) the selection, evaluation, and implementation of tools and methods for a specific research question, and 2) an analysis of the results of the implementation of the chosen tools and methods, including the procedures followed and the outcomes achieved. The chosen tools and methods will be explored in the realm of both data analysis and data presentation. The data analyzed will derive directly from the student's original research project performed in the LIN 710 seminar to which this lab is attached. Each student will use the analytical visualizations performed in the lab as an integral part of data analysis and interpretation in the LIN 710 research project, and the presentational visualizations from the lab are to be incorporated into the LIN 710 project as illustrations of the research results. Each student may choose whether to incorporate this extended lab report on tools and methods directly into the LIN 710 research project or whether to write it up as a separate (accompanying) lab report. This decision will likely depend both on the nature of research question and on the nature of the tools and methods employed. The due date for this extended lab report coincides with the due date for the research project in LIN 710: the scheduled time for the final exam for the course.

There will be no examinations in this lab and no final examination.

Course evaluation and grading: Course grades will be calculated as follows:

The extended lab report represents 100% of the graded material in this course.

Grading scale: 100---90% = A ; 89---80% = B ; 79---70% = C ; 69% and below = E

Course policies:

Submission of assignments: Students will submit the written lab report in digital form. Since assignment submission is digital, there are no exceptions to the due date, unless an excused absence prevents completion and submission by the scheduled due date. If the lab report is submitted after the due date without an excused absence, it will be downgraded by one letter grade for each calendar day that it is late.

Attendance policy: Attendance will not be a separately graded element in this course, but your attendance habits will likely affect your grade because absence from the lab means that you miss the opportunity to contribute to and learn from the collaborative lab experience. If you miss a lab session for any reason, it is professional courtesy to let me know the general circumstances of your absence, and it is your responsibility to find out what was covered in that session and ensure that you understand the information and concepts discussed in order to be able to complete the lab work on your own. Get notes from your classmates or come to see me to find out what you missed. In addition, I expect

everyone to come to the lab on time and to stay for the full duration of the lab session. Again, any missed portion of a lab period is a missed chance to better understand and assimilate the material.

Excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University---related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859---257---2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university---related trips is required prior to the absence.

Academic integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Schedule: The following dates are approximate and are subject to change based on our work with the material. The calendar provides the general topics that will be addressed together in the first part of each session, followed by work on individual projects:

Week	***Topics***
Week 1	Data input for visualization. || Project---specific application.
Week 2	Data input for visualization. || Project---specific application.
Week 3	Visualization output types. || Project---specific application.
Week 4	Static visualization. || Project---specific application.
Week 5	Dynamic visualization. || Project---specific application.
Week 6	Interactive visualization. || Project---specific application.
Week 7	Statistics and visualization. || Project---specific application.
Week 8	Statistics and visualization. || Project---specific application.
Week 9	Oversimplification, data loss, visual overload. || Project---specific application.
Spring Break	*no class*
Week 10	Oversimplification, data loss, visual overload. || Project---specific application.
Week 11	*Individual project work.*
Week 12	*Individual project work.*
Week 13	*Individual project work.*
Week 14	*Individual project work.*
Week 15	*Individual project work.*
Finals week	• *Extended lab report due on scheduled day and time of final exam.* Note that there is no final exam in this lab.