

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Arts & Sciences</u>	Department (Full name):	<u>Linguistics</u>
Major Name (full name please):	<u>Linguistics</u>	Degree Title:	<u>B.A./B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	<u>Andrew Hippisley</u>	Phone:	<u>859-257-6989</u>
		Email:	<u>andrew.hippisley@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>LIN 509 Semantics & Pragmatics</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Demonstrate the ability to communicate linguistic concepts of varying degrees of complexity clearly and effectively in written, oral, and, where appropriate, digital form.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>This course fulfills the Graduation Composition and Communication Requirement (GCCR) for linguistics majors. The course builds upon the theoretical linguistic knowledge gained in ENG/LIN 221 by requiring students to apply their knowledge of the field to written and oral projects in any area of linguistic inquiry. Through the projects students will gain experience and competency in valuable dissemination skills that are area appropriate to the discipline of linguistics, so preparing them for upper-</u>

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division courses and linguistics independent studies which require a dissemination component. Topics covered in both foundational courses (i.e., LIN 221 and 222) are appropriate avenues to pursue: principal components of the language system, various contexts for the use of language (historical linguistics, sociolinguistics, psycholinguistics, etc.)

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: LIN 222: Introduction to Linguistics II: Language & Context

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? No
- projected enrollment per semester: 15-30

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR

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<p>assignments for credit);</p> <ul style="list-style-type: none"> • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
<p><u>All majors must take LIN 222 as part of the major core requirements. This class will be offered every spring semester. Students are required to have completed LIN 221 prior to completing LIN 222, as the combination of the two courses serves as a basic introduction to the field of linguistics. Under the current major requirements, students are not introduced to the concept of linguistics research projects until much later in the curriculum (usually at the 500-level). Our goal with offering the GCCR at the 200-level is to introduce students at an earlier point in their careers to the specifics of linguistics research (i.e., how to find linguistics secondary sources, how to collect linguistic data, etc.), in order to better prepare them for upper-division courses. Because students will have already completed the first introductory class, offering the GCCR requirement at this level is appropriate as students can expand upon what they have learned in that prior course.</u></p>
<ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
<p><u>These are the GCCR assignments: topic approval (students write summaries of the linguistic topic they hope to pursue and receive feedback from the instructor); library information literacy assignment (students visit the library, learn about linguistics resources, and complete a short assignment that tests the knowledge gained in this experience); first draft of paper (students submit a draft of their final paper to be assessed by the instructor); peer review (after making corrections suggested by the instructor, students bring new drafts of their papers to be reviewed by another student in the class); presentation (students make 10-minute presentations of their research findings); final draft (students submit a final draft of their paper during finals week; students are expected to have made significant changes since the first draft).</u></p>
<ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
<p><u>After receiving feedback from the instructor on the first draft, students are expected to incorporate changes before bringing a new draft for peer review. In peer review sessions, students trade papers with another student in the class. Each student reads and evaluates the paper of another student based on guidelines prepared by the instructor. Each student submits a written evaluation of the other student's paper. After this session, students are then expected to make further changes suggested by their peer review partner before submitting a final draft during finals week.</u></p>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal:
<p>_____</p>
<p>D. Assessment:</p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially): <u>once a year</u>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee): <u>ug studies committee, within the Linguistics Program</u>
<ul style="list-style-type: none"> • if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s): <u>na</u>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	LIN 222, Linguistics, B.A./B.S.
Contact Person Name:	Andrew Hippisley
Phone:	859-257-6989
Email:	andrew.hippisley@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>		Andrew Hippisley / 257-6989 / andrew.hippisley@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean		Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	3/5/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

LIN222-001: Introduction to Linguistics II: Application of Theory
Sample Course Syllabus
MWF, 11:00-11:50am, FPAT 265

Instructor: Dr. Jennifer Cramer

Office: 1371 Patterson Office Tower

Phone: (859) 257-6983

Email: jennifer.cramer@uky.edu

Mailbox: 1243 Patterson Office Tower, English Department

Office hours: MW 9-10:30am or by appointment

Course Description: This course is the second semester of an intensive two-course introductory sequence to the scientific study of human language, geared primarily for majors and minors in Linguistics. Building upon the theoretical knowledge gained in LIN/ENG 221^{*}, LIN 222 will provide students with a thorough survey of the following applied branches of Linguistics:

- **Historical Linguistics:** the study of how and why languages change over time;
- **Pragmatics:** the study of language use with reference to the context of the discourse;
- **Sociolinguistics:** the investigation of the complex relationship between language and society;
- **Language Acquisition:** the analysis of the stages in which children acquire language (seemingly) with ease and the difficulties a learner faces in second language acquisition;
- **Psycholinguistics:** the examination of how language is processed in the mind;
- **Grammatical Typology:** the study of the levels at which all languages are similar and in what ways they may differ.

This course provides full Graduation Composition and Communication Requirement (GCCR) credit for the linguistics major. Therefore, this course is specified to be completed after achieving sophomore status (30+ credit hours earned).

Student Learning Outcomes:

Upon completion of the course, students should:

- understand the linguistic origins of the English language and the important historical events that have changed our language; be able to analyze a set of related languages and reconstruct the original words and phonemes for a proto-language; have a basic grasp of the various types of sound changes and what constitutes a possible sound change;
- recognize the importance of speaker knowledge and beliefs in the use of language; understand how power relations and speaker/listener roles dictate features of language use; be able to analyze the type of speech acts being used within specific utterances; understand how Gricean maxims condition how we use language in interactions;
- have a good understanding of the influence of social factors, such as place, class, ethnicity and gender, on language change and diversity within English and other languages; undertake sociolinguistic research within a linguistic community of their choosing;
- learn the many stages of first language acquisition and how a child's phonology, morphology and syntax become more increasingly complex from stage to stage; understand the various

* Students who have had LIN/ENG 211 prior to Fall 2013 are also well-suited for this course.

factors affecting second language acquisition (such as the critical period); be able to discuss the relevance of second-language education within the schools;

- learn the methods used by psycholinguists to understand language processing; understand how linguistic principles contribute to our understanding of language comprehension and production; be able to discuss how psycholinguistic models are used in language processing;
- have a broad understanding of typological variation across the world's languages, with a grasp of the various theories put forward to explain such variation;
- and demonstrate the ability to communicate linguistic concepts of varying degrees of complexity clearly and effectively in written and oral form.

Required materials:

- *Contemporary Linguistics: An Introduction*. Sixth Edition. By William O'Grady, John Archibald, Mark Aronoff and Janie Rees-Miller, 2010. Boston/New York: Bedford/St. Martin's (marked as 'CL' in schedule)
- *Study Guide for Contemporary Linguistics*, prepared by Teresa Vanderweide, U.S. edition prepared by Janie Rees-Miller, John Archibald, Mark Aronoff and William O'Grady. 2009. Intended as a supplement to the lectures and textbook, to provide additional practice and review, and as a study aid (marked as 'SG' in schedule)
- Additional readings may be made available in Blackboard (marked as 'BB' in schedule)

Blackboard Resources: A lot of information will be made available in Blackboard. Go to elearning.uky.edu or click on the tab inside MyUK. If you haven't used Blackboard before, you can find helpful instructions at wiki.uky.edu/Blackboard. Please log on to Blackboard as soon as possible and contact me if you have any difficulty doing so. **You should check BB daily for announcements.**

Course Evaluation and Grading Scale:

Quizzes (4)	20%	A	90-100%
Exams (3)	30%	B	80-89%
Final Project (see below)	40%	C	70-79%
Participation	10%	D	60-69%
TOTAL	100%	E	59% or below

Quizzes: You will be given four lengthy (thirty-minute) quizzes at the beginning of class at certain times during the semester, which will cover all unquizzed and untested material up until that point. Anything discussed in class or read in the book at home is fair game. Note that if you miss class for an unexcused reason, or if you are late to class, you **CANNOT** make up that quiz.

Exams: You will be given three exams during the course of the semester. These exams will test your knowledge of the material covered in class readings, lectures, videos, etc. Each exam is worth 10% of your final grade. The dates for these exams are listed in the course schedule. We may briefly review for the exams during the class prior to the exam.

If you miss an exam, you will receive a 0 unless I excuse your absence, in which case you will be required to take a make-up exam in my office. You must have an **excused, documented** absence in order to make up a missed exam. See below for explanation of excused absences.

Final Project: In lieu of a final exam, you will complete an individual final research project. This research project is designed to have you demonstrate competent written and oral skills in the field of linguistics, so as to better prepare you for upper-division courses in which you may also be expected to conduct research. The project is specifically tailored to linguistics students, as it allows you to explore any linguistic subfield through independent research. Topics covered in both foundational courses (i.e., LIN 221 and 222) are appropriate avenues to pursue.

This project has several components. Grades on these final projects will be based on the following (basic) rubric: topic approval (3% of your overall final grade), information literacy and the annotated bibliography (7%), first paper draft (5%), peer review of paper (5%), 10-minute presentations and peer review of presentations (10%), and final paper draft (10%).

The first draft of your final paper is expected to be 12-15 pages in length. You will receive feedback from your instructor on this first draft, and you will be required to bring a revised version to our in-class peer review session, which will be held **Wednesday, April 23**. Final papers, after revisions, are expected to be 15-20 pages in length. Final papers will be due in Blackboard during finals week, on **Monday, May 5 by 11:59pm**.

Presentations will be held during the last week of classes. You will be expected to submit the visual component of your presentation to classmates in Blackboard by **Friday, April 25**. You will receive feedback from your peer and are expected to incorporate changes prior to your presentation day.

Note: Because this course satisfies the GCCR, students must earn an average grade of C or better on these assignments in order to receive credit and satisfy the requirement.

Participation: This course will include class discussion and review of problem sets. You are responsible for the assignments listed in the daily schedule, so that you can participate actively in class. **In the course schedule, readings and assignments appear next to the day on which they are due.** You are also responsible for the material covered in class, which may not be in the readings. Participation may be gauged on any or all of the following activities (among others): answers given to questions asked of individuals in class, proof of attendance at linguistics lectures, submission of problem sets completed at home, short mini-quiz activities based on readings and lecture material, etc. For problem sets, I recommend keeping a class notebook.

Attendance Policy: Attendance is **mandatory**. Attendance will be taken during each class. You are allowed to have **three (3) unexcused** absences. After three (3) unexcused absences, you will be docked 2% of your final grade for each additional class missed. I will excuse any **properly documented** absence that conforms to the university policy given in section 5.2.4.2 of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/Ombud/policies.php>). In order to excuse an absence, one must provide a note from the doctor for illness, a bulletin from the funeral in the case of bereavement, etc., covering the specific day(s) of your absence. Do **NOT** schedule regular appointments/check-ups (i.e. eye doctor, dentist, OB/GYN, etc.) during our class time. These will not be excused. The latest that you can contact me regarding these absences is **ONE** week from the date of the **FIRST** excused absence.

Class conduct: Your behavior impacts the learning environment of those around you, so you will be expected to behave in a professional manner during class. Should you act unprofessionally during class, you'll first be given a warning, but then any other unprofessional conduct will result in my asking you to leave. **BE RESPECTFUL OF YOUR TEACHER AND YOUR CLASSMATES.** This means:

- Don't read the newspaper, do homework from other classes, etc.;
- Don't use any electronic devices during class unless you're taking class notes on that device (see below)
- Don't be disruptive during class.

Mobile phones, laptops, and other electronic devices are to be used only for appropriate purposes in class. If you must respond to an emergency call, keep your phone on vibrate and leave the room to take the call. The idea is to create as little distraction as possible – for your sake as well as mine and everyone else's. No texting, emailing, googling, tweeting, facebooking, or other internet-type activities are allowed in class unless required by the lecture. **If you are caught in violation of these rules, you will be asked to leave the classroom.**

Academic Accommodations: If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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.

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 Academic Ombudsman's website also has information on plagiarism found at <http://www.uky.edu/Ombud>.

Students sometimes ask whether it is permissible to work together on 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.

Writing Center: The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is open 9am-9pm Monday-Thursday, 9am-3pm Friday, and 8pm-11pm Sunday. It is strongly advised to make an appointment in advance: go to uky.mywconline.com to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at <http://wrd.as.uky.edu/writing-center>. You can contact the Director of the Writing Center, Judy Prats, at judithgprats@uky.edu.

Daily Schedule

The following dates are approximate and dates are subject to change. The midterm of the semester is **Monday, March 10**. The last day to add a class is **Wednesday, January 22**.

Date	Assignments Due	Topic	Readings
W 1/15		Introduction, review syllabus	
F 1/17		Review of 221 topics	
M 1/20	**NO CLASS**	**MLK DAY**	**NO CLASS**
W 1/22		Library visit – report to WTY 1-78	
F 1/24	Exam 1		
M 1/27	Chapter 8 exercises (CL)	Typology	Chapter 8 (CL)
W 1/29		Typology	
F 1/31	Paper topic due Library assignment due	Typology	
M 2/3	Practice 7.1-7.7 (SG, pp. 157-168)	Historical Linguistics	Chapter 7 (CL)
W 2/5	Practice 7.8-7.10 (SG, pp. 169-179); Review #1-4 (SG, pp. 179-182)	Historical Linguistics	
F 2/7	Chapter 7 exercises 1-7 (CL, pp. 291-293)	Historical Linguistics	
M 2/10	Chapter 7 exercises 8-15 (CL, pp. 293-296)	Historical Linguistics – Quiz 1	
W 2/12	Chapter 14 exercises (CL)	Sociolinguistics	Chapter 14 (CL)
F 2/14	Annotated bibliographies due	Sociolinguistics – <i>American Tongues</i>	
M 2/17	AT questions (BB)	Sociolinguistics	
W 2/19	Interview data (BB)	Sociolinguistics	
F 2/21		Sociolinguistics	Cramer 2013 (BB)
M 2/24	Practice 6.7, 6.8 (SG, pp. 148-149); Review #6 (SG, p. 152)	Pragmatics	Chapter 6 (CL, pp. 232-239); LF Pragmatics (BB)
W 2/26	LF Pragmatics exercises #3-6, 10, 12-13, 15, 18 (BB)	Pragmatics	
F 2/28	LF Pragmatics exercises #24, 30-34, 40, 43-44 (BB)	Pragmatics – Quiz 2	

M 3/3	Chapter 17 exercises (CL)	Guest lecture, Dr. Hippisley – Computational Linguistics	Chapter 17 (CL)
W 3/5	LF Computational exercises #1, 5, 10 (BB)	Computational Linguistics	LF Computational (BB)
F 3/7		Computational Linguistics	
M 3/10	Review for exam	Review for exam	
W 3/12	Exam 2		
F 3/14		Final Project discussion day	
M 3/17	**NO CLASS**	**SPRING BREAK**	**NO CLASS**
W 3/19	**NO CLASS**	**SPRING BREAK**	**NO CLASS**
F 3/21	**NO CLASS**	**SPRING BREAK**	**NO CLASS**
M 3/24	Chapter 10 exercises 1-7 (CL, pp. 386-387)	First Language Acquisition	Chapter 10 (CL)
W 3/26	Chapter 10 exercises 8-14 (CL, pp. 387-389)	First Language Acquisition	
F 3/28		First Language Acquisition	
M 3/31	Chapter 11 exercises 1-5 (CL, p. 427)	Guest lecture, Dr. Dubravac – Second Language Acquisition	Chapter 11 (CL)
W 4/2	Chapter 11 exercises 6-10 (CL, pp. 427-428)	Second Language Acquisition	
F 4/4	First draft due	Second Language Acquisition – Quiz 3	
M 4/7	Chapter 12 exercises (CL)	Psycholinguistics	Chapter 12 (CL)
W 4/9		Psycholinguistics	
F 4/11		Psycholinguistics	
M 4/14	Chapter 13 exercises (CL)	Language and the brain	Chapter 13 (CL)
W 4/16		Language and the brain – Quiz 4	
F 4/18	Review for exam	Review for exam	
M 4/21	Exam 3		
W 4/23	Bring revised draft	Peer review day	
F 4/25	Draft presentations due	In-class work on final projects	
M 4/28		**Final Project Presentations**	
W 4/30		**Final Project Presentations**	
F 5/2		**Final Project Presentations**	

Final Paper due (in Blackboard) by 11:59pm, Monday, May 5

LIN 222 – Introduction to Linguistics II

Final Project Guidelines

In lieu of a final exam, you will complete an individual final research project. This research project is designed to have you demonstrate competent written and oral skills in the field of linguistics, so as to better prepare you for upper-division courses in which you may also be expected to conduct research. The project is specifically tailored to linguistics students, as it allows you to explore **any** linguistic subfield through independent research. Topics covered in both foundational courses (i.e., LIN 221 and 222) are appropriate avenues to pursue, though students may also consider projects outside the scope of those courses.

This project has several components. Each component is described below, and due dates are provided here and in the course schedule (see syllabus). Rubrics for how you will be assessed on each component are also provided. Recall that the final project as a whole is worth 40% of your final grade: topic approval (3%), information literacy and the annotated bibliography (7%), first paper draft (5%), paper draft peer review (5%), 10-minute presentations and peer review of presentations (10%), and final paper draft (10%).

I. Topic Approval

Each student must prepare a short (~250 words) summary about the topic they hope to explore in their final project. Topics can range from the theoretical (i.e., *A New Theory of Syntax, or How I Made Noam Chomsky's Head Explode*) to the applied (i.e., *Do School-Aged Children Correctly Process Sarcasm?*). Students are encouraged to search the textbook, library resources, or internet sources like Google Scholar to find areas within linguistics that are of interest to them. Students must also meet with me during the week after topics have been submitted to discuss the ideas further and receive approval. Paper topic idea summaries are due on **Friday, January 31**. Students must meet with me during the week of **February 3-7**.

You can come see me *before* the due date for help. I will be happy to guide you in your choice, but I will *not* give you a topic outright. You can either come during regular office hours or you can schedule an appointment.

Rubric for summary

5	Well-prepared, obviously considered options and obstacles, have clear idea of what you want to achieve with this paper and what means to use to find data.
4	Prepared, but vague in goals or in consideration of options/obstacles and means to use to find data.
3	Prepared, but only considered goals, options, and obstacles or means to find data in a rudimentary way.
2	Poorly prepared, no consideration of goals, options, obstacles, or means to find data.
1	Submitted a summary that had little or nothing to do with the assignment.
0	Did not submit assignment.

Rubric for meeting

2	Met with me to discuss the options and obstacles present in project proposal and showed a clear understanding of what is necessary to complete this project.
1	Met with me, but it was not clear that the student had really thought much about his/her project.
0	Did not meet with me.

II. Information Literacy and the Annotated Bibliography

Information literacy is a term used to describe one's ability to identify, locate, evaluate, and effectively use information to solve a problem. We will have a visit to the library early in the semester to help you get started on this initiative. The librarian will ask you to complete a brief research exercise to evaluate your understanding of what has been covered; this assignment will be graded for our class.

Additionally, in order to understand what research has already been conducted on your topic, you will need to complete an annotated bibliography, a document that shows you are familiar with linguistics research resources. You must read at least 5 sources and provide a summary, assessment, and reflection about those sources as they apply to your research topic. Each entry must include bibliographic information at the top. Use a standard citation method. I expect that each entry will be no more than 1 page, double-spaced, Times New Roman, but feel free to use more space. For more information on annotated bibliographies, see <http://owl.english.purdue.edu/owl/resource/614/01/>. The due date for the library exercise is **Friday, January 31**. Annotated bibliographies are due **Friday, February 14**.

Rubric for library research assignment

2	Completed the library assignment in a way that shows that the student understands the material covered on our library visit.
1	Completed the library assignment, though it is unclear that the student understands the material covered on our library visit.
0	Did not complete the library assignment.

Rubric for annotated bibliography

5	Bibliography consists of a summary, assessment, and reflection of at least 5 sources and includes bibliographic information for each; annotations are well-organized and thoughtful.
4	Bibliography consists of a summary, assessment, and reflection of less than 5 sources and includes bibliographic information for each; annotations are well-organized and thoughtful.
3	Bibliography may consist of a summary, assessment, and reflection of at least 5 sources but is lacking some bibliographic information for each; or annotations are missing summaries, assessments, or reflections and are thus incomplete.
2	Bibliography may consist of a summary, assessment, and reflection of at least 5 sources but is lacking all bibliographic information for each; or annotations are incomplete, disorganized, and not very thoughtful.
1	Bibliography submitted has no resemblance to a bibliography based on the criteria given.
0	Bibliography not submitted.

III. First draft of paper

The first draft of your paper should at least have the very skeleton of a linguistics research paper. This means that you should (at the very least) have included an introduction, literature review, methodology, data analysis, and conclusion/discussion section in this version. Use the sources that you read for your annotated bibliography as a guide for creating a proper research paper. This paper should be approximately 12-15 pages, double-spaced, 12 pt. font, Times New Roman. You must use a standard citation method. I will provide feedback on this draft. The first draft of your paper is due **Friday, April 4**.

Rubric for analysis

5	The paper presents a plausible data analysis that goes beyond the commonplace by offering original insights, both in terms of the whole and particular parts of the data.
4	The paper presents a plausible data analysis and contains one or two original insights but on the whole does not go beyond the common range of interpretations the class has discussed.
3	The paper reiterates a common interpretation of the data set with no original ideas.
2	The paper presents original ideas that weaken the plausibility of the analysis.
1	The paper has a section called 'data analysis' but has no resemblance to an analysis based on the criteria given.
0	The paper does not offer a data analysis.

Rubric for strength of argument

5	The paper offers a logical, coherent argument for the data analysis. All assertions are supported and amplified with details from the data or from other sources. The writer pursues an original line of argument in at least one portion of the paper.
4	The paper offers a logical, coherent argument for the data analysis by only partially supports or amplifies the assertions. Or the writer does not pursue an original line of argument.
3	The paper offers an argument that contains some lapses in logic and/or offers only minimal support of amplification of assertions.
2	The paper offers an argument that is flawed in logic or that fails to support or amplify most of all assertions. The paper is basically a list with no attempt to support the argument.
1	The paper has no data analysis, so the arguments presented do not support anything.
0	The paper does not present an argument to support the data analysis.

Rubric for significance/relation to the whole

5	The significance of the data analysis offered (either in relation to language as a whole or to a larger context in which the data are situated) forms an integral part of the argument. The connections are profound, interesting, or complex
4	The paper makes clear the significance of the data analysis either in relation to language as a whole or to the larger context in which the data are situated. The connections are plausible
3	The paper offers some mention of the significance of the data analysis or the significance is somewhat loosely implied. The connections are plausible but somewhat obvious
2	The paper offers some mention of the significance of the data analysis, but the connections are not plausible
1	The paper clearly relates to the topic being discussed, but there is no mention of significance.
0	The paper makes no attempt at coherence in terms of significance or relation to the whole.

Rubric for spelling, grammar, and citations

5	The paper has no errors in language, usage, or citations (footnotes, bibliography, etc.).
4	The paper has one consistent error in language, usage, or citations.
3	The paper has several errors in language, usage, or citations.
2	The paper has frequent errors in language, usage, or citations.
1	The paper either appears to have not been proofread because of the enormous number of typographical and other errors OR the paper does not include citations.

0 | The paper is incomprehensible.

Rubric for structure

2	The paper meets the requirement for length and accurately follows formatting guidelines.
1	The paper either slightly misses the requirement for length (either too short or too long) OR fails to follow some of the formatting guidelines.
0	The paper either entirely misses the requirement for length (far too short or far too long) OR fails to follow all of the formatting guidelines.

IV. Paper Draft Peer Review

After receiving feedback from me on your first draft, you are expected to incorporate changes (seeking help from me if necessary) before bringing a new draft for peer review. In our peer review session (which is on **Wednesday, April 23**), you will trade papers with someone else in our class. Each student will read and evaluate the paper of another student. Each student will submit a written evaluation, and participation in the task will be included in the grade of both parties. The peer review worksheet will outline the specific tasks you are expected to accomplish during this exercise. The worksheet itself will provide the rubric for how the paper being evaluated is graded for this portion of the final project.

Rubric for the evaluator

5	Completed a thorough and thoughtful review of a peer's research paper.
2.5	Completed a review of a peer's research paper, but it was weak and unhelpful.
0	Did not complete a review of a peer's research paper.

V. Presentations

During the last week of classes, each student will make a 10-minute presentation about his/her research project. You are expected to give a presentation similar to those that linguists give in the context of conference presentations. You will have several chances throughout the semester to see linguistics presentations in action. In the meantime, you should plan to give a standard, live presentation, using your favorite presentation tools. You must have some form of visual aid (i.e., a PowerPoint or Prezi presentation).

You will be expected to submit the visual component of your presentation to classmates in Blackboard by **Friday, April 25**. You will receive feedback from your peer and are expected to incorporate changes prior to your presentation day. As with the written draft peer review, participation in the task will be included in the grade of both parties. The peer review worksheet will outline the specific tasks you are expected to accomplish during this exercise. The worksheet itself will provide the rubric for how the presentation being evaluated is graded for this portion of the final project.

Rubric for the evaluator

5	Completed a thorough and thoughtful review of a peer's research presentation.
2.5	Completed a review of a peer's research presentation, but it was weak and unhelpful.
0	Did not complete a review of a peer's research presentation.

Rubric for analysis

5	Presentation contained a well-organized, thorough, well-prepared analysis of the data; no listing or rehashing of material.
4	Presentation contained a less well-organized, less thorough, less well-prepared analysis of the data and/or some listing or rehashing of material.
3	Presentation contained minimally organized and prepared, minimal analysis of the data and/or frequent listing or rehashing of material.
2	Presentation was poorly organized and/or prepared, with nearly no analysis of the data; primarily a list of facts without analysis.
1	Presentation revealed student does not understand what is meant by 'analysis'.
0	Did not include an analysis of the data.

Rubric for structure

5	Presentation met the 10-minute standard for duration (and did not exceed it); handouts and/or other aids were well-prepared, designed, and clear.
4	Presentation met the 10-minute standard for duration (and did not exceed it); handouts and/or other aids were less well-prepared, designed, or clear.
3	Presentation met the 10-minute standard for duration (and did not exceed it); handouts and/or other aids were minimally prepared, designed, or clear.
2	Presentation exceeded the 10-minute standard for duration, so that the presentation could not be completed and/or handouts or other aids were poorly prepared, designed, or obscure.
1	Presentation revealed student does not understand what is meant by 'structure'.
0	No handouts or aids prepared or no attempt to meet the 10-minute standard.

Rubric for questions/answers

5	Answered questions thoroughly using support from data, theory, or other sources.
4	Answered questions reasonably using support from data, theory, or other sources.
3	Answered questions in a rudimentary way using support from data, theory, or other sources.
2	Answered questions poorly or did not use support from data, theory, or other sources.
1	Answered questions without respect for peers and without regard for truth.
0	Did not answer audience questions.

Rubric for theory and issues related to the topic

5	Demonstrates a thorough understanding of theory and issues related to topic.
4	Demonstrates a reasonable understanding of theory and issues related to topic, but it is not as thorough as it should be.
3	Demonstrates a rudimentary/surface understanding of theory and issues related to topic.
2	Demonstrates a poor understanding of theory and issues related to topic.
1	Demonstrates no understanding of theory and issues related to topic.
0	Did not address theory at all.

VI. Final draft of paper

Your final paper should be 15-20 pages, double-spaced, 12 pt. font, Times New Roman. You must use a standard citation method. You must have made major revisions since the first draft, incorporating feedback from me and your peer review partner. Your final paper is due (in Blackboard) by **11:59pm, Monday, May 5.**

The rubric for the final paper is essentially the same as for the first draft. The expectation is that you will score higher on these criteria after having made changes. One additional criterion is included:

Rubric for corrections made

5	Made all corrections as suggested by the instructor and the peer review.
2.5	Made some corrections as suggested by the instructor and the peer review.
0	Did not make any changes between the first and final drafts

If you are struggling with any aspect of the project, you can *always* come see me. But here are some other resources that might help as well:

- The UK Writing Center (linguists work there!)
- The Purdue OWL: <https://owl.english.purdue.edu/>
- Style guides and handbooks
- Librarians – they even have live chat!
- Any linguistics journal!