ADVANCED COLLEGE WRITING REVIEW FORM  
(FORMERLY UPPER DIVISION APPROVED WRITING) 4 15

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Linguistics
Course Title: Language and Culture
Course Number: LING 473

Type of Request: New One-time Only ✔ Renew Change Remove

Rationale: This course is one of two Linguistics courses that currently provide an opportunity to fulfill the Advanced College Writing Requirement. With this form, we are seeking ASCRC approval to continue offering it as such.

II. ENDORSEMENT / APPROVALS

* Instructor: Leora Bar-el (See Note below.)
  Phone / Email: x4837@irene.appelbaum@umontana.edu

Program Chair: Irene Appelbaum
Dean: Christopher Corner

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

NOTE: Instructor is on Sabbatical; form being submitted by Irene Appelbaum

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

This course focuses on the relationship between language and culture and how this interaction is studied by linguists and anthropologists. The course is divided into three sections: in Part I we examine the universalist and relativist approaches to language and culture by investigating lexical and grammatical categories, in Part II we examine the ethnography of communication, and the culturally-specific aspects of language use, and in Part III we briefly touch on the study of language socialization and change. Throughout the course, we will investigate data from languages across the world and explore methodological issues in the study of language and culture.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

• Identify and pursue sophisticated questions for academic inquiry.
  ✔ Yes if yes, how will student learning be supported?

Required readings in this course include not only chapters from the main textbook, but readings from the current linguistic and anthropological literature. Article summaries and presentations help students learn to identify research questions and arguments proposed in the literature. Class discussions expand on these issues. Student essays are required to identify a central research question and to make an original contribution.
No if no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (description of information literacy outcomes appropriate for each class level). Subject liaison librarians are available to assist you embed information literacy into your course:
  - Yes if yes, how will student learning be supported?

Each week students are assigned regular readings from both a main textbook as well as recent journal articles/book chapters that focus on the same topic from a different perspective. Various other materials relating to the topics covered in the course (not required readings) are listed in the syllabus. For their final essays students are expected to consult materials other than those discussed in the course. The main textbook also includes a list of useful sources at the end of each chapter.

- No if no, course may not be eligible

- Manage multiple perspectives as appropriate
  - Yes if yes, how will student learning be supported?

Throughout the course students are exposed to research that approaches the topic in different ways. In particular, the contrast between the universalist and relativist approaches to the analysis of the intersection of language and culture is a thread throughout the course. Students are given the opportunity to explore both perspectives and arrive at their own conclusions.

- No if no, course may not be eligible

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  - Yes if yes, how will student learning be supported?

Students are exposed to a variety of material from the linguistic and anthropological literature. Class discussions focus on extracting the central proposals and arguments put forth by researchers in these disciplines. Students are directed to further reading of the literature both for expanded views on the topics covered in the course and for their research papers. Students are informed that assessment, especially for the final paper, is based on those features (e.g., identification of a central research question, argumentation, etc.) of the readings that are discussed in class.

- No if no, course may not be eligible

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  - Yes if yes, how will student learning be supported?

Students write three Article Summaries during the course. They get feedback on one before going on to the next. Research Papers are completed in steps: students submit a Research Paper Outline with a list of references they have consulted or plan to consult. They meet with the instructor individually about their outline to get feedback and ask questions. They submit a short draft of their Paper to the Writing Center for feedback. Students are also encouraged to submit this draft to a classmate for peer review. Students give Research Paper Presentations in class before their Research Papers are due so that they can get feedback on their work before submission. In addition to in-class discussion for each presentation, students complete peer feedback forms which they submit directly to the presenter, and students get feedback from the instructor before submission.
Students are required to choose a linguistic journal as a model for formatting of their final essay. They are pointed to a number of suggestions in the course. Students are encouraged to visit the Linguistic Society of America (LSA) website for information about publications in linguistics.

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. Yes No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.

  Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

The purpose of the assigned article summaries and presentations are to help students explore different writing styles in linguistics. Students are given instructor and classmate feedback on their work throughout the course (summaries, presentations, essay outlines, etc.). Students are encouraged to use the UM Writing Center resources and to visit the Linguistic Society of America website for further advice on writing and presenting in the field of linguistics. Students are encouraged to write a draft of their final essay for peer review by a classmate.

- Which written assignment(s) includes revision in response to instructor’s feedback?

  - Article Summaries: They receive written feedback from instructor on 3 Article Summaries, with the goal of incorporating feedback about formal features of Article Summaries into subsequent Summary submissions.
  - Research Paper Outline: After submitting a Research Paper Outline, students meet with the instructor individually to get feedback on the outline and to incorporate it in their Outline.
  - Research Paper Draft: Students write a 5-page draft of their paper on which they receive feedback from the Writing Center.

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- **Formal Graded Assignments**
  - Article summaries \((3 \times 1-2 \text{ pgs} = 3-6 \text{ pgs})\) 30%
  - Research Paper Proposal (1 page) 5%
  - Research Paper Draft (5 pgs) 5%
  - Research Paper (12-15 pgs) 30%

- **Informal Ungraded Assignments**
  - Research Paper Draft for Peer Review (5 pgs)

- **Attach** a sample writing assignment. Include instructions / handouts provided to students.

**VII. WRITING ASSESSMENT**

**HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED?** Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

**Rubric for Assessing Research Paper (LING 473 Language and Culture)**

**Identification and Pursuit of Sophisticated questions for Academic Inquiry**

Holistic assessment based on extent to which the following criteria are satisfied:

- Research paper makes an original contribution (i.e., is not just a summary of the literature).
- Research paper identifies a central research question the paper attempts to answer.
- Research question is clearly stated in the Introduction.
- Remainder of paper relates to answering research question.
- Research question is answered in a voice appropriate for the intended audience.

**Analysis and Synthesis of Information from Diverse Sources**

Holistic assessment based on extent to which the following criteria are satisfied:

- Introduction provides an overview of the paper and accomplishes the following:
  - Identifies the goal(s) of the research.
  - Explains why the research is interesting.
  - States a research question in the form of a question or as a problem or issue.
  - Gives a brief outline of the paper.

- Paper discusses previous literature on the topic including addressing one or more of the following:
  - Identifying drawbacks to previous analyses.
  - Articulating how the analysis in paper constitutes an improvement over previous analyses.
  - Noting if/how paper is an extension of previous work.

- Paper contains Data and Analysis section, which accomplishes the following:
  - Presents and discusses the data, including giving the descriptive generalizations of the data.
  - Explains analysis in detail appropriate for audience.
  - Shows/discusses how the data support analysis.
• Paper discusses the implications of the paper, and identifies issues for further research, including answering one or more of the following:
  — What can we learn from the analysis?
  — What contribution does the analysis make to the study of the research topic?
  — What can be learned about the language(s) of focus?
  — What additional questions does this paper raise?

Citation, Documentation, Formal Presentation
• Presentation of Data follows established interlinearizing guidelines.
• Data is separated from the text with a blank line before and after.
• For data referred to within the text of the paper, target language data appears in italics,
• For data referred to within the text of the paper, glosses/translations of data appear in single quotes.
• References section lists all and only the sources cited in paper.
• References section gives complete bibliographic information for each reference.
• References are consistently formatted using the Linguistic Society of America’s Unified Style Sheet for Linguistics: http://www.linguisticsociety.org/files/style-sheet_0.pdf

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

• Identify and pursue more sophisticated questions for academic inquiry
• Find, evaluate, analyze, and synthesize information effectively from diverse sources
• Manage multiple perspectives as appropriate
• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
• Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
Language and Culture  
LING 473/573  
The University of Montana  

Spring 2014  
instructor: Dr. Leora Bar-el  

COURSE OUTLINE  

Instructor information  
✉ leora.bar-el@mso.umt.edu  
☎ 243-2387  
📚 Social Science 210  
Office hours: Wednesdays 10:00am-12:00pm, or by appointment  

Course meeting times and venue  
Tuesdays and Thursdays  
9:40am-11:00am  
Liberal Arts 105  

Course objectives  
This course focuses on the relationship between language and culture and how this interaction is studied by linguists and anthropologists. The course is divided into three sections: in Part I we examine the universalist and relativist approaches to language and culture by investigating lexical and grammatical categories, in Part II we examine the ethnography of communication, and the culturally-specific aspects of language use, and in Part III we briefly touch on the study of language socialization and change. Throughout the course, we will investigate data from languages across the world and explore methodological issues in the study of language and culture.  

Prerequisite  
LING 470 is a prerequisite for this course.  

Moodle  
This course has an online supplement Moodle site, which can be accessed at: http://umonline.umt.edu/ (follow the Moodle login links). Slides, handouts, readings, etc. will be posted there for downloading. Links to Student Resources and Tech Support http://umonline.umt.edu/tech_support/ are available at the login page. Please inform me if you have any problems accessing the site.
Course Structure

**Class meetings** will include lectures, discussions, activities, guest talks, student presentations, workshops and other linguistic training. PowerPoint slides will be posted on the course Moodle site for downloading.

Throughout the course we will be **reading** and **discussing** book chapters and articles. These will be available for downloading from the course Moodle site (see schedule below for our reading timetable).

You are required to submit **3 article summaries** over the course of the semester. You can choose from eleven of the assigned articles (see details below).

We will have **four guest talks** during the semester which will focus on writing skills, research skills and topics relating to the study of language and culture.

You are required to write a **research paper**. For this project, you will (i) submit a **research proposal**, (ii) give an in-class **presentation** of your paper, (iii) write a five-page **draft** of your paper and take it to the Writing Centre for feedback, (iv) **revise and submit** your research paper (see details and due dates below).

Learning Outcomes

Upon successful completion of this course, you will:

(a) understand some of the issues surrounding the study of the intersection of language and culture and the data and methodology that linguists and anthropologists use to study this relationship

(b) be able to critically read, summarize and discuss claims and arguments from the literature

(c) be able to give a presentation of your own linguistic research

(d) be able to develop and write a linguistic research paper

**Assessment (undergraduate)**

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<th>Component</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Article discussion</td>
<td>10%</td>
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<tr>
<td>Article summaries (3 x 10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Research paper proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Research paper draft (Writing Center)</td>
<td>5%</td>
</tr>
<tr>
<td>Research paper presentation</td>
<td>10%</td>
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<tr>
<td>Research paper</td>
<td>30%</td>
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- **Participation** includes attendance, introductory questionnaire, readings, in-class activities and discussions, answering/asking questions in-class, etc.

- You will lead an in-class **discussion** of 1-2 articles. These will take place on the day that the article is scheduled to be discussed (see schedule below).

- **Article summaries** are due at the **beginning of class** on the day that the article is scheduled to be discussed (see schedule below).

- Your **research paper proposal** is due at the beginning of class on **Thursday March 20**.

- A 5-page **research paper draft** must be completed and taken to the Writing Center for review/feedback prior to submission of your paper to me.

- **Research paper presentations** will take place in the **final two weeks of classes**. A presentation schedule will be circulated later in the term.

- **Research papers** are due in my office by 11:00am on **Tuesday May 13**.
Assessment (graduate)
- Participation: 10%
- Article discussion: 10%
- Article summaries (3 x 10% each): 30%
- Research paper outline: 5%
- Research paper draft (Writing Center): 5%
- Research paper presentation: 10%
- Research paper: 25%
- Research paper abstract: 5%

In addition to the undergraduate requirements listed above, graduate students taking this course are required to write a conference-style abstract of their final paper which must be submitted by 11:00am Wednesday May 14. Furthermore, graduate student research papers have longer page requirements and are expected to be of a more advanced nature. Further information will be circulated to graduate students later in the term.

REMINDER: Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss, chapters, articles, research projects, etc. together with classmates, but you must write up your work on your own. Always keep a copy of your submitted work.

Grading criteria

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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Required readings
- Book chapters and articles will be posted on our course Moodle site. Where relevant I will point you to further readings on the topics we discuss. As well, feel free to ask me about other relevant literature.
- Make sure you have read the assigned chapters/articles BEFORE the class they are scheduled to be discussed. Even if you do not understand all the material you read, it is important to be familiar with the topic before we discuss it in class.
- You are expected to bring 2 questions and 2 comments/reflections about each reading to every class.

Course Policies and Procedures
- Attendance: You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible. I also urge you to contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is your responsibility to make sure that you sign the sheet so that you are registered as being in class.
- Respect: Arrive to class on time. We will begin class promptly at 9:40am. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. You can catch up on what you may have missed after class. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus), contact me as soon as possible.
**Student Conduct Code:** You are expected to be familiar with the *University of Montana Student Conduct Code.* "Being a student at UM presupposes a commitment to the principles and policies embodied in this Code." The Conduct code is downloadable from the following website: [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). You are also expected to be familiar with the University of Montana Academic Policies and Procedures: [http://www.umt.edu/catalog/acad/acadpolicy/default.html](http://www.umt.edu/catalog/acad/acadpolicy/default.html).

**E-mail:** Throughout the semester, course information will be circulated by e-mail to your UM e-mail address. Make sure that you check that e-mail account often. **You are responsible for ensuring that you are able to receive any course information circulated by e-mail.** If you have any concerns, please speak to me.

**Course Accommodations Statement (DDS):** If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at [http://life.umt.edu/dss/](http://life.umt.edu/dss/).

**Technical Requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents (.ppt, .doc, .pdf), webpages, etc. More information can be found on the UMOnline Systems Requirements page: [http://umonline.umt.edu/tech_support/system_requirements.php](http://umonline.umt.edu/tech_support/system_requirements.php). Contact UMOnline: 406-243-4999: [http://umonline.umt.edu/tech_support](http://umonline.umt.edu/tech_support) for assistance.

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**Article summaries**

- You are required to submit three article summaries over the course of the term. You can choose from 11 of the articles on our reading list (marked with an asterisk – see schedule below).

- **NOTE:** the three articles you choose to write summaries on must be different from the article that you are leading discussion of in-class (see below).

- In your article summary you should identify the central research question/issue being addressed in the paper, the author’s proposal(s), the arguments that the author presents in support of the proposal, and where appropriate, the implications of the proposal.

- Your summaries must be submitted as a typed hard copy at the beginning of class on the day they are scheduled to be discussed (see schedule below). **Hand-written copies are not permitted.** Your summaries can be a maximum of two pages, and must be double-spaced, 12-point font (use standard fonts: e.g., Times, Times New Roman, Arial), with 1-inch margins. Double-sided copies are strongly preferred where possible.

- Jacob Hansen (Associate Director of the Writing Center) will attend our class on **Thursday Feb 13** to talk with us about **writing skills** for article summaries. In preparation for this in-class workshop, you must bring a hard copy draft summary of the Stanlaw 1997 article. You will not hand this in, but your draft will be reviewed by fellow classmates and will form the basis of discussion.
Article presentation
- You are required to lead an in-class discussion of 1-2 articles from the list of required readings for the course (think of yourself as the instructor for that part of the class). The class is expected to participate in discussions led by fellow students. On your scheduled day you should prepare a list of several thought-provoking questions based on the article, and be prepared to provide additional insights on the topic, encouragement and feedback. A sign-up sheet will be circulated.

Research proposal
- You are required to submit a 1-page research proposal (plus 1-page references) at the beginning of class on Thursday March 20. Your list of references will include articles that you have consulted or plan to consult for your paper (and must include articles other than those we have discussed in class). Further information will be available in our in-class workshop on research proposals.

Research paper
- Your research paper is expected to identify a central research question and to make an original contribution. In other words, your paper cannot be limited to a summary of the literature, but must make a proposal/claim with appropriate argumentation. You should consult materials other than just those we cover in class. In addition to your own search in the literature, you can also look at the references from chapters and articles covered in class, talk to a fellow classmate, ask me, etc. Julie Edwards (Associate Professor at the Mansfield Library) will be speaking to our class on Thursday March 6 about library resources and developing effective research skills. The session will be tailored to our course.
- An in-class workshop on writing research papers and giving presentations is scheduled for Tuesday April 15 where further information about your research papers/presentations will be disseminated.
- Jacob Hasen (Associate Director of the Writing Center) will visit our class again on Thursday April 17 to talk with us writing skills for research papers. Where possible, this session will be tailored to our course and your research projects.

Research paper presentation
- The last four classes of this course (April 29, May 1, 6, 8) are set aside for research paper presentations. You will be required to give a short presentation of your research (~10-15 minutes). Your paper need not be in its final state for the presentation. The purpose of the presentation is for you to not only to gain experience giving a presentation, but also to get feedback from your peers and me that you can incorporate into your paper. Further information will be provided at our in-class workshop on Tuesday April 15 (see note above).
- You are required to prepare a short handout and/or powerpoint slides and bring copies for the class.
- A presentation schedule will be circulated later in the term.
- Respect your fellow students: you are expected to attend each presentation and to arrive to class on time; you will be asked to complete a peer feedback form for each of your classmates.
# Proposed Syllabus (subject to change)

<table>
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<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes**</th>
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| 1    | Tues | Jan. 28 | Introduction and overview | Duranti 1997 Ch 1  
Mithun 2004 | Questionnaire due |
|      | Thurs | Jan. 30 | Introduction (cont’d) | |
| 2    | Tues | Feb. 4 | Critical reading, writing, & discussion | Tough 2000  
Pullum 1991 | |
|      | Thurs | Feb. 6 | Universalism vs. relativism: overview | Lucy 2004 | |
| 3    | Tues | Feb. 11 | Color terms | Foley 1997 Ch. 7 | Draft Stanlaw summary due |
|      | Thurs | Feb. 13 | Color terms (cont’d) | Stanlaw 1997 |  |
|      |      |      | Guest talk: Jacob Hansen (Writing Center) |  |
| 4    | Tues | Feb. 18 | Spatial relations, temporal relations & noun classifications | TBA |  |
|      | Thurs | Feb. 20 | Spatial relations (cont’d) | Bowerman & Choi 2003*  
Levinson 1997* | Bowerman&Choi summary due  
Levinson summary due |
|      |      |      |  | Bohnemeyer 2000*  
Boroditsky 2001* | Bohnemeyer summary due  
Boroditsky summary due |
|      |      |      |  | Imai & Gentner 1997*  
Boroditsky et al. 2003* | Imai & Gentner summary due  
Boroditsky et al. summary due |
| 5    | Tues | Mar. 4 | Workshop: Research proposals |  | Questions for library session due by 5pm (send by e-mail)  
Class meets in the Mansfield Library Student Learning Center, Level 2, MLIB283 |
|      | Thurs | Mar. 6 | Guest talk: Dr. Julie Edwards (Mansfield Library) |  |
| 6    | Tues | Mar. 11 | Ethnography of communication: overview | Foley 1997 Ch. 13 |  |
|      | Thurs | Mar. 13 | Speech communities, identity & ideologies | Morgan 2004  
Bucholtz & Hall 2004 |  |
| 8    | Tues | Mar. 18 | Identity and ideologies (cont’d) | Cutler 2003*  
Bucholtz 1999* | Cutler summary due  
Bucholtz summary due |
|      | Thurs | Mar. 20 | TBA | TBA | Research proposals due |
| 9    | Tues | Mar. 25 | Politeness, gender | Brown & Levinson 1999  
Foley 1997 Ch. 15 |  |
|      | Thurs | Mar. 27 | Politeness, gender (cont’d) | Matsumoto 1988*  
Keenan 1989* | Matsumoto summary due  
Keenan summary due |
| 10   | Tues | Apr. 1 | No class – Spring Break |  |  |
|      | Thurs | Apr. 3 | No class – Spring Break |  |  |
* Articles for your summaries must be chosen from those marked with an asterisk (*) in the Readings column.

** Reminder: you are only required to submit three article summaries over the course of the semester.

**Required Readings**

*NOTE: Only articles with an asterisk can be chosen for article summaries and leading article discussions.*


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**PART III: SOCIALIZATION AND CHANGE**

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<td>Apr 24</td>
<td>Socialization and change</td>
<td>Garrett 2005*</td>
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<td>Student presentations</td>
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Linguistic research papers

*Note: I will be discussing the structure of linguistic papers and presentations later this semester. The following is some information that is designed to help you prepare a research paper proposal. You are of course welcome to ask me questions about your papers/presentations at any time in the semester.

- A research paper should make an *original contribution* (i.e., it is not just a summary of the literature).
- It should must identify a *central research question or problem* that you are trying to answer/solve in the paper (note: it need not be in the form of a question)
- Your research question should be specific (or rather, not too general), and you should be able to answer your research question in your paper.

Choosing a topic/things to think about

- Choose a research area that is of interest to you (and think about why it is interesting to you as that may help you narrow down your research question).
- Look at the *literature* to see what sort of questions people ask about this area and what people have proposed:
  - what claims have they made?
  - are there problems with those claims?
  - will your paper improve on previous analyses?
  - will your work be an extension of those claims (e.g., are you extending a proposal to a new set of data?)
  - are there unanswered questions or debated issues?

Linguistic research papers (cont'd)

- In case this helps you think/plan, the following is the general structure of a research paper in linguistics, (though of course it may vary depending on your topic and your personal style):
  - Introduction
    - Background/Previous research/Theoretical assumptions
    - Data and analysis
    - Significance/Implications
    - Summary/conclusions/issues for further research
  - I will discuss the content and structure of each section in more detail during the in-class workshop.
Research paper proposal!

- The purpose of the research paper proposal is to (1) get you started thinking about your paper early and (2) to get some feedback from me about your ideas.

- Your proposal can be written in bullet point form, and should include the following:
  - your research question/the problem/issue that your paper will answer/solve/address
  - why this research question is interesting (e.g., what will we learn? Is there a debate in the field about this issue? Has this ever been discussed for this set of data? Implications?, etc.)
  - some background on what hasn’t been said about this issue in the literature
  - some idea of how you will go about answering your research question (e.g., the data you will look at, etc.)

Research paper proposal (cont’d)

- With your proposal, you should also include a list of references that you have consulted or plan to consult (other than those articles discussed in class).

- What you submit should be a maximum of two pages (max 1-page proposal, max 1-page references). As usual, double-sided copies are preferred where possible.

- The purpose of asking for a list of references is to ensure that you will have enough resources to answer your research question. There is no specific number of references I am looking for – what I am looking for is appropriate/useful references beyond those that we have consulted in class.

- The more concrete your proposal, the better the feedback I can provide.

- If you have other questions, please ask!

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Final words for today…

- On Thursday March 6, Dr. Julie Edwards, Associate Professor, Ethnic Studies Librarian and Diversity Coordinator at the Mansfield Library will be speaking to us about conducting research and using the library resources.

- On Thursday class will be meeting in the Student Learning Center at the Mansfield Library (MLIB 283, 2nd floor) – i.e., we will not meet in LA 103 that day.

- Reminder: your research paper outlines are due in two weeks (Thursday March 20). Let me know if you have any questions.

- Looking ahead: next week we start looking at the Ethnography of Communication. For Tuesday March 11, read Foley 1997 Ch 13 and for Thursday March 13 read Morgan 2004 and Bucholtz & Hall 2004. Bring your questions and comments about the readings to class for discussion.
Language and Culture
LING 473/573
Spring 2014
Instructor: Dr. Leora Bar-el

Week 12
April 15, 2014

- Research Papers
- Presentations and Supplements

Preamble

- What follows are SOME guidelines and questions to think about when writing your research papers and preparing presentations

- This is not a complete list, but should help you with requirements for this course and beyond.

- Whenever possible, ask a fellow student to read a draft of your paper. The more feedback you get, the more drafts you write, the more your paper will improve.

- As well, practice your presentation in front of a fellow classmate, friend, cat (or even in front of a mirror). This will improve not only the content but the delivery of your presentation.

Writing a research paper in linguistics

- Your research paper must make an original contribution (i.e., it is not just a summary of the literature).

- Your paper must identify a central research question/problem that you are trying to answer/solve in the paper.

- Your research question/problem/issue should be clearly stated in your introduction. Everything included in the paper should be there to help answer your research question.

- Keep your reader in mind throughout!

General structure (though may vary)

- This is the general structure of a research paper in linguistics, though of course it may vary depending on your topic (and to some degree, your personal style):

  - Introduction
  - Theoretical background
  - Data and analysis
  - Summary, implications, issues for further research
  - References

Introduction

- Your introduction is an overview of the paper. In it you should:
  - Identify the goal(s) of your research
  - Explain why this research is interesting (e.g., what will we learn? Is there a debate in the field about this issue? Has this ever been discussed for this language? What are the implications? etc.)
  - State your research question (can be stated in the form of a question or as a problem or issue)
  - Give a brief summary of your proposal (what you ultimately end up claiming in the paper)
  - Give a brief outline of the paper (i.e., what you do/show in each major section, listing the section numbers)
Theoretical background

- Next, you should discuss the theoretical background/the views of the relevant literature. Here are some questions to help you think about what to include in this section:
  - What has been previously claimed about this topic/issue?
  - Are there drawbacks to previous analyses? Is your analysis an improvement?
  - Is your work an extension of these claims (i.e., are you applying a framework to a new set of data, etc.)?
  - If you need to define any terminology or present the theoretical assumptions/framework that you adopt for your paper, this section is a good place for it.

Data and analysis

- The discussion of your data and your analysis may constitute a few sections of your paper. In this/these section(s), you should:
  - Present and discuss the data, making sure to give the descriptive generalizations.
  - Don't assume that your reader will understand your claim simply by looking at the data – make sure you walk your reader through it in as much detail as needed to make your point.
  - Explain your analysis – walk the reader through the relevant steps.
  - Show/discuss how the data support your analysis.

Data and analysis (cont'd)

- Identify where the data comes from – this can be done in the introduction of the paper, or in a footnote which can be at the first place that data is presented.
  - If using multiple sources, cite each piece of data appropriately. Include page numbers from source.
  - Optional (and only if relevant/appropriate), if there is an alternate analysis, show how your analysis is the preferred one.

Summary, implications & issues for further research

- Briefly summarize the paper (do not refer to section numbers here; just focus on the proposal and analysis).
  - Discuss the significance/implications of your proposal beyond just answering your research question. Think about the following questions:
    - What can we learn from your analysis?
    - What contribution does your analysis make to the study of your research topic?
    - What can we learn about the language(s) of focus?
    - What questions does this proposal raise?
  - etc.

Summary, implications & issues for further research (cont'd)

- Identify any other issues raised by your analysis but not covered in the paper; what next steps you might take to answer them.
  - Your summary, implications, and issues for further research can be presented all in one section, or they can be separated into different sections/subsections. This will depend on your paper.

Appendices

- If an appendix or appendices is/are relevant to your paper, they should appear following the last section and before your references.
References

- List all and only the sources you cite in your paper.
- Give complete bibliographic information.
- Be consistent!
- Although there is no specific number of references that I am expecting you to cite, I do expect you to consult (and thus cite) both the literature on the language(s) you discuss as well as the literature on your research topic more generally.
- Follow the formatting guidelines on the next slide.

Formatting, etc.

- Follow the Linguistic Society of America’s Unified Style Sheet for Linguistics: http://www.linguisticsociety.org/files/style-sheet_0.pdf
- BE CONSISTENT!
- Your paper should be divided into numbered sections with appropriate headings:
  - Use subsections where needed, but avoid going further than three levels (e.g., 1, 1.1, 1.1.1) for a paper of this length.
  - Subsections are only needed if there is more than 1 subsection (e.g., there is no need for 1.1.1 if there isn’t also a 1.2; otherwise, just have a section 1 with no subsections)
  - Avoid going from a section to a subsection directly – there should be something in between.
  - Leave a blank line between sections.

Formatting, etc. (cont’d)

- No title page is needed – instead, at the top of the first page, give your paper title with your name, the date, and your course number.
- Number your pages.
- Data:
  - Can be single spaced as opposed to the text of the paper which should be double spaced.
  - Separate your data from the text with a blank line before and after.
  - When referring to data within the text of the paper, target language data should appear in italics, while translations should appear in single quotes.

Research Paper Assessment

- Research papers will be evaluated based on the following criteria:
  - Research question and argumentation
  - Structure of the paper
  - Original contribution
  - Literature
  - Style and formatting

Formatting, etc. (cont’d)

- Citing sources:
  - Do not give paper or book titles in the text of the paper – the author and year are sufficient (your reference list gives the reader all the information here).
  - e.g., “Bohneburger (2006) argues that...”
  - e.g., “Culler (2003) suggests that...”
  - NOT “In his 2005 paper ‘Event Order in Language and Cognition,’ Bohneburger argues that...”
  - NOT “In her 2003 article ‘Keeping it Real: While lip-readers’ discourse of language, race and authenticity, Culler suggests that...”
  - Ideas that are not your own should be cited throughout your paper.

Submission Requirements

- All research papers should be double-spaced (though see previous comment re. data), 1 inch margins, 12 pt font.
- Undergraduate papers should be 10-12 pages.
- Graduate papers should be 15-18 pages. Graduate students are also required to submit a 2-page linguistics conference-style abstract along with your paper.
- Fonts: use standard fonts (e.g., Times, Times New Roman, Arial); exceptions of course are special fonts for presenting language data.
- Double-sided citing is strongly preferred wherever possible, and always keep a copy of your submitted work.
- Deadlines: research papers are due in person in my office by 11:59am on Tuesday May 13.
Suggestions

- Proofread your paper! Typos and awkward sentences can be very distracting to your reader and can detract from the content of your paper.

- Get feedback from your classmates! We don't always catch our own mistakes. When you are very familiar with the content, it is hard to gauge whether your ideas will be clear to other readers. Ask a friend to read a draft. They need not be a linguist in order to provide feedback!

- Explore campus resources! Although you are required to visit the Writing Centre once before submission of your paper, you can go more often, at different stages of your work and get more feedback!

Drafts/Writing Center

- A 5-page draft of your paper must be reviewed by a Writing Centre tutor.

- The Writing Centre tutor will review the draft, providing feedback on structure, content, and style. You will receive a written report summarizing the feedback.

- Appointments can be made online, and students are encouraged to schedule appointments well in advance to ensure availability.

- Remember this is not a requirement of the course, but is a tool to help you improve your writing and strengthen your research paper.

Presenting your Research

Presenting your Research and Preparing Supplements

Presenting your research (cont’d)

- Undergraduate presentations are allotted 15 minutes + 5 minutes discussion/questions = 20 minutes total.

- Graduate presentations are allotted 15 minutes + 5 minutes discussion/questions = 20 minutes total.

- Presentations will take place the last four classes of the course:
  - April 16, May 2, 8, 15

- Contrary to what you might think, 15 or 15 minutes goes by very quickly! You need not (and likely can't) include everything from your paper in your presentation.

- The clearer you are, the more concrete you can be, the better your feedback will be.

- Please be prepared to discuss your paper with your classmates.

Presenting your research (cont’d)

- Timing - practice your presentation before your scheduled time slot so that you know where you should be at different points in your presentation.

- If you run out of time - do not rush through the rest of the presentation, but choose a section to possibly skip (avoid this completely by practicing your talk beforehand).

- Maintain eye contact with your audience - avoid reading directly from your supplements (see below).

- Remember: your presentation is different from our class lectures/ discussions. The latter involve questions and discussion throughout the presentation of material. For your presentations, you are allotted a block of time for you to present your work with a 5-minute question/discussion period to follow.
Presentation Supplements

- For this class, you are required to prepare either a short handout or PowerPoint slides to accompany your presentation.
- You need to bring 16 copies (17 if you include yourself) of your handout/slides for the class.
- If you use PPT slides, you must bring handout versions of your slides – see below for details.
- If you use PPT slides, you must send me your presentation file by 9:15am on the day of your presentation. No personal laptops can be used for class presentations. I will upload all files to the classroom computer. However, as a backup, you should bring a flash drive with your file to class.

Using supplements

- Avoid large amounts of text – bullet points and point form are fine.
- Remember this is a supplement – use it as a reference, to remind you where you are and what you want to talk about, but do not rely on it as a script – you should be able to discuss the content of your presentation without the supplement!
- Your handout/PPT slides should be clear, concise, and well organized.

To start off...

- At the beginning of your presentation:
  - State the goals of the presentation
  - State your proposal
  - Give a short outline of the presentation (beginning with the NEXT section)

Handouts/PPT Presentations

- Stand-alone handouts are still used in the field of linguistics – so you can feel free to use them for your presentations in this class.
- For this course, if you use PPT slides, your handout will be a printout of your slides:
  - Max. 6 slides per page, though 4 per page is good also with a landscape setup.
  - NUMBER YOUR SLIDES!
  - Use a light slide background (e.g., white) for the handout

Powerpoint Slides

- Use a minimum of 20 pt font size – I suggest using Arial
- Avoid too much text on each slide – use simple bullet points.
- Use appropriate headings on your slides – use (condensed) for a second slide with the same heading.
- For animation, use “appear” – avoid anything fancy or distracting.

Final words re: presentations

- Respect your classmates: you are expected to attend each presentation and to arrive on time. Do not use cell phones or laptops during your classmates’ presentations.
- You are required to complete a feedback form for each presentation (I will provide blank forms). Your comments for and from your fellow classmates are extremely beneficial – be honest, relevant, and constructive.
- Your research paper presentation is worth 10% of your final grade.
Presentation Schedule

Tuesday April 29
Kristy Mertinger
Mac Taylor
Kanya Tyler
Cavan Wagner

Tuesday May 6
Danielle Hertz
Patrick MacPherson
Como Mouthart
Yoshiko Ueda

Thursday May 1
Daily Armstrong
Kesia Johnson
Jacob Reyes
Lindsey Tucker

Thursday May 8
Laura Ranta
Anhelisa Norison
Krisa Ralsty
Paige Sears

Final words for today...

- **Reminder**: Jacob Hansen rescheduled his visit to our class. He will be coming to our class on **Tuesday April 22**.
- Send me your questions re: research paper writing that you would like to ask Jacob Hansen by **Sam Friday April 18**.
- For this Thursday, read Kulick and Schieffelin 2004.
This form must be completed and signed by a writing tutor from the UM Writing Centre and must be submitted with your research paper. Reminder: a Writing Centre feedback/tutoring session focusing on a 5-page draft of your research paper is a requirement for this course and is worth 5% of your final grade.

Appointments can be made online http://www.umt.edu/writingcenter/. I strongly encourage you to get your draft done early and book your appointment by April 22nd. You are responsible for securing an appointment at the Writing Centre. Failure to do so will result in a grade of 0% for this requirement.

Remember, this is not just a requirement of the course, but is a way to help you improve your writing and strengthen your research paper.

When preparing to work with a writing tutor, remember to bring a copy of the research paper guidelines and a draft of your paper to your appointment. Before your appointment, please complete the following:

Student’s name:

1) What is your assignment?

2) What would you like to work on during this tutoring session?

At the end of the session, please ask the tutor to help you fill out the following:

What specific aspects of your writing did you work on during this session? What revisions do you plan to make as a result of your session?

Tutor’s signature: _______________________________ Date: _________________