

LING501: Research Seminar* Course Syllabus

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office hours: Tues 10-11am * W 12:45-1:45pm * also by appointment
course website: <http://www.ualberta.ca/~annemich/LING501.html>

Note: the course website will consist only of a list of links. The handouts we will use in class are too embarrassing for me to post, so if you miss a class you should just ask me for a hard copy.

Course Description and Goals

The goal of this course is to give you a set of tools for doing linguistic research, being a graduate student and maybe even becoming a linguist, both in this department and in the field as a whole

The course will have two complementary aspects to it. The first is the development of some research project, either for another course or of your own devising (I can help in the devising), that is based on some kind of data-collection: an experimental study, a corpus study, an acquisition study, or some such thing. Throughout the course, we will walk through as many various aspects of the research process as we can – thinking about big research questions, coming up with a specific research question, designing a study, engaging with the existing literature, analyzing your data, figuring out what your conclusions are... as well as writing a proposal, writing an abstract, writing a grant proposal, writing an ethics application, talking about your research, making a poster presentation, and probably more.

The second aspect of the course will be a forum for discussing issues that arise as part of research. In some ways, this is very early for you to start considering some of these issues, but they will be with you for all of your career as a linguist, no matter how long, and the sooner you get thinking the better. These are listed in the syllabus as Discussion Topics, but they might also require you to do a bit of reading/writing/thinking. You will also complete two online ethics courses, as part of the ethics training required to graduate.

Course Work and Evaluation

For this course, you will have various written assignments about your research work (50% total), which will culminate in your final presentations, first with a poster and then a talk (35% total). The last 15% of your grade is based on class participation – joining in all aspects of discussion and brainstorming, including scheduled presentations of your own work-in-progress, and making comments and helpful critiques on other people's presentations and work. Due dates appear on the week-by-week syllabus below, followed by details on each assignment.

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| • literature review | 10% |
| • research grant proposals | 20% |
| • research abstracts | 20% |
| • final research poster/presentation | 35% |
| • class participation | 15% |

Weekly Schedule (subject to change, by consent of the class)

Date	Topics	Assignments <i>Due in Class</i> (unless noted otherwise)
Sept 8	Introduction: linguistic research Research resources	Investigate research resources (some time this week)
Sept 15	Choosing a topic, finding a problem, developing a question Research designs	Discussions with your advisor and then me to choose a research topic (sometime this week)
Sept 22	Research Guest Stars Discussion Topics I	On-line research ethics (sometime this week)
Sept 29	Writing research proposals The Grand SSHRC Experience	
Oct 6	Presenting your work in progress Giving talks, preparing handouts/slides	Literature review
Oct 13	Writing abstracts More SSHRCing	First grant proposal
Oct 20	Presenting your work in progress Discussion Topics II	First grant proposal, revised
Oct 27	Research ethics More research design and analysis	Short abstract Second grant proposal
Nov 3	Research Guest Stars Presenting Data and Results	Research ethics application
Nov 10	Discussion Topics III	Long abstract
Nov 17	Discussion Topics IV	Long abstract revised
Nov 24	Making posters	Poster draft
Dec 1	You give your talks	Talks!
Dec 8	You present your posters	Posters!

Discussion Topics I

- choosing things to work on
- talking about and criticizing other people's work
- asking questions in talks

Discussion Topics II

- linguistic writing, part one, including term papers and assignments
- dealing with criticism of your own work
- getting and maintaining your professional website

Discussion Topics III

- linguistic writing, part two, including longer things like journal papers and theses
- actually getting some \$#%^*ing work done
- collaboration, including advisors

Discussion Topics IV

- good professional habits, etiquette, tips, and the like
- submitting to conferences and journals: when, where, how...
- plans for the future: a research program

Literature Review

Your lit review should be about three pages. It should outline previous work on the research question you are interested in, which you will find by e.g. asking your advisors, perusing the references of the papers you already know about, googling, browsing the relevant journals, etc. As this review is supposed to make you start thinking about your topic, it should not be just synopsis of existing work – you should also raise questions based on the work, e.g. possible extensions, counterarguments, etc. This review is practice in both summarizing and critiquing other people's work in print.

Research Proposals

First Proposal A two-page grant proposal for a SSHRC grant application, aimed at a committee including e.g. social scientists, psychologists, computer scientists. The proposal lays out your research questions, with background and context, and details your hypothesis and methodology. You will hand this in one week, get feedback, and provide a revised version the next week.

Second Proposal Based on the same project as above: a 300-word proposal for a University-wide research scholarship.

Ethics Application A research ethics application for our Research Ethics Board, as related to your project. (If your project cannot possibly require ethics approval, you can write an ethics application for someone you know in the department who needs one anyway.) The application is available at the course website.

Research Abstracts

Short Abstract: a 150-200 word abstract for a talk booklet or the beginning of a paper

Long Abstract: a one-page abstract, plus data and references, for a conference... which you will get enough feedback on to revise and resubmit.

Research Poster

This is the last thing you will do with your research project in this class: preparing a poster as you would for a research conference, reporting on your project (probably with fake results for our purposes.) We will post them up in e.g. 4-70 and invite people to come look at them, and you will stand by them and try to explain yourself.

Final Talks

Surprisingly enough, this talk is NOT about your research project. It is an exercise in public speaking, so the idea is to give a 15-20 minute talk (time permitting, depending on the class size) that presents a research paper you really like, hopefully in the area that your research is currently focused on (i.e. something you had to read anyway.) Your presentation will involve a handout or a powerpoint presentation, however you want to do it, and the point of the talk is simply to summarize and communicate the paper's contents, as smoothly and effectively as possible. You will also have to field questions at the end, and we will clap and smile.

General Course Policies

EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR (University Calendar Appendix A) (EFFECTIVE MAY 1, 2003)

<p>30.3.2(1) Plagiarism No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.</p> <p>30.3.2(2) Cheating 30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.</p> <p>30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).</p> <p>30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.</p> <p>30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.</p>	<p>30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.</p> <p>30.3.6(4) Misrepresentation of Facts No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.</p> <p>30.3.6(5) Participation in an Offence No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.</p> <p>The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/tie</p>
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Students with special needs (University Calendar §25.2)

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage.

Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar (GFC 29 SEP 2003)