Course prerequisite: LING 3070

Course Goals & Objectives
This course provides a hands-on introduction to the basic terminology, concepts and procedures associated with scientific thought, practice and academic writing in linguistics. We will examine a range of research methods which are widely applicable in linguistic research and will discuss the different steps that are involved in scientific investigation and writing. Students will learn how to use library resources (especially UNT’s library), apply quantitative and qualitative research methods and how to use corpora for studies of language. They will also learn techniques for formulating research questions, writing a literature review, collecting and analyzing data, preparing and writing a research proposal for a language study.

Textbooks
Litosseliti, L. (2010). Research methods in linguistics. London: Continuum. (Referred to as LL on syllabus, chapters will be provided on BB)

Paltridge, B., & Phakiti, A. (2010). Continuum companion to research methods in applied linguistics. New York: Continuum. (Available at UNT library for 2h reserve; referred to as P&P on syllabus)


The password for accessing the e-reserved materials at the library for the course is: 4060f17. The direct link is posted on BB.

Course credit requirement and grading
- Participation/Attendance & Discussion Questions on BB: 10pts
- Weekly quizzes: 10pts
- 2 In-class research paper presentations: 10pts (5pts each)
- Research Digest Assignments: 10pts
- 4 Written Assignments: **40 pts (10 pts each)**
- Research proposal: **20 pts**

### Attendance & Participation
Attendance in class is expected! Absences will be excused and not counted toward the grade only in the case of illness, accident, personal tragedy, or travel for academic functions and should be communicated to the instructor in advance wherever possible. Unexcused absences will result in poor grades for participation.

To achieve the best possible grade for participation you should come to every class, complete all weekly assigned readings, come prepared to discuss the texts you have read, work in groups in different activities, and volunteer your ideas in discussion. Even if you do not understand a reading, you can participate by asking questions!!!

Finding out what happened in a class that you missed is your responsibility. If you miss class, you can check Blackboard for materials that may have been posted or for announcements; it is also a good idea to check with a classmate and get an overview of what happened.

### Readings and lecture notes:
Students are expected to have read all assigned readings **before class**. Lecture notes based on the reading and the class lecture will also be provided after each class on Blackboard as an aid to understanding the textbook and readings. The lecture notes are just a skeletal treatment of the lecture, however, and are not a substitute for the class lecture or the reading. Students will be learning about a new field of study in this class, therefore some of the materials and concepts may seem fairly complex. In such cases, students should read the assigned readings and go over the lecture notes multiple times. Students are expected to bring the course textbook and assigned readings in class sessions on the days that they are discussed.

### Coursework

**Weekly discussion questions on BB**
In order to encourage and help you with the readings, **students must post 2 discussion questions on Blackboard for each reading before class time**. These questions may be related to issues that are not clear in the readings, or to issues that seem interesting/important/controversial and need to be further discussed in class. Student questions will be addressed and discussed in class on the date the reading is assigned for (see weekly schedule below).

**Quizzes**
Quizzes will be administered in class and will be based on the assigned reading(s) of the specific week. Quizzes are intended to test your understanding of research paradigms, terminology and theories and therefore will focus on the basic terms and concepts discussed in each reading and will help students understand and retain the information presented in there. **There will be no make-up quizzes except under extreme circumstances.** One of the lowest quizzes will be dropped.
In-class Research Paper Presentations
We will have individual research paper presentations in class on quantitative and qualitative
research in linguistics of students’ choice and interest. These presentations will be given on
specific dates of the semester (see weekly schedule below) and should not take longer than 20-25
minutes each. Students will choose their topic and content of the presentation. The presentation
will involve summarizing an article(s) or other sources/materials related to the topic chosen.
More specifically, it will involve reading the article carefully to fully understand the argument,
creating an outline, and writing a cogent summary of the main points.
All presentations should come with a handout; the handout must be submitted to the instructor
via email a week before the day of the presentation. It should have the following structure: (i)
introduction: main arguments/ideas, (ii) data and methods, (iii) results, (iv) discussion:
implications of arguments and beyond.
Your presentations will be graded (a total of 10pts) for: content (presentation/discussion of the
main points of the article; 2.5pts), structure (well structured, clear and easy to follow
presentation; 2.5pts), explanation (explanation of empirical results or terminology & technical
notions; 2.5 pts) and creativity (use of questions/activities/exercises to engage your fellow class
members in discussion; 2.5 pts).
Research Digest Assignments
For this type of assignment, you will write a brief synopsis/summary of the selected research
papers we will be discussing in class this semester. The digest should be no longer than 2 pages,
should tie the article content to a general issue or topic, and should show how the article is
relevant to the field of language studies and linguistics. Each summary should be submitted in
class on the day each research paper is scheduled for in-class discussion. No late
submissions will be accepted. In terms of content, your research digest should focus on the
following points:
 The main research questions investigated
 The methods used (the research design, subjects, data collection techniques)
 The main results
 The author’s conclusions
 Your evaluation/critique of the methods used, data analysis and interpretation and
discussion of results.

Written Assignments
The written assignments will be based on the weekly assigned readings in order to practice with
the different research methodologies and concepts that we will discuss in class.
Assignments must be submitted in class to the instructor on the days that they are due. They will
be assessed for completeness and quality of work. No late submissions will be accepted.
Assignments can always be turned in early if you know that you won’t be able to attend
class on the deadline! If you cannot submit an assignment to the instructor due to illness, the
weight of the grade will fall on the remaining ones, provided advanced notice and proper
documentation of illness is given.

Written Assignment 1: Questionnaire design, implementation & report
Written Assignment 2: Corpus study
Written Assignment 3: Experiment design
Written Assignment 4: Literature Review

For this class, you will have to think and address a research question that you are interested in investigating in the future. Once you have formulated your research question(s), you will have to read relevant previous studies that investigated this question in order to set the basis for your research proposal. You will summarize your previous literature reading in this last written assignment. This summary will constitute the literature review part/section of your research proposal.

Research Proposal

In the research proposal, you will have to describe in detail a research project that you would like to pursue in any area of linguistics (e.g. syntax, language acquisition, sociolinguistics etc.). Ultimately, this proposal will constitute the basis for your Capstone Research Project. Once, you have formulated your research question(s), you will summarize previous literature on the topic you chose, you will discuss the significance of your proposed research (e.g. holes in the current literature, a linguistic phenomenon that has not received yet considerable attention etc.), you will describe in detail the research methodology you will use to investigate this issue and potentially discuss expected results. More details about how to structure and organize your research proposal, as well as samples of research proposals will be given and discussed in class later on.

Class behavior (instructor’s policy)

Be on time! Please make every effort to get to class on time. It is important that you don’t arrive late or leave early. Repeated late arrival will result in loss of points in your attendance grade. Be respectful! Avoid eating, sleeping, chatting or working on other classes.

Cell phone policy

In this class, cell phones and other electronic devices are to be turned off during class time. In case of an emergency that requires the use of cell phone, students should quietly exit the classroom before responding to the call. If a student is caught using a cell phone during class (texting, etc.) he/she will be asked to leave the class.

Class behavior (University policy)

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Academic Integrity

It is your responsibility to know the definitions and consequences of plagiarism, cheating etc. as outlined in the Code of Student Conduct and Discipline, available in the Undergraduate Catalog
and online at http://catalog.unt.edu/content.php?catoid=5&navoid=244#Student_Standards_of_Academic_Integrity
Please make sure that all the work you submit in this course is your own!!!

Disability Accommodation Statement
“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.”

Students with any special needs or disabilities (including learning disabilities) should inform me of their needs as soon as possible so that proper accommodations can be made.

LING 4060: Scientific Methods

Weekly Plan: Notice that assigned readings should be completed before the scheduled class day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings; Due dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 29</td>
<td>Course Introduction &amp; Overview, Icebreaker</td>
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<td>Intro to the Scientific Method</td>
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<td>Week 2</td>
<td>Sept 5</td>
<td>Research Questions in Linguistics</td>
<td>LL, ch.1, pp. 9-26</td>
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<td>Sept 7</td>
<td><strong>Hands-on workshop with Kevin Hawkins at UNT library:</strong> How to use the library resources for research purposes</td>
<td>Class will meet at Willis Library, room 136</td>
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<td>2. Research Design &amp; Sampling</td>
<td>Rasinger, ch.3, pp. 35-58</td>
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<td></td>
<td>Sept 14</td>
<td>1. Organizing and Processing Your Data: The Nuts and Bolts of Quantitative Analysis</td>
<td>LL, ch. 4, pp. 68-72</td>
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<td>2. Research paper: Labov’s social stratification of –r in NYC</td>
<td>Reading on BB Research Digest is</td>
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<td>Week 4</td>
<td>Sept 19</td>
<td>Questionnaire Design and Coding</td>
<td>Rasinger, ch. 4 pp. 59-88</td>
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<td>Sept 21</td>
<td>Review &amp; discussion of students’ questionnaires</td>
<td>1st part of Written Assignment 1 due</td>
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<td>Week 5</td>
<td>Sept 26</td>
<td>Analyzing Quantitative Data</td>
<td>P &amp; P pp. 39-49 &amp; Rasinger, ch. 6, pp. 117-147</td>
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<td>Sept 28</td>
<td>Tools for Data Analysis</td>
<td>W &amp; B pp. 189-204, 214-228</td>
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| Week 6 | Oct 3   | 1. Corpus Methods in Linguistics: Using computers to study texts  
               2. Using Corpora in the Language Learning Classroom  
               Types of Corpora:  
               - American National Corpus  
               - British National Corpus  
               - Corpus of Contemporary American English  
               - MICASE  
               - CHILDES database | LL pp. 93-111, W & B pp. 205-213, Reading on BB 2nd part of Written Assignment 1 due |
<p>|        | Oct 5   | Student Presentations on Quantitative Research | |
| Week 7 | Oct 10  | Experimental Research | P &amp; P pp. 7-21, W &amp; B pp. 157-163, Written Assignment 2 due |
| Week 8 | Oct 17  | Research Paper: Tagliamonte (2016): Teen Talk (Chapters 4 &amp; 5) | Readings on BB Research Digest is due |
|        | Oct 19  | Student Presentations on Quantitative Research | |
|        | Oct 26  | Discourse-Analytic Approaches to Text and | LL pp. 117-134 |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
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<tr>
<td>10</td>
<td>Oct 31</td>
<td>Conversation analysis</td>
<td>Reading on BB</td>
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<td>Nov 2</td>
<td>Narrative Analysis in Linguistic Research</td>
<td>LL pp. 198-213 Preliminary Research question(s) due</td>
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<td>11</td>
<td>Nov 7</td>
<td>Multimodal Analysis: Key Issues</td>
<td>LL pp. 180-195</td>
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<td>Nov 9</td>
<td>Linguistic Ethnography: <em>Movie ‘The Linguists’</em></td>
<td>LL pp. 138-152 Written Assignment 3 due</td>
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<td>12</td>
<td>Nov 14</td>
<td>Analyzing Qualitative Data</td>
<td>P &amp; P pp. 98-110</td>
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<td>Nov 16</td>
<td>Workshop: How to write a literature review</td>
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<td>13</td>
<td>Nov 21</td>
<td>Workshop: How to use style guides (MLA/APA)</td>
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<td>Nov 23</td>
<td>Thanksgiving Holiday</td>
<td>No class</td>
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<td>14</td>
<td>Nov 28</td>
<td>Student Presentations on Qualitative Research</td>
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<td>Nov 30</td>
<td>Student Presentations on Qualitative Research</td>
<td>Written Assignment 4 due</td>
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<td>15</td>
<td>Dec 5</td>
<td>Pzreworski and Salomon, The Art of Writing Proposals (pp. 1-8)</td>
<td>Reading on BB</td>
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<td>Dec 7</td>
<td>Research Proposal Presentations</td>
<td>Last class day</td>
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<tr>
<td>Finals Week</td>
<td>TBA</td>
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<td>Research Proposals Due</td>
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