Course Description and Objectives
This course is designed for Linguistics graduate students who are finishing their MA program and are working towards the creation of their Portfolio. In this course, students will work on an existing research paper or concept with guidance from their faculty advisor and the instructor of this course. Students will develop a set of creative pieces of writing around this research to learn how to disseminate ideas in written and oral formats. The course will also deal with professional-related topics like constructing a CV, submitting an IRB application, writing grant proposals, writing job application letters for prospective employers, writing abstracts for conferences, and selecting conferences and publication venues for research papers. The goal is to make students ready for the workforce or for further studies.

Prerequisite
Students must have completed all the courses on their degree plans with a GPA of 3.0 or higher.

Requirements
Research Paper: During the first two weeks of the term, you should choose an existing research paper they have written previously that they will revise during the semester. You will also need to select a faculty member who will supervise your expanded research and revisions on your paper. You will also need to submit a timetable, signed by your faculty supervisor, specifying what work you plan to complete by mid-term and by the end of the semester.

You will give two formal presentations about your research paper. The first will be an introductory description of the research, e.g., your research question(s), your motives for choosing the specific topic, methods you will be using to investigate the topic, including data collection procedures and analysis tools, and the broader linguistic context in which your project fits – basically, answering the “So what?” question. Ideally, feedback from the first presentation will help you clarify or modify your research objectives and procedures. The second oral presentation will be given at the end of the semester and will be a conference-like presentation of your research (15-20 minutes with time for questions). You will also submit a written version of your research paper, minimum 20 pages long (double-spaced) with an abstract and concise reference list. The first draft of the paper will be submitted early enough in the semester to give you time to make revisions after getting feedback. The final version will be due at the end of the semester.
Other Assignments: These include: outline for a second research paper including (details will be covered in class), CV, IRB application, conference abstract, research grant proposal, and job application essay. You may be asked to revise some or all of these based on the feedback you will receive in this class.

Participation: The remaining requirements are active participation in classroom discussions. This is not a lecture course, but a seminar, which means that students should do most of the talking and work. Most of our discussions will focus on your written work; these will be collegial, non-stressful discussions that should provide insight into your research work and writing. You are also strongly encouraged to attend the spring 2019 Toulouse Professional Development Workshops [https://tgs.unt.edu/workshops](https://tgs.unt.edu/workshops) that are related to topics we will cover during the class.

Evaluation
1. Research paper (includes proposal, abstract, and oral presentations): 50%
2. Outline for second research paper: 15%
3. Research grant proposal, conference abstract, CV, job application essay: 20%
4. Completed portfolio: 15%

Weekly Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 15</td>
<td>Course overview; student research interests and paper topics</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22</td>
<td>Research questions, methods, research proposal guidelines; IRB applications</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 29</td>
<td>Research proposal presentations; research proposal due</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 5</td>
<td>Conference abstracts – guidelines for writing a successful abstract</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 12</td>
<td>Conference abstract due; writing grant and fellowship applications</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 19</td>
<td>Writing CVs, cover letters, job/grad school research statements</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 26</td>
<td>Grant/fellowship essay due; discuss research paper #2</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 5</td>
<td>FolioTech workshop; work on portfolios. CV, cover letter, job/grad school research statement due</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 12</td>
<td>Spring Break – No Class!</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 19</td>
<td>Data analysis tools – how to choose the correct analysis for your data</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 26</td>
<td>Workshop – Topic TBA</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 2</td>
<td>Research paper and abstract draft due</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 9</td>
<td>Draft of outline for research paper #2 due</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 16</td>
<td>How to prepare posters and ppts. and present at conferences</td>
</tr>
<tr>
<td>15</td>
<td>Apr. 23</td>
<td>Portfolio presentations</td>
</tr>
<tr>
<td>16</td>
<td>Apr. 30</td>
<td>Research project presentations</td>
</tr>
<tr>
<td>FINALS</td>
<td>May 7</td>
<td>Research papers and portfolios due</td>
</tr>
</tbody>
</table>
Other Important Dates

Feb. 15: UNT Multidisciplinary Information Research Symposium (MIRS) abstracts due
https://mirs.unt.edu/cfp

March 1-2: UTA Student Conference in Linguistics and TESOL (UTASCILT 2019)

Mar. 8: Last day to register for the Federation Graduate Student Research Symposium (20 poster presentations/school; cash prizes!)
https://tgs.unt.edu/federation/symposium/registration-webform

April 5: Federation Graduate Student Research Symposium (held this year at UNT)
https://tgs.unt.edu/gsc-event/federation-graduate-student-research-symposium

April 12-13: Symposium about Language and Society Austin (SALSA) Conference, UT Austin
http://salsa.ling.utexas.edu/index.html

April 26-28: Denton Arts and Jazz Festival. https://dentonjazzfest.com/ The Linguistics Department will have a booth at the festival. Sign up to participate in bringing linguistics to the Denton community!

April 27: UNT Multidisciplinary Information Research Symposium (MIRS)

June 24-July 19: LSA Linguistic Institute, UC Davis. Apply for a fellowship!
https://www.linguisticsociety.org/meetings-institutes/institutes/fellowships
Assignment Submission and Grading Academic Dishonesty and Integrity
It is your responsibility to become familiar with UNT’s Policy of Academic Dishonesty. The full policy can be found at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7- Student_Affairs-Academic_Integrity.pdf
This policy defines the following forms of academic dishonesty:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism**: The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.
- **Fabrication**: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty**: Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of F, and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism.

Essential Competencies
ODA policy – *The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.* In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise the professor of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

- read and synthesize research articles.
- interact with subjects in a professional and ethical manner.
- use an audio and/or video recorder.
- use a computer with various word processing, e-mail, transcription, and graphics software applications.
- speak in front of the class and use multimedia to support the presentation.

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or
someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Student Behavior**

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 Dean of Students 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. Information about The Code of Student Conduct can be found at http://deanofstudents.unt.edu/conduct

**Cell phone use is not allowed in class.** Students must silence their phones and put them away during class time. Any student found using a phone in class for non-class related use will be asked to leave the class. If there is a reason to have your phone out during class you must clear this with the professor before the start of class.

**Laptops and tablets may only be used for class-related purposes.** Recent research has shown that students retain material much better if they take notes with a pen and paper and not on their computers [http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away]. I encourage you to follow this practice. Students who are using their laptops or tablets to check email, Facebook, surf the web, send text messages, or other non-class activities will be asked to leave the class.