

Studies in Linguistics: LALR LAB  
LING 4371/5370 CRN: 10547  
Course Syllabus, Fall 2023  
Department of Latin-US and Linguistics, UTEP

COURSE INFORMATION

Days: Wednesdays  
Time: 3:00-5:50 pm  
Location: Classroom  
Building C304

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman  
Office: Graham Hall 302  
Email: [samossman@utep.edu](mailto:samossman@utep.edu)  
Phone: (915) 747-6320

Office Hours: MW 2:00-3:00 pm in person / Online by appointment  
Online Office hours will take place over Zoom. To make an appointment for an online meeting, email me at [samossman@utep.edu](mailto:samossman@utep.edu).

COURSE DESCRIPTION:

In this course students will be introduced to the fundamentals of research design and the basic statistical analyses commonly used in social science research. You will obtain hands-on experience in conducting research on Second Language Acquisition (SLA) and/or Instructed Second Language Acquisition (ISLA) from a linguistic perspective as you collaborate on one or more research projects.

There are three primary components to this course:

1. Content: Students will review different experimental methodologies, and learn about different kinds of research design, data collection, transcription, and different types of analysis. Basic statistics
2. Practical research experience: Students will collaborate on one or more research projects currently taking place in the lab.
3. Individual research projects: Students will work on individual projects. This may include project creation (finding a problem, thinking about the relevant questions, hypothesis creation), data collection (development and implementation of research protocols), data analysis (transcribing, coding, and analyzing data) and finally, writing a research paper. In some cases the project may lead to an extended paper or thesis. Specific course activities will

be tailored to the needs of individual students.

#### Required text:

There is no required text for this course. Readings drawn from a variety of sources will be provided on Blackboard. The following books are recommended texts for different types of linguistic research. Readings for the course will be drawn primarily from these sources.

Podesva, R. J. & Sharma D. 2013. *Research Methods in Linguistics*. U.K.: Cambridge University Press.

Dornyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

Gass, S. & Mackey, A. (2012). *Data Elicitation for Second and Foreign Language Research*. Mahwah, NJ: Routledge.

#### EVALUATION\*

##### 1. Class Activities & Homework (Component 1) 30%

You are expected to contribute to our in-class discussions, drawing on your own interests, background and experience. Active discussion is a key to the success of the course. There will be several assignments related to “component 1” of the course, some to be carried out in class and some at home. These may be reading responses, practice activities, or quizzes that allow you to demonstrate your understanding of the different aspects of linguistic research.

##### 2. LALR lab projects (Component 2) 30%

You will be engaged in activities related to ongoing research projects in the lab. Depending on the project and what stage the project is in, you may engage in one or more of the following activities: development of data collection materials, participant recruitment, data collection, transcription, coding and data analysis. The specific activities will depend on the particular project. Your evaluation will be based on how well the task was performed and whether it was completed on time. Not completing tasks on time or handing incomplete work will result in a lower grade.

### 3. Individual Project (Component 3) 40%

Students will work on an individual research project which will culminate in a poster presentation at the end of the semester. Expectations for this project will be tailored to each individual student depending on where they are in the program. We will meet individually to discuss a plan for this.

*\*In some cases, a particular student will have an individualized plan agreed upon by the instructor, the student, and the director of graduate studies.*

### TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### COMMUNICATION

- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. I generally send the announcements to your email too, but if I forget to check the "email" box, it will only appear on Blackboard.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university

identification number. NOTE: It is better to email me directly from your miner email account to [samossman@utep.edu](mailto:samossman@utep.edu) and **NOT through Blackboard course messages**. I generally don't see the course messages until much later, but I check my email several times a day. Also, if you email me from a gmail or other non-UTEP email account, it may not come to my inbox because UTEP often filters those out.

## COMMUNICATING EFFECTIVELY WITH YOUR PROFESSORS

Here is a real example of an inappropriate email opening from a student.

Mossman,

Hiya! I was about to check Blackboard and...

To help you write appropriate emails, I am including a link to some excellent guidelines on how to be professional when you send an email to any of your professors. (Hint: Addressing your professor by their last name with no title, and using "Hiya" as a greeting are not appropriate.)

<https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

## COMMUNICATING EFFECTIVELY ONLINE

When we converse, we expect other people to observe certain rules of behavior. The same is true online. Here are a few pointers to help you communicate more effectively.

- Clearly summarize the contents of your message in the subject line of your e-mail AND your discussion board postings.
- Avoid using all capital letters. USING ALL CAPS MAKES IT LOOK LIKE YOU'RE SHOUTING! IT'S ALSO MORE DIFFICULT TO READ.
- Avoid using sarcasm in your postings and e-mail messages. Sarcasm does not translate well in the online world, and you are liable to start a words war.

## COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences.

That said, I will NOT drop you from the course without first communicating with you. If I find that, due to non-performance in the course, you are at risk of failing, I will contact you by email to recommend that YOU drop the course. You should touch base with me immediately if I send you a drop recommendation email.

Also, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

### COURSE EVALUATION

Student evaluations provide important feedback to the instructor and they are essential for measuring teaching effectiveness in the profession. Chairs and Deans see course evaluations every year in reviewing faculty performance, and committees at all levels of the university rely on evaluations in making decisions. Before the last class session, you will be asked to complete University Course Evaluation Forms.

### ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own.

Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

#### PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

#### COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

#### ACADEMIC RESOURCES

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### INDIVIDUAL RESOURCES

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**Important Note:** The syllabus provides a general plan for the course. Typically it remains unchanged. However, modifications may be necessary and may be implemented as a result of students' needs, course development, and "classroom" life in general.