

LING 5370 11190 / LING 4371 16958
Advanced Academic Writing for Linguistics
Course Syllabus, Fall 2020
Department of Languages and Linguistics, UTEP

COURSE INFORMATION

Days: Monday **Time:** 4:30-7:20 PM
Location: Online: Blackboard & Blackboard Collaborate Ultra
Course meets August 24-Dec 3

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman
Office: Online—Blackboard Collaborate Ultra
Email: samossman@utep.edu
Office Hours: TR 4:30 and by appointment—Office hours will take place on Blackboard Collaborate Ultra. Instructions for office hours will be provided on Blackboard.

Course Description

Students will read and analyze a variety of academic publications on various topics in linguistics to familiarize them with the critical thinking skills and writing style necessary for writing an extended paper or thesis. Students will engage in different types of academic writing, including synthesizing information from a variety of sources, creating an annotated bibliography, and critiquing a research article. Students will be familiarized with the organization and structure of a research paper in linguistics, and they will learn key elements of scholarly writing. The course will culminate in a research proposal with a fully-developed literature review.

Materials Requirements

There is no textbook required for this course. A variety of readings will be provided for you on Blackboard.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If these do not work or for other problems, contact the Utep help desk. Helpdesk@utep.edu

You will need to have or have access to a computer/laptop, a scanner or camera, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, and something that allows you to view mp4 videos.

Course Evaluation

Class discussions	10
2 Short Writing assignments	30
<i>Article Critique</i> 15	
<i>Topic Synthesis</i> 15	
Annotated Bibliography	15
Research Proposal	45

Class Discussions 10 points

Every week we will read journal articles from different disciplines within the field of linguistics. Several of the articles will be related to second language acquisition and instructed second language acquisition, but not all of them. Most, but not all, of the articles will be empirical studies in which data have been collected, analyzed, summarized and discussed. We will examine the structure of these articles closely, analyzing the organization and structure of the text. You will be required to participate in group discussions related to these analyses and/or post responses to questions on the Discussion Board.

Short Writing Assignments 30 points

Your first two written assignments are designed to help you practice drawing from a variety of sources to synthesize, compare, and contrast information. Ultimately these skills will be useful for effectively writing a literature review for a research paper.

Short writing assignment 1: Article Critique 15 points

You will select an article from the collection provided on Blackboard and write a 3-4 page critical commentary on the reading. Summarize the article, laying out its main contributions to the field and the main things it seeks to accomplish. You will also overtly identify three (or more) questions that you think the paper raises but does not address (i.e. these are *your* questions, not the author's). These will generally be questions you have about the methodology used; assumptions the author made or her interpretation of findings; or questions that you think should guide future research on the topic. More specific instructions will be provided on Blackboard.

Short writing assignment 2: Topic synthesis 15 points

You will select three related articles from the collection provided on Blackboard and write a 3-4 page synthesis of the information in the articles. This should not be a simple list of summaries. You should draw key information from each of the papers and combine this information to present an informed discussion about the topic. More specific instructions will be provided on Blackboard.

Annotated Bibliography 15 points

You will create an annotated bibliography for your research proposal for this class. Once you have identified a topic and developed an overarching research question, you will need to read as much as possible on the topic to develop the literature review

section of your research proposal, and the study itself. The annotated bibliography should be the first step of your reference collection process. More specific instructions will be provided on Blackboard.

Research Proposal 45

The course will culminate in a detailed proposal for an original empirical research project, to be agreed upon with the instructor, on a topic of interest in the field of linguistics. The proposal must contain a literature review, research design, materials, specific hypotheses and the implications of possible results. While all of the elements of the paper are important and will be considered, special attention will be paid to the literature review and the general writing and structure of the paper. (There is a separate course for research design with a greater focus on the method.) More specific instructions will be provided on Blackboard.

Grading System

As stated in the UTEP catalog, grades for undergraduate courses are given according to the following system:

A	Excellent	Grades are calculated as follows: A= 90-100 points B= 80-89 points C= 70-79 points D= 60-69 points F= 0-59 points
B	Good	
C	Average	
D	Below average but passing	
F	Failure	

Course Policies and Requirements

- Because this is an online class, the regular rules for attendance are modified for this course. We will have bi-weekly class meetings for activities and discussion. Absences due to medical reasons or emergencies will need to be adequately documented. Attendance is not graded, but it is considered in the case of borderline grades.
- Participants are expected to learn not only from readings and writing assignments, but also from class interaction--both formal and informal discussions.
- Participants should read all assigned readings carefully before each class and be prepared to participate in class discussions.
- Students should be prepared to accommodate the necessary study time in their schedule to read, review, write, and study the material, as well as to work on assignments and course projects.
- All assignments and projects should be completed when they are due. No make-up exams will be permitted.
- Students should make sure they have access to the course's Blackboard shell in order to receive class announcements, access class materials, post papers and reports, etc.

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.

Housekeeping Rules

- The instructional activities of this course will be conducted entirely on Blackboard, which you have now accessed. You will find all the information and materials for the course on Blackboard, as well as course announcements, which are constantly updated. Students are required to check in on Blackboard daily.
- In addition, students may receive e-mail messages (reminders, queries, etc.) at their address of record and are responsible for monitoring and responding to these.
- To take this online course it is necessary to have reliable internet connectivity and a webcam.

Requirements and hints for effective learning

Managing your time:

We're all very busy people, so it's crucial that we get organized and use our time efficiently. This is especially important in an online course.

Many students underestimate the amount of time they need to spend on an online course. The course is designed to require the combined equivalent of the time you would spend in class plus the time you would spend studying and completing assignments outside of class.

Sometimes students make the mistake of thinking that they can skip a few days and then make up ground by concentrated study. This is not a good idea as the work will snowball and you will find it difficult to catch up.

Another issue is treating assignments as sequential. It is inadvisable to wait until one assignment is submitted before beginning work on the next one and so on. Some assignments require a larger, ongoing commitment of time and are designed to be completed little by little over the course of the semester. This is true for major assignments such as projects and research papers.

There is a certain amount of weekly flexibility for the class, but don't wait until the end of the week to do everything. Spread out the work over the course of the week. Waiting until the end is risky because if something goes wrong, you will not have time to complete the work. Late work will not be accepted.

Most learning activities will be carried out in an asynchronous ("anywhere, anytime") mode, though we will have some synchronous meetings. Still, this is not a self-

paced course, which means that all students will be required to keep on schedule with assignments and participatory activities. Make sure you check the calendar frequently so you know what assignments are coming up.

Being successful in an online course:

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

Ask questions. Periodically throughout the course you will be required to ask questions. But you don't have to wait for that! You can, and should, ask questions at any time. The HELP blog is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.

Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share. This is especially helpful on the grammar log.

Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.

Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

Stay focused: Stay on topic to increase the efficiency of your learning.

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 and blog 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.

Communicating effectively with your professors:

In a recent course I received an email from a student that began as follows:

Mossman,

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

This is not appropriate. To avoid this in the future, 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>

Please review the NETIQUETTE GUIDE provided on Blackboard. You will be expected to follow these guidelines throughout the course.

Instructional Accommodations Due to Disability

In accordance with University policy, a student who needs special accommodations because of a documented sensory and/or learning disability (even if temporary) should contact the Center for Accommodations and Support Services (CASS), located in the East Union Bldg, Rm 106 (747-5148; cass@utep.edu). After contacting CASS, please notify the instructor at the beginning of the semester to ensure provision of approved accommodations.

Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is subject to disciplinary action, according to university regulations. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submission of any work or materials attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.



Important Note: The syllabus provides a general plan for the course; modifications are often necessary and may be implemented as a result of students’ needs, course development, and “classroom” life in general.