Linguistics Research Seminar

Linguistics 6390
Spring 2016
Friday 11-1:50, Linguistics Conference Room

General Information

INSTRUCTOR:
Joey Sabbagh
Email: sabbagh@uta.edu
Office: 126 Hammond Hall

OFFICE HOURS:
Monday 11-12
Wednesday 12-1
(also by appointment)

Course Objectives

The purpose of this seminar is first and foremost to help students make significant progress on their research projects relating to either (i) their second year Qualifying Paper; or (ii) their dissertation proposal. (Other research projects may be relevant as well.) A second purpose of the seminar will to help students develop various professional skills such as abstract writing and paper reviewing.

Prerequisite

To make this seminar most useful, it is expected that every student enrolled will have a single research project for which work is currently underway. Of course, individuals will be at different stages of completion of their projects, but every student is expected to have a (single) project with at least some preliminary research underway. Furthermore, the research project should be one that relates to one of the requirements for the PhD in Linguistics (e.g. a QP, dissertation proposal, etc.).

Requirements and Grading

1. 2, 30 minute in class presentations of your research (one during Week 4-6; and a second during Week 13-15).

2. 1, 30 minute presentation for a department audience.

3. A final paper. (A draft of which must be submitted in Week 12 for peer-review).

4. A peer-review of a paper.

Grading

To earn a grade of A for this course, students must complete all requirements stated above. Requirements must be completed on time and must be completed *coherently* and *professionally*. Failure to complete these requirements will result in a grade of I (Incomplete) on your academic record.

By *coherently* and *professionally*, I mean that any material that is submitted as part of the requirements that appears rushed, incomplete, or for which you are not obviously prepared will be considered unsatisfactory.

Schedule

Note: This is an ideal, but tentative schedule. We are anticipating several on-campus jobs interviews in the first part of the semester, which may cause us to alter the schedule and content of our meetings as we go along. Flexibility may also be required in case anyone in the class has a scheduled QP or proposal defense, which we will want to incorporate into the class content.

Wk 1 (Jan 22): Preliminary meeting, Introduction of topics.
DETAILS: Students will discuss their research projects.

Wk 2 (Jan 29): Abstract workshop.
DETAILS: General discussion of abstract writing. Students will have prepared a one page abstract relating to their research and the class will provide feedback on abstracts.

Wk 3 (Feb 5) – *Joey is out of town*

Wk 4 (Feb 12): Presentations of research projects.
DETAILS: Each student gives a 30 minute presentation (20 minutes for presentation; 10 minutes for questions). 10-15 minutes of feedback will be given for each presentation.

Wk 5 (Feb 19): Presentations of research projects (continued)
DETAILS: As above.

Wk 6 (Feb 26): Presentations of research projects (continued)
DETAILS: As above.

Wk 7 (March 4): Professional development topic.
DETAILS: Students will select some topics the week before relating to some aspect of academic life that they would like to discuss (e.g. applying for jobs, the job market, publishing, etc.)

Wk 8 (March 11): CV Workshop.
DETAILS: Students will bring in CV's for feedback.

Wk 9 (March 18) – *Spring Vacation*

Wk 10 (March 25): Research progress report.
DETAILS: Each student will update the class on the state of their research (report on new developments, hinderances, etc.)

Wk 11 (April 1): Free week, work on your final paper.
DETAILS: Students will be prepared to submit a draft of their final paper, to be submitted the following week.

Wk 12 (April 8): Professional development topic.
DETAILS: We will discuss the peer-review process.

Wk 13 (April 15): Presentations of research projects.
DETAILS: Each student gives a 30 minute presentation (20 minutes for presentation; 10 minutes for questions). 10-15 minutes of feedback will be given for each presentation.

Wk 14 (April 22): Presentations of research projects (continued).
DETAILS: As above

Wk 15 (April 29): Presentations of research projects (continued).
DETAILS: As above

Wk 16 (May 6): *Linguistics at UTA* (LUTA) showcase.

University Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance.

Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, Section 2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.