Linguistic Tools 1

LING 240   section 1   Fall 2020

JFSB B013   MWF 1:00–1:50pm

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Office: 4059 JFSB

Office hours: 2:00–4:00 Wednesday and Thursday

    (see below for details)

Prerequisites

Officially: LING 201 (Introduction to Linguistics)

Unofficially, and in my opinion, some exposure to phonetics, phonology, and a small amount of scripting and/or programming will be helpful, though this is neither required nor enforced.

Materials

You do not need to purchase any materials for the course. Readings will be made available to you through LearningSuite. Any software that we use is free and available on any modern computer.

The classroom we are assigned to is a computer lab and will have all the software you need for the course. However, we will be switching to an online format after Thanksgiving (if not sooner), and you will need your own computer to complete the remainder of the semester as well as the final project. You will also need a computer that can run Zoom.

Course Purpose

By the end of this course, successful students will be able to do a complete linguistics research project.

Learning Outcomes

If the course purpose is to be able to do a complete research project, then along the way you should be able to accomplish several key things:

1. *Hypothesizing*: Be able to formulate testable hypotheses concerning language.

2. *Data Collection Techniques*: Be able to collect linguistic data using interviews, surveys, experiments, corpora, etc.

3. *Application of Tools for Data Analysis*: Be able to use appropriate tools to analyze linguistic data.

4. *Description of Results*: Be able to describe the results of linguistic research using appropriate terminology and rhetorical strategies (i.e., talk and write like a linguist).

These four learning outcomes will shape the course into four main units. You will be assessed on whether you can successfully complete each of these four outcomes.

Classroom Procedures

Because not everybody has the same research interests, I cannot teach how to do just one type of analysis. One purpose for this class is to expose you to a variety of techniques to collect and analyze data. You should see this as adding tools to your toolkit in your quest for figuring out how this whole language thing works. Some of the tools may be less useful for you while others you will learn to depend on regularly.

The course is designed so that you can learn in a hands-on approach. It's easiest to learn how to use new software when you've got it open in front of you on your own computer. Much of the time in class will be spent figuring out specific tasks and working things out on your own. The TA and I will be present to help you along the way.

There will be frequent assignments where you are asked to complete a specific task using your newly-acquired skills. This can be completed on a campus computer or on your own computer.

(Of course, if we end up transitioning to an online format sooner than planned, a lot of this may change.)

Assignments and Grades

Your grade will be determined based on the following four types of assignments.

Quizzes (20%)	There will be many quizzes, all of which are open-book, open-note, open-everything. They're not meant to nickel-and-dime you of your grade, but rather to make sure we're all on the same page before we start class. They'll be posted on LearningSuite and I will drop the lowest five.
Homework (30%)	Some lectures will have homework assignments associated with them. Each assignment will be weighted equally and the lowest grade will be dropped.
Participation (10%)	We will use class time to discuss some issues when using linguistic tools as well as gets our hands dirty with linguistics software. I will not necessarily be taking attendance, but be prepared to participate in these discussions and stay for the duration of the class time once we start using the software.

Final Project (40%) In a nutshell, your final project will be to do a full linguistics study. You will be evaluated on things like the literature review, data collection, analysis, and effective communication. The grade will be divided between your final presentation and your final paper (which should be on the same topic). More details will be provided later.

Your assignments will be weighted accordingly and your final grade will be determined using the following table:

Grade	Minimum Percent	Grade	Minimum Percent
A	93	C	73
A–	90	C–	70
B+	87	D+	67
B	83	D	63
B–	80	D–	60
C+	77	E	0

Communication

LearningSuite

We will be using LearningSuite for official course-related materials. For example, all the readings will be available on LearningSuite. All the quizzes will be on LearningSuite. You will be able to see your grades there too. Once we transition to the online format, it will be used even more.

Email

You may communicate with me by sending an email at any time. However, be aware that I do treat my job as a 9–5 gig (or rather, 11–7 this semester since I have a late class), so I may not answer it until I get in the next day. That means if you email me late Friday night, I might not get to it until Monday morning and don't expect an immediate response if you email me at midnight before an assignment is due.

I will use LearningSuite and email to make official class announcements if I need to communicate important information to you before the next class.

Slack

Outside of the classroom, and especially as we transition into the online portion of the semester, we will use Slack as the primary communication tool. If you've never used Slack before, it's basically a glorified group chat, or a more sophisticated GroupMe. You can access

it from slack.com, but it's generally easier to use the standalone app, whether it's on your phone or your computer.

Soon after the semester starts, you will get an invitation to join the slack workspace called "Stanley Linguistics". Within it, there will be several "channels". Some of them, like `#welcome`, `#announcements`, `#linguistics-in-the-news` are open to all current and former students. Feel free to use those channels to post general stuff. You will also be added to a private channel called `#fa20-l240`, which is only accessible by the students enrolled in this course. There you can discuss more specific topics related to this course. I will also use it to post more informal announcements.

You may use Slack as much or as little as you want. It is a great way to contact me, either in the channel dedicated to the class (the equivalent of raising your hand in class) or through a private message. I tend to me more informal in Slack too. Feel free to start threads, comment on, and "react" to other people's comments—in fact, if someone posts a question that you can answer, by all means go for it! You can also send direct messages to other classmates or create a private group chat—not even I can see those. While using Slack is not a requirement for the course, it is an easier way for me to see that you are engaged in the coursework and it will be easier to get full points on your participation grade if you are active in Slack.

After the semester is over, you are free to leave the channel. If you'd like though, you're welcome to stick around and participate in any future discussions.

Office Hours

My office hours are 2:00–4:00 Wednesday and Thursday. I am happy to meet in-person at 4059 JFSB or via Zoom at https://byu.zoom.us/my/joeystan. For in-person meetings, you are more than welcome to drop by without making an appointment. If my door is closed, please don't hesitate to knock. For Zoom, I'm supposed to get an email if you follow that link and join the room, though I don't always trust this, so it may me helpful to shoot me a quick email at least a few minutes beforehand to let me to to expect you.

What are office hours for, you ask? Well, they're for YOU! This is time that I have set aside each week to dedicate to helping students. Do not feel like you are taking my time by coming by—that is what that time is for! Don't feel like you need to stop by exactly at the start time—any time during the entire window is fair game. And don't feel pressured into making it quick: if you want to spend the whole block of time hashing out some things or getting help for whatever reason, that's okay!

You may think that office hours are only for help with homework or if you didn't understand the lecture. Not true! I mean, if you'd like to meet for those reasons, that's certainly fine. But, you can come into office hours to talk about whatever—other things related to the class, other linguistics classes, some fun project idea you're thinking about, guidance on picking a research topic, talking about graduate programs, shooting the breeze about breadmaking, etc, etc, etc. This is your chance to have dedicated one-on-one time with me to talk shop, regardless of whether it has to do with the class (or any class). I love it when students come by

and you should definitely feel comfortable doing so, for whatever reason. (Plus, I try to have food…)

They're also good ways for me to get to know you. If you end up applying to graduate/law/med school and need letters of recommendations, I can't really write a good one if you were "just" another student in my class. But if you've come into office hours and given me a chance to get to know you a little bit better, I can definitely write a better letter for you, if needed.

Schedule

This is tentative outline. Expect deviations as the semester progresses, especially if/when we transition to an online format. The course is broadly broken up into five units, but the contents of Unit 5 (Communication) can't really wait until the end, so I've sprinkled them throughout the semester into what I'm calling "tangents." I've also thrown in a few topics that fall under the umbrella of Data Science that I think will be important to learn.

Unit 1: Introduction and General Skills

8/31	Introduction; overview; final project		
9/2	The scientific method	Eddington (2008)	
9/4	How to write a research paper		
9/7	(No school)		
9/9	Finding existing literature	Gonzelez-Marquez et al. (2007) §1–4	HW1 due
9/11	Citation management software (Zotero)		
9/14	Annotated bibliographies	Tatman (blog post)	
9/16	Ethics in research; IRB	D'Arcy (forthcoming)	HW2 due
9/18	*Unit 5 tangent*: Useful skills in Miscrosoft Word		

Unit 2: Corpus Linguistics

9/21	Samples and populations		
9/23	Corpus use and design (with Dr. Hashimoto)		
9/25	Corpus querying (with Dr. Hashimoto)		HW 3 due
9/28	Corpus qurying with AntConc (with Dr. Hashimoto)		
9/30	Corpus resources (with Dr. Hashimoto)		
10/2	WordCruncher (with Jesse Vincent)		
10/5	*Unit 5 tangent*: Data visualization types 1	Wilke ch 1, 2, and 5	HW 4 due
10/7	*Unit 5 tangent*: Data visualization types 2		

Unit 3: Data collection

10/9	Survey basics	Krug & Sell (2013)	
10/12	Qualtrics I		HW 5 due
10/14	Qualtrics II		
10/16	*Data Science tangent*: Data cleaning and organization	Wickham (2014)	
10/19	Praat 1		HW 6 due
10/21	Praat 2		
10/23	Praat 3		
10/26	Praat 4		
10/28	*Unit 5 tangent*: Alternative text processors	Xue (2019) selections	
10/30	Interviews	Schilling (2013)	HW 7 due
11/2	Qualitative analysis		
11/4	Finding and working with existing datasets		HW 8 due
11/6	*Unit 5 tangent*: Powerpoint presentations		

11/9	*Data Science tangent*: Excel, functions		
11/11	Descriptive statistics	Levshina (2015) ch. 1	
11/13	Inferential statistics	Nuñez (2007)	
11/16	χ^2-tests		HW 9 due
11/18	Correlation		
11/20	t-tests		HW 10 due
11/23	ANOVA		
11/24	Statistics flex day		HW 11 due
11/27	(No school)		
11/30	Regression 1		HW 12 due
12/2	Regression 2		
12/4	*Unit 5 tangent*: Aesthetics in data visualization	selections from Wilke (2019)	HW 13 due
12/7	Final presentations		
12/9	Final presentations		

Final Project

Information about the final project will be given on the first day of class.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional

disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code,

inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others…We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010.

"Occasionally, we …hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2)To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class

can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

BYU College of Humanities Statement on Inclusion

We strive to cultivate mutual respect and empathy for all people, no matter their ethnic, racial, or cultural background, or sexual orientation. Elder Ballard said at a BYU devotional in Feb. 2020: "Through discrimination, racism, sexism, and other social ills, we will often impose false identities on others that keep them and us from progressing. This can stop when we see all people as children of God. We consider every person divine in origin, nature, and potential. Each possesses seeds of divinity. And 'each is a beloved spirit [child] of heavenly parents.' "

We invite all to participate in open and honest inquiry in our classrooms where we deal with complicated social and moral issues. In these conversations we seek to

- Respect and value the contributions of people from backgrounds, religions, and cultures other than our own

- Be aware of hurtful words and phrases

- Learn about and understand different cultural traditions

- Acknowledge discomfort when participating in class discussions about difficult topics

- Speak up on behalf of those who may be hurt by harmful speech

- Show willingness to work in groups with people of diverse backgrounds

- Respond with humility and teachability when our words offend

- Approach these issues with sincerity, respect, and compassion

- Express tolerance, love, and understanding

We fall short of our ideals when we

- Behave as if one is morally superior for treating someone of another race with kindness or not recognizing that benevolent stereotypes can be condescending or paternalistic

- se words without understanding social context or the full range of a term's meanings

- Expect that everyone in the Church shares similar cultural or political values

- Tacitly accept derogatory, racist, or sexist language without calling it into question

- Excuse or minimize the damage done by others—including leaders—who discriminate or who are biased

- Make assumptions about someone's abilities or attributes based on the color of their skin or national origin

- Assume on the basis of a person's appearance or accent that they come from another country or have a certain immigration status

- Presume that those who suffer from famine, poverty, crime, environmental disasters, or war brought these conditions upon themselves

The College of Humanities is attuned to the reality of an increasingly diverse Church membership. We aspire to better understand our own language and history, and to remain aware that some groups benefit from immunity from discrimination and implicit biases. We invite students, staff, and faculty to use their time in our college to strive toward conduct worthy of Christian discipleship, where we are "no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God" (Ephesians 2:19).