LIND29H3 Linguistic Research Methodologies
Fall 2021
University of Toronto Scarborough

Instructor:	Dr. Curt Anderson (he/him/his)
Class time:	online synchronous; Thursdays 13:00 – 15:00 Toronto time
Classroom:	online via Zoom
Office hours:	Mondays 10:00 to 11:00, Tuesdays 16:00 to 17:00, and by appointment
Course webpage:	Quercus (http://q.utoronto.ca)
Email:	curt.anderson@utoronto.ca

1 Course Overview and Objectives

As an academic discipline, research forms the core of what linguists do. In this course, you will be introduced to the process of conducting original research in linguistics, including an overview of different methods in linguistics, the structure and organization of scientific papers in linguistics, how to read papers more effectively, and how to develop tractable research questions. In addition, you will gain practical experience with several methods for collecting data: surveys, online experiments, and corpora. This course will give you insight into what the research process is like and prepare you for conducting research in the future, either as part of an independent study, or in future graduate studies. At the end of the course, you will have a research proposal that could be turned into a future independent study project, or used as the foundation for a research statement for graduate school applications. Finally, as research skills are critical thinking skills, even if you are not anticipating a future in academic linguistics, many of the general skills you gain in this course will be applicable in your future career.

2 Relation to Other Courses

Prerequisites:	LINB04H3 (Phonology I) and LINB06H3 (Syntax I) and LINB10H3 (Morphology)
Exclusions:	none
Breadth Requirement:	Arts, Literature & Language

3 Textbook

There is no textbook assigned for this course. All readings for the course will be made available on Quercus as PDFs.

4 Requirements

The requirements for this course are as follows:

Assessment	Weight
Ethics training	5%
Experimental methods quiz	5%
Project consultation	5%
Annotated bibliography	10%
Abstract	20%
Experiment mockup	15%
Final presentation	10%
Final paper	30%

A large part of this class is building a proposal for a project. There are several components to the project.

- A consultation with me to help focus your topic.

- An annotated bibliography with sources that will be relevant for your project.

- A maximally two-page abstract outlining the project and its relevance.

- A mock-up of an experiment or survey with sample stimuli.

- A brief in-class presentation of your project.

- Your proposal as the final paper.

Note that you will not be running the experiment in this course, but

Grading scheme: The grading scheme used in this class is the standard UTSC grading scheme.

Due dates: Assignments are due at Friday, 23:59 Toronto time, in the week that they are due, except for (i) the presentation, which will be done in class, and (ii) the final project proposal along with the experiment mockup, which are due on the final day of classes at UTSC (December 6th).

Late assignments: In general, late assignments will not be accepted, except under special circumstances. Please talk to me as soon as possible so that we can figure out the next step and get you back on track in the course.

5 Course Policies

Netiquette: Although we are meeting online, the same general standards of behavior you would find in a physical classroom apply: be considerate of me and your colleagues, be respectful when discussing others' views, be aware of how your colleagues might have different lived experiences than yourself, don't interrupt when others are speaking, and dress appropriately. However, there are additional rules of behavior online to be aware of. A few pointers:

- If you have a question, type your question into the chat box, and I'll fit an answer in as soon as I can. If your question is urgent or you'd rather ask it via voice, type "I have a question" into the chat box, and I'll ask you to unmute yourself and ask your question.

- Try to attend class sessions from a quiet space with a minimum of background distractions (though I realize this may not always be possible). Mute yourself when not speaking.

- Be aware of any private or inappropriate material that might be visible if you share your screen.

- Humor and sarcasm don't always come across as easily online, especially in text form.

- ALL CAPS and excessive exclamation points!!!!! can come across as anger.

- But, feel free to use emoticons in text! They help a lot in communicating online.

- Be charitable to others, and forgive and forget. Normal social cues break down online, and you may have misunderstood someone, or they might not have realized they did something rude.

Preference on names and pronouns: If you want me to refer to you with a particular name or pronouns, please let me know at a time that works best for you. If I make a mistake, please don't hesitate to correct me in a way that's non-confrontational and respectful.

Cameras are optional: It's up to you whether you want to turn your camera on. There are many reasons why you might not want to turn on your camera, some potentially very personal, and so you're under no obligation to turn your camera on during our synchronous class periods, my office hours, or private meetings with me.

Email: Make sure you check your University of Toronto email regularly. Any class announcements will be sent to your university email address. I check my email regularly, but if I don't get back to you within 36 hours (excluding weekends), feel free to send a reminder. In the "subject" line of emails to me, put the course number plus a short descriptor of what the email is about (e..g, LIND29 Question about BNC), and sign off with your full name at the end of the email. I teach many students this semester, and these two things will help me stay organized with this course and get a reply back to you faster.

Recording of lectures: Our class sessions will be recorded and posted on Quercus with minimal editing. Please do not share these recorded lectures with people not participating in the course. At the end of the term, these recordings will be deleted.

Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic misconduct: The University treats cases of cheating and plagiarism very seriously. The University of Torontos Code of Behaviour on Academic Matters[1] outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone elses ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone elses answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctors notes.

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[1]http://www.governingcouncil.utoronto.ca/policies/behaveac.htm

6   Schedule

This is a tentative overview of the topics we'll address, in roughly the order we'll address them.

LECTURE SCHEDULE

Sep 9th	**Week 1**
Introduction **Read:** Schütze (2011)	
16th	**Week 2**
Ethics in linguistic research **Read:** Eckert (2013) **Due:** TCPS 2 CORE training	
23rd	**Week 3**
Reading, finding, and thinking about research **Read:** Booth et al. (2016), chapters 3 and 4 **Watch:** "How to read a linguistics article" (`https://www.youtube.com/watch?v=srOE_eoksdw`)	
30th	**Week 4**
Judgements in linguistics **Read:** Sprouse et al. (2013)	
Oct 7th	**Week 5**
Experimental methods I **Read:** Abbuhl et al. (2013) **Due:** Annotated Bibliography	
14th	
Reading week (no lecture)	
21st	**Week 6**
Theoretical linguistics, experimental research, and linking hypotheses **Read:** Phillips et al. (in press); Lidz et al. (2011)	
28th	**Week 7**
Experimental methods II **Read:** Kaiser (2013) **Due:** Abstract	
Nov 4th	**Week 8**
Experiment construction I **Read:** PCIBex tutorial (`https://doc.pcibex.net/basic-tutorial/`)	
11th	**Week 9**
Experiment construction II (continues previous week)	
18th	**Week 10**
Survey design (or alternate topic) **Read:** tbd based on topic	

LECTURE SCHEDULE	
25th	**Week 11**
Presentations	
Due: Presentation (this week or next)	

Dec 2nd	**Week 12**
Presentations	
Conclusion	
Due: Final paper and mockup (due last day of classes at UTSC)	

References

Abbuhl, Rebekha, Susan Gass & Alison Mackey. 2013. Experimental research design. In Robert J. Podesva & Devyani Sharma (eds.), *Research methods in linguistics*, 116–134. Cambridge University Press.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup & William T. Fitzgerald. 2016. *The craft of research (4th edition)*. Chicago: Chicago University Press.

Eckert, Penelope. 2013. Ethics in linguistic research. In Robert J. Podesva & Devyani Sharma (eds.), *Research methods in linguistics*, 11–26. Cambridge University Press.

Kaiser, Elsi. 2013. Experimental paradigms in psycholinguistics. In Robert J. Podesva & Devyani Sharma (eds.), *Research methods in linguistics*, 135–168. Cambridge University Press.

Lidz, Jeffrey, Paul Pietroski, Justin Halberda & Tim Hunter. 2011. Interface transparency and the psychosemantics of most. *Natural Language Semantics* 19(3). 227–256.

Phillips, Colin, Phoebe Gaston, Nick Huang & Hanna Muller. in press. Theories all the way down: Remarks on "theoretical" and "experimental" linguistics. In Grant Goodall (ed.), *The Cambridge handbook of experimental syntax*, Cambridge University Press.

Schütze, Carson T. 2011. Linguistic evidence and grammatical theory. *WIREs Cognitive Science* 2(2). 206–221. doi:https://doi.org/10.1002/wcs.102.

Sprouse, Jon, Carson T. Schütze & Diogo Almeida. 2013. A comparison of informal and formal acceptability judgments using a random sample from Linguistic Inquiry 2001–2010. *Lingua* 134. 219–248. doi:https://doi.org/10.1016/j.lingua.2013.07.002.

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