# SYLLABUS

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| **Course:** Writing in Linguistics | **Instructor Name:** Hongchen Wu |
| **Course#:** LIN 300 | **Email:** hongchen.wu@stonybrook.edu |
| **Time:** TR 02:45–04:45pm | **Office Hours:** TR 1:00-2:00pm or by appt. |
| **Location:** SBS N118 | **Office:** SBS S204 |
| **Course Folder:** https://goo.gl/Eif60t | **Phone:** 516–580–9673 |

# 1 Course Outline

## 1.1 Bulletin Description

Majors in Linguistics refine their skills in writing for the discipline by critiquing successive revisions of previously written work.

## 1.2 Full Description

In taking this course, you will gain experience doing a substantive revision of a paper and gain knowledge of how to use LaTeX and MS word to make your paper professionally formatted. You will also get experience in reading others' papers and critiquing them in a constructive fashion. Finally, you will gain experience in writing reviews, abstracts, and making presentation slides, a useful general skill.

In addition to teach you writing in linguistics, I will also talk about topics that I personally believe are important to a linguistics student. These will include a wide range of topics, and I am open to suggestions about what you all would like to know about. I will also try to make myself available for advice about future work or educational endeavors for linguistics students, and will set aside some class time to that end.

| Sess. | Topic |
|---|---|
| 1 | Big picture: What qualities make for good academic writing? |
| 2 | What should/should not go into a linguistics paper? |
| 3 | Use MS word like a pro |
| 4 | Introduction to LaTeX I– Writing papers the right way |
| 5 | Introduction to LaTeX II– Writing papers the right way |
| 6 | Group review of your papers: student 1, 2 |
| 7 | Group review of your papers: student 3, 4 |
| 8 | Group review of your papers: student 5, 6 |
| 9 | Group review of your papers: student 7, 8 |
| 10 | Group review of your papers: student 9 |
| 11 | How to write a good abstract for a linguistic conference? |
| 12 | LaTeX tutorial session – Making presentation slides and abstracts |

Table 1: Tentative course outline

## 1.3 Mechanics

- Everyone in this class has access to the course Google folder. Inside the course Google folder, there is a subfolder named with your first name, which only you and the instructor has access to. It is used for you to submit coursework.

- You will upload a previously written linguistics paper to your own folder (the one named with your first name). This work should be done by June 4, so I can approve it or ask for changes if necessary.

- At least one week before each paper is discussed, I will put it in the shared Google folder. Prior to each class where we are reviewing a student paper, all students except the owner of the paper will have written an abstract and a review of the paper as homework, and upload these two files (PDF) to your own folder at least 12 hours before the class starts.

- The author will re-read the paper before the class discussion and be prepared to clarify its content and explain his/her intent if questions are asked about paper content.

- The student whose paper was just reviewed will revise and resubmit the final version of the paper to me no later than one week after his/her paper is discussed.

# 2 Grading

- **Attendance and participation 30%**
  Attending class and being active will greatly factor on your participation. Each class you will receive a score of 0-3 that will eventually equal 30% of your grade.

  - 0: did not show up
  - 1: showed up and was silent
  - 2: showed up and said something
  - 3: showed up and participated actively

- **Written reviews and abstracts of others' work 40%**
  Abstracts and reviews, including references and data, must be set in Times New Roman with a font size of 12pt. Abstracts should be no more than 2 pages, and reviews should not exceed 4 pages (letter paper size with 1in margins). For each abstract and review, you will receive a score of 0-3 that will eventually equal 40% of your grade.

  - 0: did not submit or submitted 24 hours after the deadline
  - 1: submitted within 24 hours of the deadline
  - 2: submitted on time and did not meet requirements
  - 3: submitted on time and met requirements

- **Revision of your own paper 30%**
  How much you improve your paper from its starting condition will reflect 30% of your grade.

# 3 Paper Review

A central part of academic life is reviewing papers for conferences and journals. Review writing has some unique challenges because it is rarely discussed in (grad) schools, there are few opportunities to read reviews, and expected review formats and criteria differ widely between subfields (Graf 2016).

Two samples of paper review can be found in the shared Google folder. You should follow the general template for peer reviews:

- One paragraph summary of work to demonstrate that you understood it and are thus qualified to review it

- Overall evaluation of work in 1 to 2 paragraphs, with a clear recommendation to the editor:

    - reject
    - revise and resubmit
    - accept with major revisions
    - accept with minor revisions
    - accept as is

- You should also give a justification for your recommendation (novelty of work, soundness and relevance of results, and so on).

    - discussion of major shortcomings (in presentation, evidence or argumentation) as well as suggestions for improvement
    - optionally a final section with page by page discussion of minor points

I will make the reviews available to the authors so they can revise the current paper. Also, you do not need to put your name on the review if you wish to stay anonymous.

# 4 Abstract

An abstract is a short summary of a completed paper. It has always served the function of "selling" your work. If done well, it makes the reader want to learn more about your paper. It is vital to write a complete but concise description of your work to entice potential readers into obtaining a copy of the full paper (Koopman 1997).

Two samples of abstracts can be found in the shared Google folder. Here are some basic parts of an abstract:

- Title of your paper

- 3 to 5 keywords (optional)

- Motivation/problem statement: Why do we care about the problem? What problem are you trying to solve? What is the scope of your work (a generalized approach, or for a specific situation)?

- Methods/procedure/approach:How did you go about solving or making progress on the problem? (e.g. did an online survey)

- Results/findings/product: As a result of completing the above procedure, what did you learn/invent/create?

- Conclusion/implications: What are the larger implications of your findings, especially for the problem/gap identified in the Motivation/ problem statement part?

- References (optional)

# 5 Policies

## 5.1 Contacting me

Contact by email is preferred. If you want to come to my office hours and anticipate a longer meeting, please email me so that we can set apart enough time and avoid conflicts with other students.

## 5.2 Academic Integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

## 5.3 Disability Support Services

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.
Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities

## 5.4   Disruptive Behavior

The University at Stony Brook expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty is required to report disruptive behavior that interrupts faculty's ability to teach, the safety of the learning environment, and/or students' ability to learn to Judicial Affairs.

## 5.5   Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.