Teaching Dossier

BrettC Nelson

Ph.D., Linguistics

(2023, University of Calgary)

████████████████

████████████

February 7, 2024

Purpose of dossier:

To document and reflect upon my teaching philosophy and career.

To support my applications for temporary and permanent academic jobs.

Contents

1   Teaching Philosophy

As an undergraduate student, I struggled to find the true passion in my field that I have now. It wasn't until I was given an opportunity to research, present, and discuss a research topic completely of my own choosing (morphophonological reduplication in Kaqchikel). I discovered that I was able to actively engage with, think critically about, and effectively discuss course material. Unfortunately, that eureka moment came quite late in my undergraduate career, and only came about because it was a graduate level course. Nevertheless, it did come, and now I feel firmly that self-directed research is one way to engage students, not only in the course material, but in the greater field within which the course sits, or even in scholarly work in general. Ever since that moment I have thought not only about my own relationship with the discovery and sharing of knowledge, but also about the diversity of ways that others may find their own relationship with it via teaching and learning.

I believe that teaching must be **engaging**. One way I can engage my students is through my passion for the material. Once students see that my passion is for both the mundane and esoteric features of language, they can see that it can be a worthwhile endeavour to engage with any aspect of a topic of study or research. Teaching linguistics also allows for a wide range of examples to be used in linguistic analysis that can touch on news topics or areas of student interest. Through remote learning, with video call discussion sections, I've found that pets, and specifically my cats, are a great in-road to increasing student engagement. Not only do they provide context for linguistic examples, but they also allow for connections to develop among teachers and learners.

In addition to intriguing examples and bringing my personality into the classroom, technology gives students more opportunities to engage. My slideshows, all of which I make available on the course website, use font and color to draw attention to the most important concepts, while at the midpoint of the lecture I assess where the class is at in its understanding of the day's material via instant polling, Top Hat, and Kahoot. These interactive technologies allow me to gauge what concepts the students are finding most important, and whether I need to double back to shift focus.

The most significant student engagement, however, derives from their selection of topics for their own research and use throughout the term on homework assignments designed to engage the students with the course content and their selected topics. These assignments would suffice for a lower- or mid-level course, but in upper-level courses this constant re-engagement with a selected topic or language would develop into term paper to further advance their development as researchers and scholars.

I believe that learning is best done via **critically thinking** about the material. To do this, I begin each lesson or course section with an open-ended question related to the lesson topic. Often this will require students to think about real world examples of linguistic phenomena that the students may have come across without even realizing. There is always knowledge to be interacted with all around us. Often that knowledge is realized through language, leading to opportunities for us to think about it within a linguistic analysis.

In reading-based courses, I ask students to prepare discussion questions of any type that

they might use for in-class discussion on those readings, as well as for my own evaluation of the kinds of information that the students find important when they read. This would allow me to guide the discussion to help them critically explore those questions which may in turn critique the readings, while improving their own writing. Critical thinking can also occur in introductory, lecture-based courses. In these courses, topics or analyses can often be limited or constrained to a narrow point of view. In linguistic analysis this can appear as particular preferences for transcription of vowels or binary configurations in how we describe semantic features. It's easy to simply teach these as just how the book does it, but they can also serve as a door to critically think about what assumptions go into these decisions. In these cases, we can show how this knowledge is usually presented and then question whether there are diverse ways to think about and engage with that knowledge.

I believe that **discussion** of the course material and topics allows learners to most optimally engage with the material. To this end, I always open myself to students via email to discuss anything related to the course and its lessons, but also topics related to linguistics or language more broadly. This offer extends beyond my time as their teacher, so that my availability as a mentor continues throughout the their growth as linguists.

This emphasis on discussion also encompasses the classroom, where I devote at least a third of class time to group discussion of the material, depending upon the topic. For more concept-heavy introductory courses this would take the form of a class session devoted to discussion of the preceding week's lessons as well as questions and answers to clarify those lessons. For upper-level, seminar-type courses, at least a third of each session is devoted to discussion of specific readings relevant to the course and lesson topic. This reinforces that the reality of the field is not so clear-cut, and merits discussion to discover a balance of thoughts and views, again reinforcing critical thinking skills.

Important discussion that arose out of this dedication to including opportunities for students to critically engage with and then discuss topics and examples I shared occurred during my first opportunity to instruct a course, an Introduction to Linguistics course in the spring of 2020. The course is almost entirely devoted to analysis of linguistic structure, but amid racial strife and wider discussion about treatment of Black and Indigenous lives, I felt it important to mention the destructive effects of linguistic prescriptivism and discrimination early in the semester. Later I included example sentences that referred to systemic injustice. These examples primed discussion not just about the structure of the sentence, but also of other structures of injustice in the world, as well as those particular to the field of linguistics and the language sciences.

As a teacher, my goal is not to have my students learn and know the course materials. No, it is more than that. My goal is to have them **critically think about a wide range of issues both within and outside of the study of language**. This makes them not only better linguists, but better people, able to engage with the world to better understand it and to succeed in improving it in their vision. So far, my teaching experience has been limited to early courses in linguistics with few or no prerequisites. Nevertheless, by committing myself to these beliefs, I hope to inspire eureka moments in students much earlier in their careers than upper level, research-intensive courses, so that they may develop their own critical, engaging, yet open research questions.

2   Teaching Responsibilities

2.1   University of Calgary (2017–2023

2.1.1   Graduate Assistant (Teaching) (2017–2023)

Term	Course Name	Instructor(s) of Record	Course No.	Enrolment
Fall 2017	**Phonology I**	Dr. Darin Flynn	LING 303	50
	Roles: Lectures, Grading, Office Hour (Full TA)			
	In my first university teaching position, I discovered my passion for teaching & learning.			
Winter 2018	**Introduction to Linguistics I**	Dr. Dimitrios Skordos	LING 201	82
	Roles: Grading, Office Hour (Half TA)			
	I gained my first insights into how to structure an introductory linguistics course.			
Fall 2018	**Introduction to Linguistics I**	Dr. Ashley Burnett	LING 201	83
	Roles: Grading (Half TA)			
	I received formative feedback in my own feedback processes from the instructor.			
Fall 2019	**Language Acquisition I**	Dr. Dimitrios Skordos	LING 316	70
	Roles: Grading, Office Hour (Full TA)			
	I discovered, through practice, the importance of effective, engaging class discussions.			
Winter 2020	**Language and Mind**	Dr. Dimitrios Skordos	LING 349	48
	Roles: Grading, Office Hour (Full TA)			
	First term affected by the COVID-19 pandemic: I learned how to adjust an ongoing course.			
Summer 2020	**Language and Advertising**	Dr. Svitlana Winters	LING 223	53
	Roles: Grading, Office Hour (Half TA)			
	I returned to an assisting role after my first experience as instructor of record.			
Fall 2020	**Introduction to Semantics**	Dr. Dimitrios Skordos	LING 319	67
	Roles: Grading, Office Hour (Full TA)			
	Continuation of effects of COVID-19: Further integration of remote teaching strategies.			
	The History of English	Dr. Amanda Pounder	LING 381	36
	Roles: Grading (Quarter TA)			
	I took on this assistantship part-way through the term to help out during an emergency.			
Winter 2021	**Varieties of English**	Dr. Dennis Storoshenko & Dr. Stephen Winters	LING 225	102
	Roles: Grading, Office Hour (Full TA)			
	This assistantship inspired my research in English phonetic variation.			
	Historical Linguistics I	Dr. Amanda Pounder	LING 353	40
	Roles: Grading (Quarter TA)			
	I graded assignments and exams during the first half of this course.			

Term	Course Name	Instructor(s) of Record	Course No.	Enrolment
Fall 2021	**Phonology I**	Dr. Darin Flynn	LING 303	68
	Roles: Grading, Office Hour (Half TA)			
	I attended lectures, held an office hour, and graded assignments for this course.			
Winter 2022	**Introduction to Linguistics I**	Dr. Angeliki Athanosopoulou	LING 201	86
	Roles: Grading (Quarter TA)			
	I graded phonetics and phonology quizzes and held a final review tutorial.			
	Beginner's Spanish II	Dr. Elizabeth Montes Garcés	SPAN 203	18
	Roles: Teaching, Exam Prep (Half TA)			
	I taught lessons to half the students (to avoid crowding) and organized examinations.			
Fall 2022	**Phonology I**	Corey Telfer	LING 303	66
	Roles: Grading, Office Hour, Teaching (Full TA)			
	I helped plan the course, taught select lectures, and graded assignments.			
Winter 2023	**Phonetics I**	Dr. Stephen Winters	LING 341	53
	Roles: Grading, Office Hour, Teaching (Twelfth TA)			
	I helped graded assignments in this emergency assistantship.			

2.1.2   Sessional Instructor (2020–2022

Term	Course Name	Course Number	Course Level	Section Enrolment
Spring 2020	**Introduction to Linguistics I**	LING 201	UG	62
	My first experience as an instructor of record and first full semester under COVID-19 restrictions. I pre-recorded all lectures and held twice-weekly discussion sections where I implemented discussion strategies gathered from previous teaching workshops.			
Fall 2021	**Introduction to Linguistics I**	LING 201	UG	107
	My second experience as an instructor of record and first semester with face-to-face meetings after the start of the COVID-19 pandemic. I used this opportunity to further test blended and flipped learning strategies. Half of the course meetings were devoted to lectures, while the other half were spent discussing and practicing with the tools of linguistic analysis.			
Spring 2020	**Introduction to Linguistics I**	LING 201	UG	32
	In a return to the abbreviated Spring semester, but in-person this time, I experienced how different offerings of the same course can have very different dynamics. Because this was an intensive spring course taught in the evenings, the classroom dynamics were different than in the fall. I had to make adjustments on the fly in order to keep the class engaged.			

3   Professional Learning and Development

3.1   Taylor Institute for Teaching and Learning: Graduate Certificate in Teaching and Learning (2017-2023)

3.1.1   Scholarship of Teaching & Learning (SoTL) Foundations Badge

Introduction to SoTL: Discussed the basics of the Scholarship of Teaching & Learning (SoTL), how research is done in this field, and how it can be actively applied to course design, lesson planning, and classroom development.

From Teaching to Learning: Discussed Barr and Tagg (1995). Also previewed the series of workshops required for this badge.

Signature Pedagogies: Discussed Shulman (2005). Surveyed professional fields for the specialized course and lesson structures they have developed over the years. Gave thought to how those could develop in my own field.

Guiding Principles in SoTL: Discussed Felten (2000). Examined the guiding frameworks of SoTL research. Initiated thought into development of my own SoTL research projects.

Asking SoTL Questions: Discussed Hutchings (2000). Reviewed the range of SoTL research topics and the types of questions they seek to answer.

Ethics and SoTL: Examined literature on how SoTL research and ethics intersect. Developed strategies to address and account for ethical concerns in development of SoTL research projects.

Aligning Research Questions and Design in SoTL: Reviewed literature on how to properly model a SoTL research project. Further developed concrete ideas for my own SoTL research projects.

3.1.2   Emerging Teachers Development Badge

Teaching Assistant Orientation: Learned of the resources available to Teaching Assistants at the University of Calgary; Previewed common potential issues and how to deal with them as Teaching Assistants.

Effective Communication for Teaching for International Grad Students: Became familiar with strategies to communicate effectively with students in manners culturally appropriate to Canada.

Facilitating and Engaging Learners in Effective Discussions: Learned the importance of effective classroom discussion; developed strategies to stimulate discussion in the classroom.

Facilitating Active Learning: Discussed approaches to actively engage learners in course material.

3.1.3   Learning Spaces and Digital Pedagogy Badge

Teaching with Technology: Surveyed various classroom technologies to engage and communicate with learners.

Creating a Flipped Lesson: Learned the flipped lesson methodology, and how any lesson or course can be flipped to some extent. Developed ideas on how to flip my own lesson so that learning occurs both inside and outside the classroom.

Engaging Students in a Variety of Learning Spaces: Surveyed the advantages and disadvantages of various classroom types, and how to make the most out of each of them via lesson planning, technology, and activities specifically designed to fit the learning space.

Using WordPress in Teaching and Learning: Guided through the process of starting and maintaining WordPress site for personal, professional, and classroom use. Produced the beginnings of a personal website.

3.1.4   Theories and Issues in Post-secondary Teaching and Learning Badge

How Does Learning Work? The Basics of Teaching and Learning: Reviewed scholarship on the core principles of teaching and learning and how both must be considered in tandem when creating effective courses and lessons.

Complexities in Lesson Planning: Meeting the Diverse Needs of Today's Students: Developed various strategies to create useful, effective lesson plans that range from short mini-lessons, to entire course-long curricula.

Giving and Receiving Feedback in Higher Education: Tensions and Possibilities: Developed strategies to gauge student learning while also receiving feedback on my teaching practices in a formative manner.

Theories and Issues in Teaching and Learning-Capstone Project: Developed and demonstrated a mini lesson plan on Facilitating Effective In-Class Discussions; Gave feedback on others' lessons.

How Can Teaching and Research Inform Each Other?: Explored the intersection between teaching and research, including their goals, some of their methods, and resources available to aid them in their success.

Exploring Instructor Identity in the Classroom: Impact and Strategies: Identified and examined the intersectional diversity that exists within each classroom, and how my own identity interacts with that diversity. Thought of strategies on how to properly foreground, background, and discuss potential issues in identity in the classroom.

Supporting Students in Distress: Learned of general strategies on how to identify and assist stress in students. Became aware of the resources available to students and teachers online and on campus at the University of Calgary.

3.1.5   Developing Your Teaching Dossier Badge

What is a Teaching Dossier? Developing a Teaching Philosophy Statement: Discussed the various reasons for having a teaching dossier, including but not limited to teaching position, teaching awards, and having a document to self-reflect on my own teaching practices. Self-queried on what I find important in teaching and learning in order to develop a Teaching Philosophy Statement.

Gathering Sources of Evidence for a Teaching Dossier: Peer-reviewed Teaching Philosophy Statements. Discussed the various evidences needed for a quality teaching dossier.

Aligning Key Beliefs about Teaching and Learning: Developed a draft of this teaching dossier. Discussed how to ensure that the philosophy statement, evidence, and goals of the teaching dossier are in constant alignment.

Dossiers as Living Documents: Peer-reviewed teaching dossier drafts. Considered the importance of keeping an up-to-date but flexible teaching dossier for whatever positions or opportunities may arise that call for it.

3.1.6   Equity, Diversity, and Inclusion Badge

Equity, Diversity, and Inclusion: Reflected on and discussed the importance of EDI in post-secondary teaching and learning. Included a capstone project which helped me develop ideas for writing diversity statements.

3.2   University of Calgary, ARTS 601: Theory and Practice of Teaching and Learning (Fall 2020)

Course Description

This course will introduce you to the theories, approaches, and practices of teaching undergraduates in the arts, humanities, and social sciences. The course aims to prepare you to teach, to reflect on teaching, and to speak thoughtfully about this part of the profession. You will be introduced to some of the fundamental research about how students learn; how to engage students both in person and online; how to construct assignments, rubrics, and learning outcomes; and how to shape the dynamics common to the undergraduate classroom. You will also consider how general theories and practices translate into your particular disciplinary context. By the end of the course, you will have generated an array of materials to support your teaching.

Class Projects

- *Show and Tell*: A classmate and I shared with the rest of the class rubrics from previous courses in our respective careers as students or teachers. Comparison of these rubrics sparked 20 minutes of discussion and debate, followed by a week-long online discussion board, about the efficacy of rubrics in general, and the requirements of good rubrics specifically. Most, if not all, of the class gained a deeper appreciation for rubrics because of this discussion.

- *Assignment Assignment*: I created from scratch an assignment used to holistically assess students in an introductory linguistics course. This assignment asks students to select or write a stanza of a poem so that they can then analyze its structure across the five modules of linguistic analysis. In creating this assignment, I was able to think more deeply and practically about how assessments align with class, course, and program learning and understanding objectives.

- *Teaching Philosophy*: For this project, each student in the course wrote a draft of their teaching philosophy statement and sent it to two of their classmates. These classmates then read these statements and provided feedback on them by writing a letter stating what they felt worked well and not so well for each statement. This showed me that there are many different ways to write a teaching philosophy statement, and the goal is always be open to making my statement work best for me.

- *Microteaching*: The final project for the course gave me the opportunity to give a 15 version of a lesson on a topic of my choosing. I chose syllable structure as my topic, and used a hybrid structure of lecture, discussion, and group work to teach the different parts of a syllable to non-linguists.

Reflection

This course gave me a massive opportunity to almost immediately reflect on my first experience as instructor of record during the previous Spring 2020 semester. It also allowed me to develop and workshop ideas for teaching courses in the future.

4   Student Feedback

4.1   University of Calgary

I pride myself on the speed and quality of my grading, which always includes thoughtful and personalized written feedback, for which students have often expressed their appreciation:

- "You did a lot of work grading our papers"

- "thank you for all your hard work as TA this semester."

- "I really appreciate the feedback. Thank you."

- "Thank you so much for your understanding and compassion. I really appreciate your advocacy on my behalf, and the effort you had to put in!"

I work hard at being consistent and efficient with my grading and feedback but knowing that that hard work is appreciated makes me feel that my efforts are well worth it.

In addition to the appreciation shown for my diligence as a marker, students have also expressed appreciation for the inclusive environment I have fostered in the classroom:

- "I've wanted to express my thanks for showing your flag and pronouns in class- these small gestures made me feel supported by community through the semester. ☺"

Furthermore, students have enjoyed gauging my thoughts on topics related to the course:

- "I was just curious to hear your thoughts."

- "Thank you very much for getting back to me so quickly and clarifying it all. It's much more clear now!"

- "just wanted to thank you for your reply, it was very helpful since the notes I had weren't quite clear"

Engaging with students in this way lets me know that students are engaging with the material outside of the classroom and truly want to understand it as best as possible. Knowing that I helped foster and grow that interest assures me that the coursework inside and outside the classroom is effectively engaging, and it shows me that open discourse about the material is just one way to help achieve that.

Once I was finally able to teach a course of my own as an instructor of record, student feedback was even more positive about the quality of my instruction and lesson planning.

- "I want to thank you for being such an excellent instructor. Your enthusiasm for linguistics and the quality of your lessons made this the most interesting class I have ever taken in university ... The course gave me an interesting and exciting way of analyzing language that I know I will certainly use for the rest of my life even if I'm not formally studying linguistics."

- "I was pleasantly surprised with your class. I learned a great deal and even enjoyed the virtual classes which I didn't expect to."

- "I consider how well planned the lessons are to be the biggest strength of this course. Also with how well used the assigned/option practices available are."

- "You did a really great job ensuring it wasn't stressful, especially for people with busy schedules."

- "This was one of the coolest courses I've taken."

- "You did so well it makes me want to minor in this."

Given that the course was taking place in the months immediately after the outbreak of the COVID-19 pandemic, it was a goal of mine to make the course as least stressful as possible yet maintain a high level of excitement and interest for the students. The above feedback affirms that I was able to follow through on that commitment. The fact that I was able to persuade at least one student to add a Linguistics component to their degree program, and another to think about linguistics differently for the rest of their life, shows that an unspoken goal of Introduction to Linguistics I was also attained: to convince students to study language more deeply.

5   Course Evaluations

5.1   University of Calgary

5.1.1   Spring 2020: Introduction to Linguistics I

Number of times the instructor has taught this course (last 10 years including the current term):	1	USRI enrolment:	62	Valid instruments received:	15	Response rate:	24.19 %

Rating Item	This Section Mode	Strongly Disagree (=1)	Disagree (=2)	Somewhat Disagree (=3)	Neither (=4)	Somewhat Agree (=5)	Agree (=6)	Strongly Agree (=7)	N/A (=8)
2. Enough detail in course outline	7						2	3	10	
3. Course consistent with outline	7						1	4	10	
4. Content well organized	7				1		1	2	10	
5. Student questions responded to	7							3	11	1
6. Communicated with enthusiasm	7				1		2	3	9	
7. Opportunities for assistance	7							5	10	
8. Students treated respectfully	7							2	13	
9. Evaluation methods fair	7				1		1	4	9	
10. Work graded in reasonable time	7						1	3	11	
11. I learned a lot in this course	7		1				1	3	10	
12. Support materials helpful	7				1			2	12	

5.1.2   Fall 2021: Introduction to Linguistics I

Number of times the instructor has taught this course (last 10 years including the current term):	2	USRI enrolment:	107	Valid instruments received:	16	Response rate:	14.95 %

Rating Item	This Section Mode	Strongly Disagree (=1)	Disagree (=2)	Somewhat Disagree (=3)	Neither (=4)	Somewhat Agree (=5)	Agree (=6)	Strongly Agree (=7)	N/A (=8)
2. Enough detail in course outline	7						3	1	12	
3. Course consistent with outline	7						2	2	12	
4. Content well organized	7						2	2	12	
5. Student questions responded to	7						1	4	11	
6. Communicated with enthusiasm	7							3	13	
7. Opportunities for assistance	7						1	5	10	
8. Students treated respectfully	7						1	1	14	
9. Evaluation methods fair	7						1	4	11	
10. Work graded in reasonable time	7				1		1	4	10	
11. I learned a lot in this course	7						3	3	10	
12. Support materials helpful	7						2	3	11	

5.1.3   Spring 2022: Introduction to Linguistics I

Number of times the instructor has taught this course (last 10 years including the current term):	3	USRI enrolment:	32	Valid instruments received:	4	Response rate:	12.50 %

Rating Item	This Section Mode	Strongly Disagree (=1)	Disagree (=2)	Somewhat Disagree (=3)	Neither (=4)	Somewhat Agree (=5)	Agree (=6)	Strongly Agree (=7)	N/A (=8)
2. Enough detail in course outline	*							2	2	
3. Course consistent with outline	7							1	3	
4. Content well organized	7							1	3	
5. Student questions responded to	7								4	
6. Communicated with enthusiasm	7							1	3	
7. Opportunities for assistance	*							2	2	
8. Students treated respectfully	7							1	3	
9. Evaluation methods fair	7							1	3	
10. Work graded in reasonable time	7							1	3	
11. I learned a lot in this course	7								4	
12. Support materials helpful	7						1		3	

6   Peer Feedback

6.1   University of Calgary

6.1.1   Instructors of Record's Graduate Assistant Performance Reviews

Introduction to Linguistics I, Fall 2018:

"Brett's primary role was as a marker. [They were] an extremely fast marker and always had assignments and tests marked on time, if not early. Brett's speed was very much appreciated by both me and the students. As a result of [their] speed, there were a few marking/calculation errors initially. However, when I commented about the few errors, Brett ensured that all following marking and grade calculation duties were error-free. Brett was able to assist with students' requests for help when needed. Brett was a pleasure to work with, and I would gladly have [them] as a teaching assistant again."

Varieties of English, Winter 2021:

"Brett's devotion to timely feedback to students has been an exceptionally valuable contribution to this course. Their feedback to students is thoughtful, and is also useful for instructors in seeing where there may be gaps in students' understanding of content. Brett's diligence in maintaining good communication with students either through chat in Zoom or in handling the online gradebook demonstrates a strong commitment to the student experience while supporting instructor goals. Especially as this was a new course being taught for the first time, Brett's contribution is likely to be formative in terms of expectations for TA work in future offerings"

"Brett did a great job with answering many student questions on the fly during lecture—especially in the chat window, which was difficult to stay on top of as we were lecturing. Brett's diligence and speed in grading assignments and posting grades to the D2L site also made that aspect of teaching a new course a lot less of a headache than it would have been otherwise; I also appreciated Brett's flexibility in translating our grades into the considerably less flexible D2L grading scheme. Most notably though, Brett's enthusiasm for the course material was infectious, and made the class much more enjoyable for instructors and students alike. Thanks for all of the help, Brett!"

Historical Linguistics I, Winter 2021:

"[Brett] had only one-quarter assignment in my course, so their responsibilities were limited. Nevertheless, [Brett] did an excellent job in their assigned work. They worked well with the students and were always on time with their assignments. Their feedback was very detailed and informative to the students."

Beginner's Spanish II, Winter 2022:

"Brett did [their] job very efficiently. Both [their] knowledge of technology and [their] ability to find quick solutions to unexpected situations were invaluable to the success of the course during the pandemic."

7   Summary and Goals

At the beginning of my graduate career I was much more excited to be a researcher than to be a teacher. However, starting with the first class for which I served as a Teaching Assistant, co-occurring with several teaching workshops, my passion for teaching and learning has grown with every teaching experience. With that experience, I also gained confidence that I could not only teach the material of the course, and have the students learn that material, but that I could also transfer passion to and grow passion within the students. I also learned from every teaching experience. I have learned that although I may often seem cold and unapproachable, thus it is up to me to open the metaphorical door to my office and offer a welcoming and engaging learning environment to my students. Only once that has been established can the most optimal teaching and learning occur.

8   Works Cited

Barr, R. B. and Tagg, J. (1995). From teaching to learning–a new paradigm for undergraduate education. *Change Magazine*, 27(6):12–25.

Felten, P. (2000). Principles of good practice in sotl. *Teaching and Learning Inquiry: The ISSOTL Journal*, 1(1):121–125.

Hutchings, P., editor (2000). *Opening lines: approaches to the scholarship of teaching and learning*. The Carnegie Foundation for the Advancement of Teaching.

Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3):52–59.

9   Appendices

9.1   Accepted Course Syllabuses (outlines)

9.1.1   University of Calgary

The following pages contain syllabuses (outlines) for courses that I developed and proposed to teach at the University of Calgary. I was hired to teach these courses.

Contents

Introduction to Linguistics
LING 201.01
Spring 2020

Class Schedule: Monday/Wednesday 18:00 – 20:45 (6–8:45pm) MDT (UTC -6)
Location: Zoom
Course Website: https://d2l.ucalgary.ca/d2l/home

Instructor: Brett C. Nelson
Office: Zoom
Email: brett.nelson@ucalgary.ca (please allow up to 24 hours for me to respond)
Office Hours: Before and after class, Tuesdays 17:00–18:00 (5–6pm), and by appointment

---

Course Description:
This course serves as a concise introduction to linguistics, the scientific study of the human communicative system that is Language, beginning with analysis of basic speech sounds and building toward word and sentence meaning. In this way we will explore the core areas of linguistic analysis: Phonetics, Phonology, Morphology, Syntax, and Semantics. Through this exploration, we will develop skills in describing, analyzing, and understanding linguistic data in English and several other languages. Through discussion of the development of the field, we will have opportunities to critically think about commonly (and not-so-commonly) held beliefs regarding Language.

Course Outcomes:
By the end of this course we will be able to:
- Transcribe and read English (and perhaps other languages) words and phrases using the International Phonetic Alphabet (IPA).
- Discover properties of sound systems and word formation based on data sets from a variety of languages
- Analyze structure of English sentences to develop relations in standard syntactic and semantic analysis.

Textbook and other materials:
The **required** textbook for this course is:
- O'Grady, W. & Archibald, J. (2016). *Contemporary Linguistic Analysis: An Introduction* (8th ed.). Toronto: Pearson Canada. ISBN 978-0-134-07989-9.

  Readings throughout the course are primarily drawn from the chapters of this book. An online companion to the textbook is available at:
  o https://www.pearsoned.ca/highered/ogrady_8e/

Additionally, a study guide for this textbook is available, and is recommended (not required) for this course:

- O'Grady, W. & Archibald, J. (2016). *Study Guide to Contemporary Linguistic Analysis: An Introduction* (8th ed.). Toronto: Pearson Canada. ISBN 978-0-134-08661-3.

Both of the above books are available as hardcopies or eBooks from the University bookstore (http://calgarybookstore.ca).
Additional and supplementary materials will be made available through D2L as deemed appropriate throughout the duration of the course.

Course Requirements and Policies:

Attendance: Attendance of online lecture/discussion meetings is not mandatory. All lectures will be available in video form at least 24 hours prior to scheduled meeting time. Scheduled meeting times consist of viewing of lecture videos followed by discussion of the material they discuss. These discussion periods may also contain mini-group discussion and problem sets.

Evaluation: Evaluation is based on three categories of deliverable assessments: **quizzes**, **midterm assignment**, and **final assignment**. As this course is online, all will allow full access to all theretofore published course materials.

> **Quizzes** will be completed through *D2L's Quizzes* module and are due each Friday of the course by 21:00 (9pm). These quizzes assess your comprehension of the course material. You will have access to each quiz starting at 21:00 (9pm) the Monday before it is due. Note that this means some or most of the material it assesses will not have been covered at the point at which the quiz opens.

> The **midterm assignment** assesses roughly the first half of the course's material (phonetics and phonology) and is requires you to apply that material to data and problem sets. This assignment will made available and turned in through *D2L's Dropbox* module. Access to the assignment will begin seven (7) days before it is due (tentatively Wednesday, 3 June prior to scheduled class meeting at 18:00 (6pm)). Please submit this assignment in a **.doc**, **.docx**, or **.pdf** format (.pages cannot be read and will not be accepted.) Note that there is also a quiz due the following Friday (5 June) on material not assessed in this assignment.

> The **final assignment** similarly assesses the second half of the course's material (morphology, syntax, and semantics) and is also through *D2L's Dropbox* module. Again, the assignment will be made available seven (7) days before it is due (tentatively Monday, 22 June at 21:00 (9pm)) and, again, only submissions in .**doc**, **.docx**, or **.pdf** formats can be accepted.

> Unfortunately, due to the compressed nature of this term, late submissions without satisfactory prior notice are subject to a **10% penalty per day**, up to five (5) days after

the due date, at which point other students' assignments will have been returned and all unsubmitted work will be marked as 0%.

Assessment weights:
Quizzes: Seven (7) @ 4.76% each = 33.3̇%
Midterm Assignment: One (1) @ 33.3̇% = 33.3̇%
Final Assignment: One (1) @ 33.3̇% = 33.3̇%
Total: 100%

Grading Scale:
A+ : 100-97; **A** : 96-93; **A-** : 92-88; **B+** : 87-83; **B** : 82-78; **B-** : 77-73; **C+** : 72-68; **C** : 67-63; **C-** : 62-58; **D+** : 57-53; **D** : 52-50; **F** : ≤49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.
To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% (A) but 89.4% will be rounded down to 89% (A-)).

Re-grading:
In case you have a specific and well-substantiated grievance with a grade please submit a short, written request (through email) for re-grading within 72 hours of receiving the grade. Please keep in mind that the *whole* assignment will be re-graded.

Research Participation and Critical Thinking:
Ling 201 students may add an Experiential Learning/Critical Thinking component. This is an optional bonus component that can add up to 4% to your final grade. The educational objective of this component of the course is to provide you with an introduction to contemporary research in the field of linguistics. You can complete this component by either participating in ongoing research studies in the department (Option 1: Research Participation), by completing 1-page article evaluations from a designated list (Option 2: Article Evaluations), or by a combination of these two options (Option 3).

Option 1: *Research Participation.* To participate in departmentally approved research studies, you must first login to http://ucalgary-ling.sona-systems.com to create a participant account. Studies will be posted to this website as they become available during the term, and you will be able to sign up for participation in any study through the website. You earn 1% (1 credit) for each study in which you participate. Each study will be followed by an educational debriefing experience. Please keep in mind that there may not be enough studies available, so you should seek studies early in the term and frequently check for open timeslots. The last day to participate in studies and earn Extra Credit for LING 201 is Friday, 19 June.

Option 2: *Article Evaluations.* You can also complete the Extra Credit component by reading and evaluating short research articles, from various subdisciplines in the field of linguistics. You earn 2% (2 credits) for each acceptable evaluation. The readings and the review form are available on D2L. This form asks you to list the article you have reviewed, the research area of the article, and a series of four critical thinking questions on the content of the article. Please note that you can submit only one evaluation per due date during the semester (29 May and 19 June).

Option 3: *Combinations of Options 1 and 2.* You can complete the Extra Credit component by combining credit from Options 1 and 2 (i.e. 2% through Option 1 and 2% through Option 2). Since article evaluations can only be submitted at two points in the semester, students who choose to earn Extra Credit by combining Options 1 and 2 are strongly advised to submit an evaluation on the earlier due date.

Verbatim: University of Calgary's Undergraduate Linguistics Society:

Students may wish to join the University of Calgary's Undergraduate Linguistics Society, Verbatim (located in CHC 209). Verbatim offers fun and free events for Linguistics students, lounge space, a full library, and much more! Here, you can meet and interact with a group of like-minded students who can give advice and help for questions about linguistics courses or degrees. You can contact them at verbatim@ucalgary.ca and find more info on their website https://calgarylinguistics.ca/verbatim/.

ACADEMIC MISCONDUCT
1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:
a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
b) parts of the work are taken from another source without reference to the original author;
c) the whole work (e.g., an essay) is copied from another source, and/or
d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.
While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted." Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.
2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.
3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition,

possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

ACADEMIC ACCOMMODATIONS
The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

EMERGENCY EVACUATION ASSEMBLY POINTS
Craigie Hall: Professional Faculties food court (alternate: Education Block food court)
Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)
Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)
For the complete list of assembly points please consult
http://www.ucalgary.ca/emergencyplan/assemblypoints

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: arts.ucalgary.ca/undergraduate.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Tower.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it.
Please see http://www.ucalgary.ca/secretariat/privacy for complete information on the disclosure of personal records.

STUDENT UNION INFORMATION
Representatives and contact details: http://www.su.ucalgary.ca/home/contact.html
Student Ombudsman: http://www.su.ucalgary.ca/services/student-services/student-rights.html

WRITING ACROSS THE CURRICULUM
Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office (http://www.efwr.ucalgary.ca/) can be utilized by all undergraduate and graduate students who feel they require further assistance.

The University also provides the following **Campus Mental Health Resources:**
SU Wellness Centre: https://www.ucalgary.ca/wellness-services
Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/

Schedule (Subject to Change)

Week	Date	Topics	Readings	Deliverables
1	W 6 May	Intro: What is Linguistics?	Ch 1	*Start Quiz 1*
	F 8 May			***Quiz 1 (Intro)***
2	M 11 May	Phonetics (Anatomy & Consonants)	Ch 2, §0-5	*Start Quiz 2*
	T 12 May	Last day to add/swap or drop		
	W 13 May	Phonetics (Vowels & Transcription)	Ch 2, §6-10	
	F 15 May			***Quiz 2 (Phonetics)***
3	M 18 May	No Class (Victoria Day Holiday)		*Start Quiz 3*
	W 20 May	Phonology (Phonemes & Problems)	Ch 3, §0-1, Appendix	
	F 22 May			***Quiz 3 (Phon)***
4	M 25 May	Phonology (Syllables & Features)	Ch 3, §2-3	*Start Quiz 4*
	W 27 May	Phonology (Derivations & Rules)	Ch 3, §4	*Start Midterm*
	F 29 May			***Quiz 4 (Phonology) Extra: Article Evaluation 1***
5	M 1 June	Morphology (Categories & Derivation)	Ch 4, §0-3	*Start Quiz 5*
	W 3 June	Morphology (Inflection & Morphophonology)	Ch 4, §4-6	***Midterm (before 18:00)***
	F 5 June			***Quiz 5 (Morphology)***
6	M 8 June	Syntax (Categories & Constituents)	Ch 5, §0-1	*Start Quiz 6*
	W 10 June	Syntax (Complements & Questions)	Ch 5, §2-4	
	F 12 June			***Quiz 6 (Syntax)***
7	M 15 June	Semantics (Meaning & Compositionality)	Ch 6, §0-3	*Start Quiz 7 Start Final*
	W 17 June	Semantics (Pragmatics)	Ch 6, §4	
	F 19 June			***Quiz 7 (Semantics) Extra: Article Evaluation 2***
FINAL	*M 22 June*			***Final (before 21:00)***

7

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING 201 L02
Introduction to Linguistics
Fall 2021
Tuesdays/Thursdays 12:30 – 13:45; in person: MFH 164

COURSE OUTLINE

INSTRUCTOR'S NAME: BrettC Nelson

OFFICE HOURS: Wednesdays 13:00 – 14:00 via Zoom. I am also available at other times throughout the week via appointment. Just email me to schedule one!

E-MAIL: brett.nelson@ucalgary.ca; I will respond to emails within 24 hours on weekdays. If you send me an email over the weekend, I will do my best to respond by Monday afternoon.

TEACHING ASSISTANTS: Kody Tufts, kody.tufts@ucalgary.ca
                      Office hours: Thursdays 9:00-10:00 via Zoom
                      Peng Qiu, qiu.peng@ucalgary.ca;
                      Office hours: Fridays 9:00-10:00 via Zoom

DESCRIPTION
Introduction to the scientific study of language, including the analysis of word, sentence, and sound structure, and the exploration of language as a human, biological, social, and historical phenomenon.

OUTCOMES
By the end of this course we will be able to:
1) **Recognize** the relative importance of describing how language is used, rather than prescribing how it should be used, to research in linguistics and language sciences.
2) **Read** and **write** (transcribe) English, and potentially other languages', words and phrases using the *International Phonetic Alphabet*.
3) **Discover** properties of sound systems (*phonologies*) and word formation processes (*morphologies*) based on **analysis** of data sets from a variety of languages.
4) **Analyze** the structure of English sentences to **uncover** *syntactic* and *semantic* relationships.
5) **Draw connections** between the various layers of linguistic analysis.

REQUIRED COURSE MATERIALS

O'Grady, W. & Archibald, J. (2021). *Contemporary Linguistic Analysis: An Introduction* (9th ed.). Toronto: Pearson Canada. ISBN 978-0-134-65230-6.
    You can purchase this in hardcopy or as an eBook at the University bookstore (calgarybookstore.ca) and other book selling websites.
    Additional materials will be made available as necessary either via links or to download through D2L.

RECOMMENDED COURSE MATERIALS

O'Grady, W. & Archibald, J. (2021). *Study Guide for Contemporary Linguistic Analysis: An Introduction* (9th ed.). Toronto: Pearson Canada. ISBN 978-0-134-67822-1.

    You can also purchase this at the bookstore. I apologize that this was previously marked as required. You will not be required to read or write anything based on content exclusive to this study guide. It's for additional studying purposes only!

COURSE NOTES
This course has synchronous and in-person class meetings, though there are some asynchronous and online course components, including quizzes and assignments.

Attendance: Attendance of lecture and discussion sections is <u>not</u> mandatory. All lecture presentations will be made available at least 24 hours before the lecture. Additionally, audio recordings of the lectures will be available after the lecture is given. Tuesday class meetings will consist of lecture and time for questions. Thursday class meetings will consist of discussion and problem sets based on that week's lecture topics. If you attend the class meetings, I expect you to give your full attention to the lecture or discussion.

Online Components: Quizzes, discussion posts, and assignments will be completed online in their respective tabs on D2L. Each of the *five (5)* quizzes will be based on their respective chapter's readings. The *five (5)* discussion posts are your opportunity to connect the course content with other topics throughout the course, as well as make connections to other fields. The *three (3)* assignments, including the final assignment during exam week, <u>must be submitted via the assignment dropbox in Word (.doc or .docx) or PDF format. No other format will be accepted.</u>

Course Credits for Research Participation + Critical Thinking Ling 201 students may add an Experiential Learning/Critical Thinking component. <u>This is an optional bonus component that can add up to 4% to your final grade.</u> The educational objective of this component of the course is to provide students with an introduction to contemporary research in the field of linguistics. Students can complete this component by either participating in ongoing research studies in the linguistics division (Option 1: Research Participation), by completing 1-page article evaluations from a designated list (Option 2: Article Evaluations), or by a combination of these two options.

Option 1: Research Participation. To participate in approved research studies, students must first login to http://ucalgary-ling.sona-systems.com to create a participant account. Make sure you select the correct section of LING201 (01 or 02) when you create your account (Dr. Flynn = section 01, Nelson = section 02). Studies will be posted to this website as they become available during the semester, and students will be able to sign up for participation in any study through the website. <u>Students earn 1% (1 credit) for each study in which they participate</u>. Each study will be followed by an educational debriefing experience. Please note that the demand for timeslots may exceed the supply in any given term. Thus, it is not always possible to guarantee students that there will be enough studies available to them to earn the maximum amount of extra credit for this component of the course. Students should seek studies early in the term and should frequently check for open timeslots. <u>The last day to participate in studies and to assign earned credits for Linguistics 201 is</u> December 9, 2021.

Option 2: Article Evaluations. Students can also complete this course component by reading and evaluating short research articles, from various sub- disciplines in the field of linguistics. <u>Students earn 2% (2 credits) for each acceptable evaluation</u>. A list of reviewable articles will be posted to each section's D2L page during the semester. This D2L module also provides the form that students must fill out in completing their article reviews. This form requires students to list the article they have reviewed, the research area of the article, and a series of four critical thinking questions on the content of the article. <u>Please note that students can submit only one evaluation per due date (October 22 and December 9) during the semester</u>.

Option 3: Combinations of Options 1 and 2. Students can complete this course component by combining credit from Options 1 and 2 (i.e., 2% through Option 1 and 2% through Option 2). Since article evaluations can only be submitted at two points in the semester, students who choose to fulfill the component by combining Options 1 and 2 are strongly advised to submit an evaluation on the earlier due date.

If you have any questions, please contact the Linguistics 201 Research Participation + Critical Thinking Requirement coordinator, Prof. Angeliki Athanasopoulou, at *angeliki.athanasopou@ucalgary.ca*.

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

Verbatim: University of Calgary's Undergraduate Linguistics Society: Students may wish to join the University of Calgary's Undergraduate Linguistics Society, Verbatim (located in CHC 209). Verbatim offers fun and free events for Linguistics students, lounge space, a full library, and much more! Here, you can meet and interact with a group of like-minded students who can give advice and help for questions about linguistics courses or degrees. You can contact them at verbatim@ucalgary.ca and find more info on their website https://calgarylinguistics.ca/verbatim/.

CALENDAR

Week	Topics	Date	Readings/Quizzes/Assignments
1	**Introduction:** What is Linguistics?	**Tu 7 Sept**	Chapter 1
		Th 9 Sept	
		Fr 10 Sept	*Class survey*
2	**Phonetics** (Anatomy & Consonants)	**Tu 14 Sept**	Chapter 2: sections 0-5
		Th 16 Sept	Last day to drop w/o financial penalty *Discussion post 1 (Intro-Phonetics)*
		Fr 17 Sept	*Start Quiz 1/Last day to drop/add/swap*
3	**Phonetics** (Vowels & Transcription)	**Tu 21 Sept**	Chapter 2: sections 6-10
		Th 23 Sept	*Feedback 1*
		Fr 24 Sept	***Quiz 1 (Phonetics)***
4	**Phonology** (Phonemes&Problems) ***National Day of Truth & Reconciliation***	**Tu 28 Sept**	Chapter 3: sections 0-1 + Appendix
		Th 30 Sept	*No discussion meeting*
5	**Phonology** (Syllables & Features)	**Tu 5 Oct**	Chapter 3: sections 2-3
		Th 7 Oct	*Discussion post 2 (Phonetics-Phonology)*
		Fr 8 Oct	*Start Quiz 2*
6	**Phonology** (Derivations & Rules)	**Tu 12 Oct**	Chapter 3: section 4
		Th 14 Oct	*Feedback 2*
		Fr 15 Oct	***Quiz 2 (Phonology)***
7	**Morphology** (Categories & Derivation)	**Tu 19 Oct**	Chapter 4, sections 0-3
		Th 21 Oct	*Discussion post 3 (Phonology-Morphology)*
		Fr 22 Oct	*Start Quiz 3; Extra Credit: Article Evaluation 1 due*
8	**Morphology** (Inflection & Morphophonology)	**Tu 26 Oct**	Chapter 4: sections 4-6
		Th 28 Oct	*Start Assignment 1*
		Fr 29 Oct	***Quiz 3 (Morphology)***
9	**Syntax** (Categories & Constituents)	**Tu 2 Nov**	Chapter 5: sections 0-1
		Th 4 Nov	*Discussion post 4 (Morphology-Syntax)*
		Fr 5 Nov	***Assignment 1 (Up til Morphology)***
10	***READING WEEK*** ***Remembrance Day***	*Tu 9 Nov*	*No lecture meeting*
		Th 11 Nov	*No discussion meeting*
		Fr 12 Nov	*Start Quiz 4*
11	**Syntax** (Complements & Questions)	**Tu 16 Nov**	Chapter 5: sections 2-4
		Th 18 Nov	*Feedback 3*
		Fr 19 Nov	***Quiz 4 (Syntax)***

12	**Semantics** (Meaning & Logic)	**Tu 23 Nov**	Chapter 6: sections 0-3
		Th 25 Nov	*Discussion post 5 (Syntax-Semantics)*
		Fr 26 Nov	*Start Quiz 5*
13	**Semantics** (Meaning & Context)	**Tu 30 Nov**	Chapter 6: sections 4-5
		Th 2 Dec	*Start Assignment 2*
		Fr 3 Dec	***Quiz 5 (Semantics)***
14	**Applied Linguistics**	**Tu 7 Dec**	*Start Assignment 3*
		Th 9 Dec	*Assignment 3 Workshop / Feedback 4* *Extra Credit: Article Evaluation 2 due*
		Fr 10 Dec	***Assignment 2 (Syntax & Semantics)***
FINAL		*Mo 20 Dec*	***Assignment 3 (Analysis)***

ASSESSMENT

Quizzes: Five (5) @ 7% each	= 35%
Discussion: Five (5) @ 4% each	= 20%
Assignments: Three (3) @ 15% each	= 45%
Total:	100%

Re-grading: In case you have a specific and well-substantiated grievance with a grade please submit a short, written request (through email) for re-grading within 72 hours of receiving the grade. Please keep in mind that the *whole* assignment will be re-graded.

GRADING SCALE
A+ = 100-97, A = 93-96, A- = 92-88, B+ = 87-83, B = 82-78, B- = 77-73, C+ = 72-68, C = 67-63, C- = 62-58, D+ = 57-53, D = 52-50, F = 49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% (A) but 89.4% will be rounded down to 89% (A-)).

INTEGRITY AND CONDUCT
All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf, and https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)
and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legalservices/foip for complete information on the disclosure of personal records.

ACADEMIC ACCOMMODATIONS
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf.)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

EMERGENCY EVACUATION ASSEMBLY POINT
The emergency evacuation assembly point for Murray Fraser Hall is the Education Block Food Court. For the complete list of assembly points please consult: https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: arts.ucalgary.ca/undergraduate.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines.

The University also provides the following **Campus Mental Health Resources:**
      SU Wellness Centre: https://www.ucalgary.ca/wellness-services
      Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING 201 L01
Introduction to Linguistics
Spring 2022
Mondays / Wednesdays 18:00 – 20:45 (Kinesiology B 126)

COURSE OUTLINE

INSTRUCTOR'S NAME: BrettC Nelson

OFFICE HOURS: Mondays and Wednesdays 16:30 - 17:30 in Craigie Hall C 211.
I am also available via appointment to meet in person or via Zoom at other times.
Appointments may be requested through D2L.

E-MAIL: brett.nelson@ucalgary.ca; I will respond to emails within 24 hours on weekdays. If you send me an email over the weekend, I will do my best to respond by Monday afternoon.

DESCRIPTION

Introduction to the scientific study of language, including the analysis of word, sentence, and sound structure, and the exploration of language as a human, biological, social, and historical phenomenon.

OUTCOMES
By the end of this course we will be able to:
1) **Recognize** the relative importance of describing how language is used, rather than prescribing how it should be used, to research in linguistics and language sciences.
2) **Read** and **write** (transcribe) English, and potentially other languages', words and phrases using the *International Phonetic Alphabet*.
3) **Discover** properties of sound systems (*phonologies*) and word formation processes (*morphologies*) based on **analysis** of data sets from a variety of languages.
4) **Analyze** the structure of English sentences to **uncover** *syntactic* and *semantic* relationships.
5) **Draw connections** between the various layers of linguistic analysis.

REQUIRED COURSE MATERIALS

O'Grady, W. & Archibald, J. (2021). *Contemporary Linguistic Analysis: An Introduction* (9th ed.). Toronto: Pearson Canada. ISBN 978-0-134-65230-6.

You can purchase this in hardcopy or as an eBook at the University bookstore (calgarybookstore.ca) and other book selling websites.
Additional materials will be made available as necessary either via links or to download through D2L.

OPTIONAL COURSE MATERIALS

O'Grady, W. & Archibald, J. (2021). *Study Guide for Contemporary Linguistic Analysis: An Introduction* (9th ed.). Toronto: Pearson Canada. ISBN 978-0-134-67822-1.

You can also purchase this at the bookstore. I apologize that this was previously marked as required. You will not be required to read or write anything based on content exclusive to this study guide. It's for additional studying purposes only!

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

COURSE NOTES

This course has synchronous and in-person class meetings, though there are some asynchronous, online components. Notably all graded components of the course are online: quizzes, discussions, and assignments.

Attendance: Attendance of lecture and discussion sections is <u>not</u> mandatory. All lecture presentations will be made available at least 24 hours before the lecture. Additionally, recorded versions of the lectures are available on YouTube. For every class meeting, the first hour will be devoted to lecture, while the remaining time will be spent discussing and practicing the material of the lecture. If you attend the class meetings, I expect you to give your full attention to the lecture or discussion. Please note well that the class meets on Mondays and Wednesdays only; <u>there are no class meetings on Fridays.</u>

Online Components: Quizzes, discussion posts, and assignments will be completed online in their respective tabs on D2L. Each of the *five (5)* quizzes will be based on their respective chapter's readings. The *five (5)* discussion posts are your opportunity to connect the course content with other topics throughout the course, as well as make connections to other fields. The *two (2)* assignments, including the final assignment during exam week, <u>must be submitted via the assignment dropbox in Word (.doc or .docx) or PDF format. No other format will be accepted.</u>

Course Credits for Research Participation + Critical Thinking Ling 201 students may add an Experiential Learning/Critical Thinking component. <u>This is an optional bonus component that can add up to 4% to your final grade.</u> The educational objective of this component of the course is to provide students with an introduction to contemporary research in the field of linguistics. Students can complete this component by either participating in ongoing research studies in the linguistics division (Option 1: Research Participation), by completing 1-page article evaluations from a designated list (Option 2: Article Evaluations), or by a combination of these two options.

Option 1: Research Participation. To participate in approved research studies, students must first login to http://ucalgary-ling.sona-systems.com to create a participant account. Make sure you select the correct section of LING201 when you create your account (section 01). Studies will be posted to this website as they become available during the semester, and students will be able to sign up for participation in any study through the website. <u>Students earn 1% (1 credit) for each study in which they participate</u>. Each study will be followed by an educational debriefing experience. Please note that the demand for timeslots may exceed the supply in any given term. Thus, it is not always possible to guarantee students that there will be enough studies available to them to earn the maximum amount of extra credit for this component of the course. Students should seek studies early in the term and should frequently check for open timeslots. <u>The last day to participate in studies and to assign earned credits for Linguistics 201 is June 16, 2022</u>.

Option 2: Article Evaluations. Students can also complete this course component by reading and evaluating short research articles, from various sub- disciplines in the field of linguistics. <u>Students earn 2% (2 credits) for each acceptable evaluation</u>. A list of reviewable articles will be posted to each section's D2L page during the semester. This D2L module also provides the form that students must fill out in completing their article reviews. This form requires students to list the article they have reviewed, the research area of the article, and a series of four critical thinking questions on the content of the article. <u>Please note that students can submit only one evaluation per due date (May 25 and June 16) during the semester</u>.

Option 3: Combinations of Options 1 and 2. Students can complete this course component by combining credit from Options 1 and 2 (i.e., 2% through Option 1 and 2% through Option 2). Since article evaluations can only be submitted at two points in the semester, students who choose to fulfill the component by combining Options 1 and 2 are strongly advised to submit an evaluation on the earlier due date.

If you have any questions, please contact the Linguistics 201 Research Participation + Critical Thinking Requirement coordinator, Prof. Angeliki Athanasopoulou, at *angeliki.athanasopou@ucalgary.ca*.

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

Verbatim: University of Calgary's Undergraduate Linguistics Society: Students may wish to join the University of Calgary's Undergraduate Linguistics Society, Verbatim (located in CHC 209). Verbatim offers fun and free events for Linguistics students, lounge space, a full library, and much more! Here, you can meet and interact with a group of like-minded students who can give advice and help for questions about linguistics courses or degrees. You can contact them at verbatim@ucalgary.ca and find more info on their website https://calgarylinguistics.ca/verbatim/.

CALENDAR

Week	Topics	Date	Readings/Quizzes/Assignments
1	**Introduction:** What is Linguistics?	**We 4 May**	Chapter 1
		Fr 6 May	*Class survey*
2	**Phonetics** (Anatomy & Consonants)	**Mo 9 May**	Chapter 2: sections 0-5 *Start Quiz 1* Last day to drop w/o financial penalty
	(Vowels & Transcription)	**We 11 May**	Chapter 2: sections 6-10 ***Discussion post 1***
		Fr 13 May	***Quiz 1*** / Last day to drop/add/swap
3	**Phonology** (Phonemes & Problems)	**Mo 16 May**	Chapter 3: sections 0-1 + Appendix *Start Quiz 2*
	(Syllables & Features)	**We 18 May**	Chapter 3: sections 2-3 ***Discussion post 2 (Phonology)***
		Fr 20 May	***Quiz 2 (Phonology)*** *Start Assignment 1*
4	***Victoria Day*** **Phonology** (Derivations & Rules)	*Mo 23 May*	*No class meeting*
		We 25 May	Chapter 3: section 4 *Extra Credit: Article Evaluation 1 due*
		Fr 27 May	***Assignment 1 (Phonetics-Phonology)***
5	**Morphology** (Categories & Derivation)	**Mo 30 May**	Chapter 4, sections 0-3 *Start Quiz 3*
	(Inflection & Morphophonology)	**We 1 June**	Chapter 4: sections 4-6 ***Discussion post 3 (Morphology)***
		Fr 3 June	***Quiz 3 (Morphology)***
6	**Syntax** (Categories & Constituents)	**Mo 6 June**	Chapter 5: sections 0-1 *Start Quiz 4*
	(Complements & Questions)	**We 8 June**	Chapter 5: sections 2-4 ***Discussion post 4 (Syntax)***
		Fr 10 June	***Quiz 4 (Syntax)***
7	**Semantics** (Meaning & Logic)	**Mo 13 June**	Chapter 6: sections 0-3 *Start Quiz 5*
	(Meaning & Context)	**We 15 June**	Chapter 6: sections 4-5 ***Discussion post 5 (Semantics)*** *Start Assignment 2*
		Th 16 June	*Extra Credit: Article Evaluation 2 due*
		Fr 17 June	***Quiz 5 (Semantics)***
FINAL		**We 22 June**	***Assignment 2 (Morphology-Semantics)***

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

ASSESSMENT

Quizzes (reading comprehension)**:**	Five (5) @ 6% each	= 30%
Discussion (critical thinking)**:**	Five (5) @ 6% each	= 30%
Assignments (analysis & problem solving)**:**	Two (2) @ 20% each	= 40%
	Total:	100%

Re-grading: In case you have a specific and well-substantiated grievance with a grade please submit a short, written request (through email) for re-grading within 72 hours of receiving the grade. Please keep in mind that the *whole* assignment will be re-graded.

GRADING SCALE
A+ = 100-97, A = 93-96, A- = 92-88, B+ = 87-83, B = 82-78, B- = 77-73, C+ = 72-68, C = 67-63, C- = 62-58, D+ = 57-53, D = 52-50, F = 49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% (A) but 89.4% will be rounded down to 89% (A-)).

INTEGRITY AND CONDUCT
All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legal-services/access-information-privacy for complete information on the disclosure of personal records.

EMERGENCY EVACUATION ASSEMBLY POINT
The emergency evacuation assembly point for Kinesiology B is the MacEwan Student Centre North Courtyard. For the complete list of assembly points please consult:
https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

ACADEMIC ACCOMMODATIONS
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: https://arts.ucalgary.ca/current-students/undergraduate

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines .

The University also provides the following **Campus Mental Health Resources:**
    SU Wellness Centre: https://www.ucalgary.ca/wellness-services
    Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/

9.2 Proposed Course Syllabuses (outlines)

9.2.1 University of Calgary

The following pages contain syllabuses (outlines) for courses that I developed and proposed to teach at the University of Calgary. However, I was not hired to teach these courses.

Contents

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING 303 L01
Phonology I
Fall 2022
Mondays / Wednesdays / Fridays 11:00 – 11:50 (Location: HNSC [Hunter Student Centre] 122)

COURSE OUTLINE

INSTRUCTOR'S NAME: BrettC Nelson

OFFICE HOURS: TBD in TBD.
I am also available via appointment to meet in person or via Zoom at other times.
Appointments may be requested through D2L.

E-MAIL: brett.nelson@ucalgary.ca; I will respond to emails within 24 hours on weekdays. If you send me an email over the weekend, I will do my best to respond by Monday afternoon.

TEACHING ASSISTANTS: TBD

DESCRIPTION

Theory and practice of phonological analysis: the classical phoneme; distinctive features and their organization; methods of analysis; underlying and surface representations; rules and derivations.
Prerequisite: LING 201 (Introduction to Linguistics I) or equivalent

OUTCOMES
By the end of this course, we will be able to:
1) **Explain** how languages differentiate segments based on various classes of phonological features
2) **Analyze** complex data sets using what we learn about phonological features and prosodic units.
3) **Propose** rules and derivations that explain how languages derive surface forms from underlying representations.
4) **Draw connections** between the different levels of phonological analysis (featural, segmental, and prosodic)
5) **Appreciate** the underlying structure of the phonological units of signed languages and how it informs general phonological theory.

REQUIRED COURSE MATERIALS

No textbooks or materials must be purchased for this course.
All readings will be provided to you for download or online reading via links on D2L.

COURSE NOTES

This course has synchronous and in-person class meetings, though there are some asynchronous, online components. Notably all graded components of the course are online: discussion posts and problem sets.

Attendance: Class meets in person in HNSC 122 every Monday, Wednesday, and Friday. Attendance of in-person meetings is not mandatory. We will be discussing and practicing the material gleaned from the class readings during these meetings. In other words, these meetings are not lectures on the course topics, but instead applications of the lessons learned from the readings. Therefore, it is crucial that you *complete the assigned readings* before *each class meeting*.

Online Components: Discussion posts and problem sets will be completed online in their respective tabs on D2L. The *six (6)* discussion forums are your opportunity to ask questions about the course topics and to co-develop ideas within phonological theory with your classmates. The *six (6)* problem sets, including the

final assignment during exam week, <u>must be submitted via the assignment dropbox in Word (.doc or .docx) or PDF format. No other format will be accepted.</u>

Verbatim: University of Calgary's Undergraduate Linguistics Society: Students may wish to join the University of Calgary's Undergraduate Linguistics Society, Verbatim (located in CHC 209). Verbatim offers fun and free events for Linguistics students, lounge space, a full library, and much more! Here, you can meet and interact with a group of like-minded students who can give advice and help for questions about linguistics courses or degrees. You can contact them at verbatim@ucalgary.ca and find more info on their website https://calgarylinguistics.ca/verbatim/.

CALENDAR

Dates in bold are days we have a class meeting (11:00-11:50). Dates in italics are important dates without class meetings. Events in bold are deadlines for course assessments. Events in italics are important events or deadlines that are not part of course assessment. Readings should be completed before class meetings.
Legend for readings abbreviations (all readings linked in D2L):
F: Flynn, Darin. 2012. *Phonology: the distinctive features of speech sounds.* Calgary: University of Calgary.
N&V: Nespor, Marina & Irene Vogel. 2007. *Prosodic phonology: with a new foreword.* Berlin: Mouton de Gruyter.
H: Hammond, Michael. 2020. Prosodic phonology. In Bas Aarts, April M.S. McMahon, & Lars Hinrichs (eds.), *The Handbook of English Linguistics*, 2nd edn. 365-384. Hoboken: Wiley Blackwell.
K: Kennedy, Robert. 2017. *Phonology: a coursebook.* Cambridge: Cambridge University Press.
O: Odden, David. 2005. *Introducing phonology*, 1st edn. Cambridge: Cambridge University Press.
B: Brentari, Diane. 2012. Phonology. In Roland Pfau, Markus Steinbach, & Bencie Woll (eds.), *Sign Language: An International Handbook*, 21-54. Berlin: Mouton de Gruyter.
BFC: Brentari, Diane, Jordan Fenlon & Kearsy Cormier, 2018. Sign language phonology. In Oxford Research Encyclopedias. Oxford: Oxford University Press. 10.1093/acrefore/9780199384655.013.117

Week	Topic	Date	Readings	Course Events
1	**Introductions** **Features**	**We 7 Sep**	F pp. 4-9	
		Fr 9 Sep	F pp. 10-21	*Class Survey due*
2	**Spoken Lx: Manner:** Liquids	**Mo 12 Sep**	F pp. 22-32	
		We 14 Sep	【practice】	
		Th 15 Sep	*Last day to drop course w/o financial penalty*	
	Obstruents	**Fr 16 Sep**	F pp. 33-55	*Last day to add/swap course*
3	Nasals	**Mo 19 Sep**	【practice】	
		We 21 Sep	F pp. 56-77	*Start Problem Set 1*
		Th 22 Sep	***Discussion 1 due (23:59)***	
		Fr 23 Sep	【practice】	*Feedback Survey 1 due*
4	**Spoken Lx: Place:** Lips Tongue Front	**Mo 26 Sep**	F pp. 78-90	
		We 28 Sep	F pp. 91-107	
		Th 29 Sep	***Problem Set 1 (Manner) due (23:59)***	
		Fr 30 Sep	National Day for Truth and Reconciliation: No classes	
5	Tongue back	**Mo 3 Oct**	F pp. 108-114	
		We 5 Oct	F pp. 115-125	*Start Problem Set 2*
		Th 6 Oct	***Discussion 2 due (23:59)***	
		Fr 7 Oct	F pp. 126-53	*Feedback Survey 2 due*

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

Week	Topic	Date	Readings	Course Events
6	**Spoken Lx: Larynx:** [voice]	Mo 10 Oct		Thanksgiving Day: No classes
		We 12 Oct	F pp. 159-170	
		Th 13 Oct	**Problem Set 2 (Place) due (23:59)**	
		Fr 14 Oct	【practice】	
7	[spread glottis] [constricted glottis]	Mo 17 Oct	F pp. 171-181	
		We 19 Oct	F pp. 181-191	Start Problem Set 3
		Th 20 Oct	**Discussion 3 due (23:59)**	
		Fr 21 Oct	【practice】	*Feedback Survey 3 due*
8	**Prosody:** Syllables Feet Mora	Mo 24 Oct	N&V 3.1	
		We 26 Oct	N&V 3.2	
		Th 27 Oct	**Problem Set 3 (Larynx) due (23:59)**	
		Fr 28 Oct	H 19.5	
9	Phonological words	Mo 31 Oct	【practice】	
		We 2 Nov	N&V 4.0-4.1	*Start Problem Set 4*
		Th 3 Nov	**Discussion 4 due (23:59)**	
		Fr 4 Nov	N&V 4.2-4.1	*Feedback Survey 4 due*
10			Reading Week: 6 November – 13 November: No classes (11 November: Remembrance Day)	
11	**Spoken Lx Tone:** High/Low Contour Tones	Mo 14 Nov	K 9.1-9.4	
		We 16 Nov	【practice】	
		Th 17 Nov	**Problem Set 4 (Prosody) due (23:59)**	
		Fr 18 Nov	O 10.1	
12	Floating Tone	Mo 21 Nov	【practice】	
		We 23 Nov	O 10.1	*Start Problem Set 5*
		Th 23 Nov	**Discussion 5 due (23:59)**	
		Fr 25 Nov	【practice】	*Feedback Survey 5 due*
13	**Signed Lx:** Prosody Features Iconicity	Mo 28 Nov	B 1-2.3	
		We 30 Nov	BFC 1-2; B 2.4	
		Th 1 Dec	**Problem Set 5 (Tone) due (23:59)**	
		Fr 2 Dec	B 4-5; BFC 3-4	
14	**Loose ends**	Mo 5 Dec	O 10.2	*Start Problem Set 6*
		We 7 Dec		*Last day to withdraw from course*
		Th 8 Dec	**Discussion 6 due (23:59)**	
		Fr 9 Dec	No class	
FINAL		Th 15 Dec	**Problem Set 6 (Signed Lx) due (23:59)**	

ASSESSMENT

1. Discussion board posts will be marked for eager participation and demonstrated ability to provide examples to illustrate your points. There are six forums throughout the semester, one for each unit of the course. Of these, only your top five marks will be included in the calculation of your final grade.

2. Problem sets will be marked for demonstrated ability to argue and provide illustrative examples for your analysis of the data. There are six problem sets throughout the semester, one for each unit of the course. Of these, only your top five marks will be included in the calculation of your final grade.

1. Discussion (critical thinking)**:**	Five (5) from six @ 8% each	= 40%
2. Problem Sets (analysis & problem solving)**:**	Five (5) from six @ 12% each	= 60%
	Total:	100%

Re-grading: In case you have a specific and well-substantiated grievance with a grade please submit a short, written request (through email) for re-grading within 72 hours of receiving the grade.

GRADING SCALE

A+ = 100-97, A = 93-96, A- = 92-88, B+ = 87-83, B = 82-78, B- = 77-73,
C+ = 72-68, C = 67-63, C- = 62-58, D+ = 57-53, D = 52-50, F = 49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% (A) but 89.4% will be rounded down to 89% (A-)).

INTEGRITY AND CONDUCT

All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials

(including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legal-services/access-information-privacy for complete information on the disclosure of personal records.

EMERGENCY EVACUATION ASSEMBLY POINT
The emergency evacuation assembly point for Hunter Student Centre is the Taylor Family Digital Library. For the complete list of assembly points please consult: https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

ACADEMIC ACCOMMODATIONS
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policyhttps://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: https://arts.ucalgary.ca/current-students/undergraduate

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines .
The University also provides the following **Campus Mental Health Resources:**
SU Wellness Centre: https://www.ucalgary.ca/wellness-services
Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING 201 L01
Introduction to Linguistics
Winter 2023
Mondays / Wednesdays / Fridays 10:00 – 10:50 (Location: ST 141)

COURSE OUTLINE

INSTRUCTOR'S NAME: BrettC Nelson

OFFICE HOURS: TBD in TBD.
I am also available via appointment to meet in person or via Zoom at other times.
Appointments may be requested through D2L.

E-MAIL: brett.nelson@ucalgary.ca; I will respond to emails within 24 hours on weekdays. If you send me an email over the weekend, I will do my best to respond by Monday afternoon.

TEACHING ASSISTANTS: TBD

DESCRIPTION

Introduction to the scientific study of language, including the analysis of word, sentence, and sound structure, and the exploration of language as a human, biological, social, and historical phenomenon.

OUTCOMES
By the end of this course we will be able to:
1) **Recognize** the relative importance of describing how language is used, rather than prescribing how it should be used, to research in linguistics and language sciences.
2) **Read** and **write** (transcribe) English, and potentially other languages', words and phrases using the *International Phonetic Alphabet*.
3) **Discover** properties of sound systems (*phonologies*) and word formation processes (*morphologies*) based on **analysis** of data sets from a variety of languages.
4) **Analyze** the structure of English sentences to **uncover** *syntactic* and *semantic* relationships.
5) **Draw connections** between the various layers of linguistic analysis.

REQUIRED COURSE MATERIALS

O'Grady, W. & Archibald, J. (2021). *Contemporary Linguistic Analysis: An Introduction* (9th ed.). Toronto: Pearson Canada. ISBN 978-0-134-65230-6.
You can purchase this in hardcopy or as an eBook at the University bookstore (calgarybookstore.ca) and other book selling websites.
Additional materials will be made available as necessary either via links or to download through D2L.

OPTIONAL COURSE MATERIALS

O'Grady, W. & Archibald, J. (2021). *Study Guide for Contemporary Linguistic Analysis: An Introduction* (9th ed.). Toronto: Pearson Canada. ISBN 978-0-134-67822-1.

You can also purchase this at the bookstore. I apologize that this was previously marked as required. You will not be required to read or write anything based on content exclusive to this study guide. It's for additional studying purposes only!

COURSE NOTES

This course has synchronous and in-person class meetings, though there are some asynchronous, online components. Notably all graded components of the course are online: quizzes, discussions, and assignments.

Attendance: Attendance of lecture and discussion sections is <u>not</u> mandatory. All lecture presentations will be made available at least 24 hours before the lecture. Additionally, recorded versions of lectures are available on YouTube. For every class meeting, the first hour will be devoted to lecture, while the remaining time will be spent discussing and practicing the material of the lecture. If you attend the class meetings, I expect you to give your full attention to the lecture or discussion.

Online Components: Quizzes, discussion posts, and assignments will be completed online in their respective tabs on D2L. Each of the *five (5)* quizzes will be based on their respective chapter's readings. The *five (5)* discussion posts are your opportunity to connect the course content with other topics throughout the course, as well as make connections to other fields. The *three (3)* assignments, including the final assignment during exam week, <u>must be submitted via the assignment dropbox in Word (.doc or .docx) or PDF format. No other format will be accepted.</u>

Course Credits for Research Participation + Critical Thinking Ling 201 students may add an Experiential Learning/Critical Thinking component. <u>This is an optional bonus component that can add up to 4% to your final grade.</u> The educational objective of this component of the course is to provide students with an introduction to contemporary research in the field of linguistics. Students can complete this component by either participating in ongoing research studies in the linguistics division (Option 1: Research Participation), by completing 1-page article evaluations from a designated list (Option 2: Article Evaluations), or by a combination of these two options.

Option 1: Research Participation. To participate in approved research studies, students must first login to http://ucalgary-ling.sona-systems.com to create a participant account. Make sure you select the correct section of LING201 when you create your account (section 01). Studies will be posted to this website as they become available during the semester, and students will be able to sign up for participation in any study through the website. <u>Students earn 1% (1 credit) for each study in which they participate</u>. Each study will be followed by an educational debriefing experience. Please note that the demand for timeslots may exceed the supply in any given term. Thus, it is not always possible to guarantee students that there will be enough studies available to them to earn the maximum amount of extra credit for this component of the course. Students should seek studies early in the term and should frequently check for open timeslots. <u>The last day to participate in studies and to assign earned credits for Linguistics 201 is DATE.</u>

Option 2: Article Evaluations. Students can also complete this course component by reading and evaluating short research articles, from various sub- disciplines in the field of linguistics. <u>Students earn 2% (2 credits) for each acceptable evaluation</u>. A list of reviewable articles will be posted to each section's D2L page during the semester. This D2L module also provides the form that students must fill out in completing their article reviews. This form requires students to list the article they have reviewed, the research area of the article, and a series of four critical thinking questions on the content of the article. <u>Please note that students can submit only one evaluation per due date (DATES) during the semester</u>.

Option 3: Combinations of Options 1 and 2. Students can complete this course component by combining credit from Options 1 and 2 (i.e., 2% through Option 1 and 2% through Option 2). Since article evaluations can only be submitted at two points in the semester, students who choose to fulfill the component by combining Options 1 and 2 are strongly advised to submit an evaluation on the earlier due date.

If you have any questions, please contact the Linguistics 201 Research Participation + Critical Thinking Requirement coordinator, Prof. Angeliki Athanasopoulou, at *angeliki.athanasopou@ucalgary.ca*.

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

Verbatim: University of Calgary's Undergraduate Linguistics Society: Students may wish to join the University of Calgary's Undergraduate Linguistics Society, Verbatim (located in CHC 209). Verbatim offers fun and free events for Linguistics students, lounge space, a full library, and much more! Here, you can meet and interact with a group of like-minded students who can give advice and help for questions about linguistics courses or degrees. You can contact them at verbatim@ucalgary.ca and find more info on their website https://calgarylinguistics.ca/verbatim/.

CALENDAR

Week	Topic	Date	Readings	Quizzes/Assignments
1	**Introduction**	**Mo 9 Jan**	Ch. 1	
		We 11 Jan	(discussion)	
	Phonetics: Anatomy	**Fr 13 Jan**	2.0 – 2.3	*Class Survey due*
2	Consonants	**Mo 16 Jan**	2.4 – 2.5	
		We 18 Jan	2.6	***Discussion 1 due***; *Quiz 1 Start*
	Vowels	**Fr 20 Jan**	(practice)	
3	Transcription	**Mo 23 Jan**	2.7 (practice)	*Project Proposal due*
	Suprasegmentals & Production	**We 25 Jan**	2.8 – 2.9	***Quiz 1 due***
		Fr 27 Jan	(workshop)	*Feedback Survey 1 due*
4	**Phonology:** Phonemes	**Mo 31 Jan**	3.0 – 3.1	
	Problems	**We 2 Feb**	3 appendix (practice)	***Discussion 2 due***
	Syllables	**Fr 4 Feb**	3.2	
5	Features	**Mo 7 Feb**	3.3	
		We 9 Feb	(practice)	
	Derivations	**Fr 11 Feb**	3.4	***Quiz 2 due***; *Assignment 1 start*
6		**Mo 14 Feb**	(practice)	*Feedback Survey 2 due*
	Practice	**We 16 Feb**	(practice)	
		Fr 18 Feb	(workshop)	***Assignment 1 (Phonetics–Phonology) due***
7	*READING WEEK* 19 February – 26 February: No classes			
8	**Morphology:** Categories Derivation	**Mo 27 Feb**	4.0 – 4.1	
		Th 1 Mar	4.2 – 4.3	***Discussion 3 due***; Quiz 3 start
		Fr 3 Mar	(practice)	
9	Inflection	**Mo 6 Mar**	4.4 – 4.5	
	Morphophonology	**We 8 Mar**	4.6 (practice)	***Quiz 3 due***
		Fr 10 Mar	(workshop)	*Feedback Survey 3 due*
10	**Syntax:** Constituents Merge	**Mo 13 Mar**	5.0 – 5.1	
		We 15 Mar	5.2	***Discussion 4 due***; *Quiz 4 start*
		Fr 17 Mar	(practice)	
11	Move & Parameters	**Mo 20 Mar**	5.3	
		We 22 Mar	(practice)	***Quiz 4 due***
	Additional structures	**Fr 24 Mar**	(workshop)	*Feedback Survey 4 due*

12	**Semantics:** Logic Thematic roles Context	**Mo 27 Mar**	6.0 – 6.2	
		We 29 Mar	6.3	***Discussion 5 due**; Quiz 5 start*
		Fr 31 Mar	6.4	
13	Conversations	**Mo 3 Apr**	6.4	
		We 5 Apr	(practice)	***Quiz 5 due**; Assignment 2 start*
		<td colspan="3" style="color:red">**GOOD FRIDAY** 7 April: No classes</td>
14	**Applied Linguistics**	<td colspan="3" style="color:red">**EASTER MONDAY** 10 April: No classes</td>
		We 12 Apr		***Assignment 2 (Morphology–Semantics) due***
FINAL		*We 19 Apr*		***Assignment 3 (Analysis project) due***

ASSESSMENT

1. Starting with Chapter 2, each chapter will have an accompanying **Discussion** forum, <u>due via D2L during the first week of the chapter.</u> You must respond to two discussion questions and also reply to at least one of your classmates. Your posts will be assessed for *critical thinking* and *thoughtful examples* that extend conversations about Linguistics.

2. Starting with Chapter 2, each chapter will also have an accompanying **Quiz**, <u>due via D2L at the end of each chapter.</u> Each quiz assesses *comprehension* of the readings and lectures for its respective chapter.

3. There are three (3) **Assignments** in this course:
   a. Assignments 1 and 2 are *problem sets* concerning concepts from multiple chapters. **Assignment 1** covers material from chapters 2 (phonetics) and 3 (phonology). **Assignment 2** covers material from chapters 4 (morphology), 5 (syntax) and 6 (semantics). You will have <u>7 days to complete</u> each of Assignment 1 and 2. You may discuss Assignments 1 and 2 with classmates, instructors, TAs, and PASS leader(s) but <u>must submit your own work to the D2L dropbox</u>.
   b. Assignment 3 is an *analysis project*. It requires you to apply skills learned in each chapter of the course in analyzing a linguistic example of your choosing. This example should be about two sentences in length. You must propose this example to the instructor via email by the *Project Proposal due* date (23 January). To aid you in completing Assignment 3, there are workshop meetings planned at the conclusion of each chapter.

       1. Discussion (critical thinking)**:**   Five (5) @ 4% each   = 20%
       2. Quizzes (reading comprehension)**:**   Five (5) @ 7% each   = 35%
       3. Assignments (analysis & problem solving)**:** Three (3) @ 15% each   <u>= 45%</u>
                                                             Total: 100%

Re-grading: In case you have a specific and well-substantiated grievance with a grade please submit a short, written request (through email) for re-grading within 72 hours of receiving the grade.

GRADING SCALE
        A+ = 100-97, A = 93-96, A- = 92-88, B+ = 87-83, B = 82-78, B- = 77-73,
          C+ = 72-68, C = 67-63, C- = 62-58, D+ = 57-53, D = 52-50, F = 49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% (A) but 89.4% will be rounded down to 89% (A-)).

INTEGRITY AND CONDUCT

All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legal-services/access-information-privacy for complete information on the disclosure of personal records.

EMERGENCY EVACUATION ASSEMBLY POINT

The emergency evacuation assembly point for Kinesiology B is the MacEwan Student Centre North Courtyard. For the complete list of assembly points please consult: https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policyhttps://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf)

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: https://arts.ucalgary.ca/current-students/undergraduate

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines .

The University also provides the following **Campus Mental Health Resources:**
  SU Wellness Centre: https://www.ucalgary.ca/wellness-services
  Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING 505/605.02 L01
Field Methods for Indigenous Languages
Winter 2023
Mondays 15:00 – 17:45 (Location: SA 119)

COURSE OUTLINE

INSTRUCTOR'S NAME: BrettC Nelson

OFFICE HOURS: TBD in TBD.
I am also available via appointment to meet in person or via Zoom at other times.
Appointments may be requested via email or through D2L.

E-MAIL: brett.nelson@ucalgary.ca; I will respond to emails within 24 hours on weekdays. If you send me an email over the weekend, I will do my best to respond by Monday afternoon.

DESCRIPTION
Principles and techniques of collecting, editing and analyzing elicited linguistic data and associated problems. Practical experience with language consultant(s).

OUTCOMES
By the end of this course, we will:
1) **Understand** the need for ethically conducting comprehensive linguistic field work with Indigenous languages.
2) Have **practice** in basic methods of linguistic field work in various linguistic subfields.
3) **Discuss** the various community-centred end products of linguistic field work
4) **Write** papers based on descriptions from our field work / elicitation sessions.

REQUIRED COURSE MATERIALS
Bowern, Claire. 2008. *Linguistic Fieldwork: A Practical Guide.* New York: Palgrave Macmillan. **(Bowern)**
        ISBN: 978-0-230-54538-0 (http://www.linguisticsnetwork.com/wp-content/uploads/Linguistic-Fieldwork-A-Practical-Guide.pdf)
Vaux, Bert, Justin Cooper & Emily Tucker. 2007. *Linguistic Field Methods.* Eugene: Wipf & Stock. **(VCT)**
        ISBN: 978-1-59752-764-4 (Available for purchase at the bookstore and online)
Berez-Kroeker, Andrea L., Bradley McDonnell, Eve Koller, & Lauren B. Collister. (eds.). 2022. *The Open Handbook of Linguistic Data Management.* Cambridge, MA: The MIT Press. **(BMKC)**
        DOI: 10.7551/mitpress/12200.001.0001 (Open Access)

    Additional materials will be made available as necessary either via links or to download through D2L.

COURSE NOTES
The language of study for this course will be an Algonquian or Mayan language TBD. Weekly meetings will consist of lectures and discussions of readings (the entire meeting in weeks 1-4 and 12; the first half of the meeting in weeks 5-11). A speaker of the language will be joining us as a consultant during the second half of our weekly class meetings in weeks 5-11.

Attendance is not mandatory, but consistent and respectful presence and participation is vital to your and the class's performance. Remember that most class meetings will be recorded, and data will be shared among your classmates! Additionally, you are expected to design an elicitation session as part of a group, decided upon by shared research interests.

You are expected to write a final paper for this course. This may be an analysis of data from the various elicitation sessions or may be a discussion of a potential community-centred product of linguistic field work, such as a dictionary, grammar, or language textbook. You are welcome to discuss this paper with me at any time throughout the course either during office hours, appointments, or via email.

CALENDAR

Week	Topic	Date	Readings	Assignments (Wednesdays 23:59)
1	**Ethics**	9 January	Bowern 1; 11 BMKC 4 *Ethics Samples*	*Class Survey*
2	**Equipment & Funding Transcription**	16 January	Bowern 2; App F Bowern 12 VCT 2	
3	**Phonetics**	23 January	Bowern 3 VCT 3 VCT 6	Ethics Application
4	**Phonology Consultants & Participants**	30 January	Bowern 5; App C VCT 7 Bowern 10	
5	**Field notes 〖Elicitation〗**	6 February	Bowern 4	Funding Application
6	**Morpho-syntax 〖Elicitation〗**	13 February	Bowern 7; App D VCT 8 VCT 9	Transcription Exercise
7	*READING WEEK* 19 February – 26 February: No classes			
8	**Semantics & Pragmatics 〖Elicitation〗**	27 February	Bowern 8 VCT 10	Research Proposal
9	**Grammars 〖Elicitation〗**	6 March	BMKC 23 Bowern 14 *Rice 2006*	Elicitation plan
10	**Dictionaries 〖Student-led Elicitation〗**	13 March	BMKC 24 *Svensén 24*	
11	**Revitalization & Maintenance 〖Student-led Elicitation〗**	20 March	*Anderson 1* *Hinton 1* BMKC 25	Summary of field notes
12	**Signed languages Experimental methods**	27 March	BMKC 21 BMKC 46, 47 OR 49	Paper Draft
13	**Student Presentations**	3 April		Presentation (duh!)
14	*EASTER MONDAY* 10 April: No classes			
FINAL		*19 April*		**Final Paper**

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

ASSESSMENT

Mock Ethics Application	10%
Mock Funding Application	10%
Transcription Exercise	10%
Research Proposal	10%
Summary of Field Notes	10%
Participation & Elicitation Planning/Leading	15%
Presentation	10%
Final Paper (505: 15-page max; 605: 20-page max)	25%
Total:	**100%**

Re-grading: In case you have a specific and well-substantiated grievance with a grade please submit a short, written request (through email) for re-grading within 72 hours of receiving the grade.

GRADING SCALE

A+ = 100-97, A = 93-96, A- = 92-88, B+ = 87-83, B = 82-78, B- = 77-73,
C+ = 72-68, C = 67-63, C- = 62-58, D+ = 57-53, D = 52-50, F = 49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% (A) but 89.4% will be rounded down to 89% (A-)).

INTEGRITY AND CONDUCT

All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-

42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legal-services/access-information-privacy for complete information on the disclosure of personal records.

EMERGENCY EVACUATION ASSEMBLY POINT
The emergency evacuation assembly point for Kinesiology B is the MacEwan Student Centre North Courtyard. For the complete list of assembly points please consult:
https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

ACADEMIC ACCOMMODATIONS
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policyhttps://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: https://arts.ucalgary.ca/current-students/undergraduate

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines .

The University also provides the following **Campus Mental Health Resources:**
      SU Wellness Centre: https://www.ucalgary.ca/wellness-services
      Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/