

LIND29H3 Linguistic Research Methodologies

Fall 2022

University of Toronto Scarborough

Instructor: Dr. Curt Anderson (he/him/his)
Class time: Thursdays 13:00 – 15:00 Toronto time
Classroom: MW 262
Office hours: Tuesdays 11:00 to 12:00,
Tuesdays 16:00 to 17:00,
and by appointment (just message me!)
Course webpage: Quercus (<http://q.utoronto.ca>)
Email: curt.anderson@utoronto.ca

1 Course Overview and Objectives

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

2 Relation to Other Courses

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

3 Textbook

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

4 Requirements

The requirements for this course are as follows:

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

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

- A consultation with me to help focus your topic.
- An annotated bibliography with sources that will be relevant for your project.
- A two-page abstract outlining your project and its relevance.
- A demonstration of your experiment with sample stimuli (aka a mock-up of an experiment)
- A brief in-class presentation of your project.
- Your project proposal: a paper with background research, your hypothesis, the methods you would use for your experiment, and discussion.

Late assignments: In general, late assignments will not be accepted, except under special circumstances. If you anticipate not making a deadline, please talk to me as soon as possible so that we can figure out the next step (such as consulting with AccessAbility Services) to get you back on track in the course.

Grace period: I keep the Quercus submission page open for 24 hours after the deadline, in order to accommodate any last minute technical problems, time zone blunders, and so on. Submissions during this time are not counted as late, and there's no penalty for submitting something during this time. How you want to use this information is up to you.

Submission: Assignments must be submitted via the submission page on Quercus. No email submissions will be accepted without my approval first. Please check that you've uploaded the correct file and that it has uploaded correctly. Submissions will be marked as is.

5 Course Policies

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

Cameras optional: In situations where we meet via Zoom, it's optional to turn on your camera. There are many reasons why you might not want to turn on your camera, some potentially very personal, and so you're under no obligation to do so during any synchronous online class periods, office hours, or meetings with me.

Communication: Make sure you check your University of Toronto email and Quercus messages regularly, as I occasionally do make important announcements.

I check my email regularly, but if I don't get back to you within 36 hours (excluding weekends), feel free to send a reminder. In the "subject" line of emails to me, put the course number plus a short descriptor of what the email is about (e.g, LIND29 Timers in PCIBex), and sign off with your name at the end of the email. I teach many students, and these two things will help me stay organized with this course and get a reply back to you faster.

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

Academic misconduct: The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters¹ outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctors notes.

6 Schedule

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

LECTURE SCHEDULE	
Sep 8th Introduction	Week 1
15th Ethics in linguistic research Read: Eckert (2013) Due: TCPS 2 CORE-2022 training	Week 2
22nd Reading, finding, and thinking about research Watch: "How to read a linguistics article" (https://www.youtube.com/watch?v=srOE_eoksdw) Read: Booth et al. (2016), chapters 3 and 4	Week 3
29th Judgements in linguistics Read: Sprouse et al. (2013); Schütze (2011)	Week 4

¹<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

LECTURE SCHEDULE	
Oct 6th Experimental methods I Read: Abbuhl et al. (2013) Due: Annotated Bibliography	Week 5
13th Reading week (no lecture)	
20th Experiment construction I Read: PCIBex tutorial (https://doc.pcibex.net/basic-tutorial/)	Week 6
27th Theoretical linguistics, experimental research, and linking hypotheses Read: Phillips et al. (in press); Lidz et al. (2011)	Week 7
Nov 3rd Experimental methods II Read: Kaiser (2013) Due: Abstract	Week 8
10th Experiment construction II (continues Experiment construction I)	Week 9
17th Survey design (or alternate topic) Read: tbd based on topic	Week 10
24th Presentations Due: Presentation	Week 11
Dec 1st Presentations Conclusion Due: Presentation Due: Final paper and mockup (due last day of classes at UTSC)	Week 12

References

- Abbuhl, Rebekha, Susan Gass & Alison Mackey. 2013. Experimental research design. In Robert J. Podesva & Devyani Sharma (eds.), *Research methods in linguistics*, 116–134. Cambridge University Press.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup & William T. Fitzgerald. 2016. *The craft of research (4th edition)*. Chicago: Chicago University Press.
- Eckert, Penelope. 2013. Ethics in linguistic research. In Robert J. Podesva & Devyani Sharma (eds.), *Research methods in linguistics*, 11–26. Cambridge University Press.
- Kaiser, Elsi. 2013. Experimental paradigms in psycholinguistics. In Robert J. Podesva & Devyani Sharma (eds.), *Research methods in linguistics*, 135–168. Cambridge University Press.

- Lidz, Jeffrey, Paul Pietroski, Justin Halberda & Tim Hunter. 2011. Interface transparency and the psychosemantics of most. *Natural Language Semantics* 19(3). 227–256.
- Phillips, Colin, Phoebe Gaston, Nick Huang & Hanna Muller. in press. Theories all the way down: Remarks on “theoretical” and “experimental” linguistics. In Grant Goodall (ed.), *The Cambridge handbook of experimental syntax*, Cambridge University Press.
- Schütze, Carson T. 2011. Linguistic evidence and grammatical theory. *WIREs Cognitive Science* 2(2). 206–221. doi:<https://doi.org/10.1002/wcs.102>.
- Sprouse, Jon, Carson T. Schütze & Diogo Almeida. 2013. A comparison of informal and formal acceptability judgments using a random sample from Linguistic Inquiry 2001–2010. *Lingua* 134. 219–248. doi:<https://doi.org/10.1016/j.lingua.2013.07.002>.