

Spring 2020
LING 5990: Professional Development for Linguists

Instructor: Dr. Patricia Cukor-Avila
Time: T 6:30-9:20
Place: NTDP D209B
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Office hours: T 5:00-6:00 and by appointment, NTDP G178D

Course Description and Objectives

This course is designed for Linguistics graduate students who are finishing their MA program and are working towards the creation of their Portfolio. In this course, students will work on an existing research paper or concept with guidance from their faculty advisor and the instructor of this course. Students will develop a set of pieces of writing around this research to learn how to disseminate ideas in written and oral formats. The course will also deal with professional-related topics like constructing a CV, submitting an IRB application, writing grant proposals, writing job application letters for prospective employers, writing abstracts for conferences, and selecting conferences and publication venues for research papers. The goal is to make students ready for the workforce or for further graduate studies.

Prerequisite

Students must have completed all the courses on their degree plans with a GPA of 3.0 or higher.

Requirements

Research Paper: During the first two weeks of the term, you will choose an existing research paper (one that you have written in a previous course) that you will revise and complete during the semester. You will also need to select a faculty member who will supervise your expanded research and revisions on your paper. You will also need to submit a timetable, signed by your faculty supervisor, specifying what work you plan to complete by mid-term and by the end of the semester.

You will give two formal presentations about your research paper.

1. The first will be an introductory description of the research, e.g., your research question(s), your motives for choosing the specific topic, methods you will be using to investigate the topic, including data collection procedures and analysis tools, and the broader linguistic context in which your project fits – basically, answering the “So what?” question. Ideally, feedback from the first presentation will help you clarify or modify your research objectives and procedures.
2. The second oral presentation will be given at the end of the semester and will be a conference-like presentation of your research (15-20 minutes with time for questions). You will also submit a written version of your research paper, minimum 20 pages long (double-spaced not including title page and references) with an abstract and concise reference list. The first draft of the paper will be submitted early enough in the semester

to give you time to make revisions after getting feedback. The final version will be due at the end of the semester.

Other Assignments:

1. Annotated bibliography for a second research paper including (details will be covered in class)
2. CV and resume (these are different)
3. Conference abstract
4. Research grant proposal
5. Job application essay

You may be asked to revise some or all of these based on the feedback you will receive in this class.

Participation:

1. Attendance and active participation in classroom discussions. This is not a lecture course, but a seminar, which means that students should do most of the talking and work. Most of our discussions will focus on your written work; these will be collegial, non-stressful discussions and peer-editing sessions that should provide insight into your research work and writing.
2. Attend at least two of the spring 2020 Toulouse Professional Development Workshops <https://tgs.unt.edu/workshops>. Some of these workshops are related to topics we will cover during the class. You will post comments about the workshops you attend to the Canvas discussion board.
3. Attend or watch recorded presentations from two Linguistic Colloquia or linguistics-related speakers in the COI Discovery Series.

Portfolio:

Over the course of your two-year MA program you should have been preparing a professional portfolio. During this course you will work on completing your portfolio and will submit it at the end of the semester. The guidelines for the portfolio and what it must include are posted in our Canvas section and also available in the [Linguistics Graduate Student Handbook](#).

Evaluation

1. Research paper (includes proposal, abstract, and both oral presentations): 50%
2. Annotated bibliography for a second research paper: 15%
3. Research grant proposal, conference abstract, CV, job application essay: 20%
4. Completed portfolio and Toulouse workshop and colloquia attendance: 15%

Weekly Plan

Week	Date	Topic and Assignments
1	Jan. 14	Course overview; student research interests and paper topics
2	Jan. 21	Research questions, research proposal guidelines; IRB applications; Research proposal first draft due by Jan. 27
3	Jan. 28	Research proposal presentations
4	Feb. 4	Research proposal presentations (if needed); guidelines for writing a successful abstract for a paper and for a conference; Conference abstract first draft due by Feb. 10
5	Feb. 11	Writing grant and fellowship applications; Research proposal final draft due by Feb. 17
6	Feb. 18	Peer review/editing workshop – conference proposals.
7	Feb. 25	Research paper #2 presentations; Conference abstract final draft due by Feb. 24
8	Mar. 3	Research paper #2 presentations (if needed); Grant/fellowship first draft due by Mar. 2
9	Mar. 10	Spring Break – No Class!
10	Mar. 17	UNT closed – no class
11	Mar. 24	Register and attend the Toulouse workshop “Preparing Materials for the Academic Job Market” 3:00-4:30pm Chestnut Hall Rm. 120. Grant/fellowship final draft due by Mar. 30
12	Mar. 31	How to prepare posters and ppts. to present at conferences; Job letter, teaching philosophy statement, and research statement first drafts due by Apr. 3
13	Apr. 7	Research paper and abstract first draft due
14	Apr. 14	Job letter, teaching philosophy statement, and research statement final draft due by April 13
15	Apr. 21	Register and attend the Toulouse workshop “Write Now Resume and CV” 5:00-7:00pm Chestnut Hall Rm. 120; CV and resume due by Apr. 27
16	Apr. 28	Research project presentations; Annotated bibliography for Research Paper#2 due
FINALS	May 5	Research project presentations; Research papers and portfolios due

Some Local and Non-Local Conference and Workshop Dates

Jan. 25: SALSA abstracts due

Jan. 29: COI “Code Day” [Day of Data Science](#)

Feb. 3: [GREAT Grant](#) due

Feb. 4-5: [Software Carpentry Workshop](#) (Python) Willis Library, Rm. 250H

Feb. 8: [TEXTESOL V UT Arlington](#)

Feb. 28: UTA Student Conference in Linguistics and TESOL (UTASCILT 2019)

Mar. 6: Last day to [register](#) for the Federation Graduate Student Research Symposium (20 poster presentations/school; cash prizes!)

March 26-28: [Southeastern Conference on Linguistics \(SECOL\)](#) Univ. of Mississippi, Oxford, MS

March 31-April 3: [TESOL Convention](#), Denver, CO

April 3: Federation Graduate Student Research Symposium (held this year at TWU)

April 10-11: [Symposium about Language and Society Austin \(SALSA\)](#) Conference, UT Austin

April 11: [Multidisciplinary Information Research Symposium \(MIRS\)](#), UNT Union

Assignment Submission and Grading Academic Dishonesty and Integrity

It is your responsibility to become familiar with UNT's Policy of Academic Dishonesty. The full policy can be found at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student Affairs-Academic Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student%20Affairs-Academic%20Integrity.pdf)

This policy defines the following forms of academic dishonesty:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** The deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of F, and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism.

Essential Competencies

ODA policy – *The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.*

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise the professor of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

- read and synthesize research articles.
- interact with subjects in a professional and ethical manner.
- use an audio and/or video recorder.
- use a computer with various word processing, e-mail, transcription, and graphics software applications.
- speak in front of the class and use multimedia to support the presentation.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or

someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources> 0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. Information about The Code of Student Conduct can be found at <http://deanofstudents.unt.edu/conduct>

Cell phone use is not allowed in class. Students must silence their phones and put them away during class time. Any student found using a phone in class for non-class related use will be asked to leave the class. If there is a reason to have your phone out during class you must clear this with the professor before the start of class.

Laptops and tablets may only be used for class-related purposes. Recent research has shown that students retain material much better if they take notes with a pen and paper and not on their computers <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>. I encourage you to follow this practice. Students who are using their laptops or tablets to check email, Facebook, surf the web, send text messages, or other non-class activities will be asked to leave the class.