

## LINGUISTICS 301 – LINGUISTIC ARGUMENTATION

### Course Syllabus

Department of Linguistics - Simon Fraser University – Spring Semester 2013

INSTRUCTOR: **DR. MAITE TABOADA**

**Class:** Mondays 10:30-12:20 BLU 10655; Wednesdays 10:30-11:20 BLU 10031

**Office:** RCB 8206

**Office hours:** Mondays and Wednesdays 13:30-14:30 (or by appointment)

**Phone:** 778-782-5585

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**Course Web Page:** <http://www.sfu.ca/~mtaboada/ling301/ling301.html>

(Check frequently for new material and announcements)

**TA:** Debopam Das **E-mail:** ddas@sfu.ca **Office:** RCB 8314

**Office hours:** Mondays 1–2 pm and Wednesdays 11:30am–12:30pm

### COURSE DESCRIPTION

This course has two primary purposes: (i) to provide students with a critical and comparative survey of some of the different types of empirical and theoretical argumentation that are used in linguistic research; (ii) to provide students with extensive practice in the styles of written argumentation that are typical in these areas and are required for advanced study in linguistics. Classes will consist of lectures, discussion, and in-class writing and editing.

### PREREQUISITES

Required: Ling 222. Recommended: A lower division writing intensive (W) course, such as ENGL 199-3 (University Writing) or equivalent.

### REQUIRED TEXT

Readings available on-line. Links to those are provided from the course web site.

### RECOMMENDED READINGS

Tallerman, M. (2011) *Understanding Syntax*. London: Arnold (3rd edition).

### COURSE EXPECTATIONS

1. Students are expected to **attend all classes and to arrive on time** so that classes may begin promptly. Announcements will be made at the beginning and end of classes regarding the assigned readings and the expectations for exams.
2. Students are expected to **have read all assigned readings before class**. Because many students will be learning about a new field of study, some of the materials and concepts may seem fairly complex. You should probably read assigned readings and go over the lecture notes multiple times.
3. It is very important for students to **participate in class discussions and writing activities**. Therefore, everyone must come to class prepared. Preparation includes carefully reading of the readings and assignments, noting any questions that you have, and thinking of how the reading relates to your own personal experience.
4. Students will be responsible for **all materials** covered in the assigned readings and lectures. Assignments will require students to refer to readings, lecture notes, and their own notes.

5. Assignments are **due at the beginning of class**. Late assignments will not be accepted.
6. Students will be **respectful** of other students and the instructor. In particular, students will not talk while the instructor or another student is talking.
7. Students should familiarize themselves with the **Department's Standards** on Class Management and Student Responsibilities at:  
<http://www.sfu.ca/linguistics/undergraduate/student-resources/department-standards.html>
8. **Cell phones**: please make sure that your cell phone (or any other noisy device, including alarms) is turned off during class.
9. **Academic dishonesty** in all forms violates the basic principles of integrity and thus impedes learning. More specifically, academic dishonesty is a form of misconduct that is subject to disciplinary action and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism. For more information on academic honesty and student conduct, please visit the following websites:  
<http://students.sfu.ca/calendar/student-info/academic-honesty.html>  
<http://www.sfu.ca/policies/gazette/teaching.html>  
A grade of "FD" may be assigned as a penalty for academic dishonesty.
10. Please note that students requiring accommodations as a result of a **disability** must contact the Center for Students with Disabilities (778-782-3112 or csdo@sfu.ca).
11. All student requests for accommodation for **religious practices** must be made in writing by the end of the first week of classes or no later than one week after a student adds a course.

#### **E-MAIL POLICY**

You are welcome to submit questions and comments via e-mail. Please keep the following in mind when sending your message.

1. I cannot always respond to messages late in the evening or on weekends. If you send a message late on Friday or during the weekend, I might not reply until the following week.
2. I can only respond to questions that can be answered *in a sentence or two*. Questions requiring longer replies should be asked in class or during office hours.
3. Please proof-read your e-mail message to make sure that your question is clear. In addition, I would appreciate questions that are expressed in an appropriately polite manner.
4. *Please always sign your name and the course number*. Make sure the Subject line contains the name of the course ("Ling 301"). Anonymous messages will not be answered. Further, if your message does not clearly address the content of the course, or the Subject line is simply "hi", there is a good chance that it will be automatically classified as spam, and I will never get to even see it.
5. Because of the large number of e-mail messages that I receive, it may be several days before I am able to reply to your message. It is often easier and faster to ask a question in class or during office hours. I may also provide answers in class, instead of replying to individual e-mail messages.

**COURSE GRADE**

The final grade will be calculated according to the percentages below. The final grade will take into account class attendance and participation (especially for students who are close to the next letter grade).

There will be several assignments, a presentation in class and a final paper. More detail on each of these will be provided throughout the semester.

<u>COMPONENT</u>	<u>WEIGHT</u>
Assignments	40%
Class presentation	20%
Final paper	30%
Participation	10%

Classes will include lecture time, in-class writing, group work, discussion, and students' presentations. In-class writing will be informal and typically not graded. Participation in the class, discussion, and completion of the in-class writing exercises will provide students with the practice necessary to succeed in writing assignments and papers. We will also be doing peer editing of the students' writing, some of which will be graded.

Attendance and participation in this class is essential. There will be a lot of in-class writing, and it is important that you take part in that. You are allowed two unexcused absences for the entire semester. After that, each unexcused absence means that your participation grade will be lowered by 1%, up to the total 10%. You will earn participation points by attending class, completing in-class assignments, peer editing, and participating in class discussion.

Percentage scores on assignments and other course components will be based on objective criteria. Final letter course grades will be computed from percentage scores on all the course components. The following table provides a rough estimate of grade breakdowns for the final grade. Due attention will be given to the verbal descriptions listed below. There is no university-wide standard scale. An instructor adopts a grade scale appropriate to the level and content of the course.

97-100%	A+	Extraordinary performance	73-76%	C+	Satisfactory performance
93-96%	A	Excellent performance	69-72%	C	
89-92%	A-		65-68%	C-	Marginal performance
85-88%	B+	57-64%	D		
81-84%	B	Good performance	< 56%	F	Unsatisfactory performance
77-80%	B-				(fail)

## GRADE APPEALS

If a student wishes to contest the marking of an exam, assignment or paper, the instructor can agree to remark his/her entire exam at the instructor's convenience and not in front of the student. A grade reconsideration may raise the grade, lower the grade, or leave the grade unchanged, as stated in Policy T20.01, clause 2.4.4.

The only reason a grade change will be made is if there is an arithmetic error or if it has been determined that the exam, assignment or paper deserves a lower grade or a higher grade after it has been remarked.

The following **are not** reasons for reconsideration of a grade:

- The student is on probation.
- The student wants to get into Business or any other program.
- The student worked hard and thinks this should be a factor.
- The student does not like the grade scale.
- The student's score is x% below the next grade and would like the instructor to ignore the difference.

## RESOURCES

A number of resources are available to the students in the class. The TA will hold office hours and will be available for general help with readings and assignments.

The SFU Learning Commons is available to all SFU students, and provides assistance with learning, academic writing and reading strategies (<http://learningcommons.sfu.ca>).

Please note that **outside tutors or instructors are not allowed** in this course. The only allowed help is that provided by the tutors and staff in the SFU Learning Commons, by the instructor and TA, and by other students in the class.

The course web page also lists a number of website and resources. Please check it frequently, and make sure you avail yourself of all the tools that you may need.

## TOPICS AND READINGS

The following list is subject to change, depending on students' interests. These are suggestions, and students are encouraged to consult other readings, especially when preparing for a presentation or an assignment. Note also that readings may be added; you should always consult the web version of the syllabus and schedule.

### 1. INTRODUCTION: ACADEMIC WRITING AND LINGUISTIC ARGUMENTATION

- Good writing practices, presentation, style and common grammatical mistakes
  - Harris, Muriel and Joan Pilz (1997) *Prentice Hall Canada Reference Guide to Grammar and Usage* (2nd Canadian ed.). Scarborough, ON: Prentice-Hall. Part 2, "Sentence accuracy, clarity and variety" (pp. 25-70).
  - Optional: Harris, Muriel and Joan Pilz (1997) *Prentice Hall Canada Reference Guide to Grammar and Usage* (2nd Canadian ed.). Scarborough, ON: Prentice-Hall. Part 8, "ESL Concerns" (pp. 299-317).
- Different styles for examples, notes and sources: APA, MLA, etc.
  - <http://www.apastyle.org/>

- <http://owl.english.purdue.edu/owl/section/2/>
- <http://www.lib.sfu.ca/help/writing/apa>
- <http://www.lib.sfu.ca/help/writing/mla>
- Displaying linguistic examples
  - Tallerman, Maggie (2011) *Understanding Syntax* (3rd ed.). London: Arnold, chapter 1, especially section 1.2
- Quoting and avoiding plagiarism. Library tutorial.
  - <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>
- Keeping track of your references. RefWorks.
  - <http://www.lib.sfu.ca/my-library/refworks>

## 2. MODELS OF LINGUISTIC ARGUMENTATION

- Textbook-style paper
  - Biber, Douglas and Susan Conrad (2001) Register variation: A corpus approach. In D. Schiffrin, D. Tannen and H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 175-196). Malden, Mass: Blackwell.
- Paper derived from other sources; presents a novel argument
  - Brown, Roger and Albert Gilman (1960) The pronouns of power and solidarity. In T. A. Sebeok (Ed.), *Style in Language* (pp. 253-276). Cambridge, MA: MIT Press.
- Based on native speaker intuitions; uses secondary data and sources
  - Zwicky, Arnold M. and Geoffrey K. Pullum (1983) Cliticization vs. inflection: English *n't*. *Language*, 59 (3): 502-513.
  - Review Tallerman, Maggie (2011) *Understanding Syntax* (3rd ed.). London: Arnold, chapters 2 and 5 (word classes and constituent structure) in order to better understand the Zwicky and Pullum paper.
- Corpus-based
  - Upton, Thomas A. and Ulla Connor (2001) Using computerized corpus analysis to investigate the textlinguistic discourse moves of a genre. *English for Specific Purposes*, 20 (4): 313-329.
  - You may find useful to read first: Brown, Penelope and Stephen Levinson (1999) Politeness: Some universals in language use. In A. Jaworski and N. Coupland (Eds.), *The Discourse Reader* (pp. 321-335). London: Routledge.
- Experimental
  - Hyon, Sunny (2001) Long-term effects of genre-based instruction: A follow-up study of an EAP reading course. *English for Specific Purposes*, 20 (Supplement 1): 417-438.
  - Degand, Liesbeth and Ted Sanders (2002) The impact of relational markers on expository text comprehension in L1 and L2. *Reading and Writing*, 15 (7-8): 739-758.

## 3. THE WRITING PROCESS

- Understanding and synthesizing previous research

- Fowler, H. Ramsey, Jane E. Aaron and Murray McArthur (2005) *The Little, Brown Handbook*. Toronto: Pearson. Chapter 36, "Working with sources and writing the paper" (pp. 576-612).

#### **4. COLLECTING AND ANALYZING DATA**

- Techniques for collecting data
  - Wray, Alison and Aileen Bloomer (2006) *Projects in Linguistics: A Practical Guide to Researching Language* (2nd ed.). London: Hodder Arnold. Part II, "Techniques for collecting data" (pp. 139-176).

#### **5. REPORTING RESULTS**

- Coding and displaying data
  - Hatch, Evelyn and Anne Lazaraton. (1991). *Design and Statistics for Applied Linguistics*. Boston: Heinle and Heinle. Chapter 5, "Coding and displaying frequency data" (pp. 129-158).