Course Description: This course is an introduction to the scientific study of the structure and meaning of Language. The course will cover basic principles of good science as applied to the behavior, including discussion of hypothesis generation, methodology, and conclusion drawing. The necessary theoretical groundwork for syntactic and semantic analysis will be covered and then applied to real-world language data. Basic principles of linguistics, syntax and semantics are assumed (prereq: LING201/ SLHS227).

That it, the emphasis of this course is on developing the argumentation skills used by professional syntacticians and semanticists. This, of course, assumes familiarity with core syntactic and semantic concepts.

Course Objectives:
At the completion of this course, students will be able to:

1. Understand core concepts of syntax and semantics, and apply that knowledge to novel problems
2. Demonstrate scientific reasoning and critical thinking, including how to (a) detect patterns, (b) weigh (sources of) evidence, (c) form logical generalizations from the evidence, and (d) compare and contrast competing analyses of the evidence
3. Defend their ideas orally and in writing
4. Appreciate linguistic diversity, including minority, threatened, and stigmatized languages/dialects.

Required Readings:
The textbook is required reading. While lectures and slides will provide a bulk of the course content, the textbook will provide invaluable added examples, insights, and explanations.


Periodically, the instructor will upload other texts to Blackboard, likely in conjunction with some assignment. These texts, unless marked ‘supplementary,’ are required reading.
Evaluation:

1. **Participation**: Participation is crucial for effective learning. Posing and answering questions lets the instructor know what areas students are comfortable with, and what areas need to be revisited. The minimum advantage to students is that questions and ideas can be workshoped freely before graded work is due. NB: the instructor reserves the right to call on particularly silent students.

   Participation includes: attending class, asking and answering questions, participating in group work, etc.

2. **Quizzes**: One quiz will be administered at the beginning of each class (starting on Day 2) and will test students' retention of concepts covered the previous day in class. Quizzes will not be graded, but will be used as feedback to the instructor.

3. **Homework Assignments**: Homework assignments will come in two flavors (see below). Students will have one (1) week to complete HW assignments. Homework assignments should be uploaded to Blackboard in PDF, Doc(x), or ODT format by the due date. Late assignments may be accepted at the instructor's discretion.

   (a) **Problem Sets**: Problem sets will consist of a number of questions, some quite brief and others quite extensive. Problems sets may vary from topic to topic. Some may involve fieldwork, or, collecting data from native speakers and then analyzing it. In others, data may be already supplied. Students may decide to work in groups or individually. The instructor may facilitate in forming groups, if need be. For group work, each group will submit a single document. The names of every group member must be written on the front page of the assignment.

   (b) **Essays**: Students will work *individually* and submit written essays based around one or two prompts, or a reading assignment.

4. **Final Exam**: The final exam will be a longer problem set, distributed in the first week of April. Students will have until April 24th to complete the problem set. As the problem set is quite involved, it is strongly recommended that students begin work on it as soon as possible. Students will schedule a 30 minute appointment with the instructor during which time students will explain their answers to the problem set and defend any challenges. Appointments can be made for any time between April 25th and April 6th. The final exam appointment is mandatory. Failure to meet with the instructor will result in an automatic 50% reduction on the final exam score.

   The final exam must be completed *individually*. You may discuss the final with your peers, but you must submit your own work. No specific discussion of the final exam interview is allowed (e.g., please don’t give away answers).

5. **Extra Credit**: Students may receive up to the University maximum of 2% extra credit (counted towards the semester total) upon successful completion of one or more of the following extra credit options. Extra credit assignments are due by April 29th at 11:59p on Blackboard.

   (a) Students may participate in a linguistic study run here at Purdue. Students should complete the study and then submit a write-up of (a) the aims of the study, and (b) the methodology that the study used. If possible, students should relate the content of the study to the content on the course. The instructor will also post task-specific questions to accompany these general-purpose questions. (Max 2% extra credit).
(b) Students may write a 2-page essay on any syntactic/semantic topic of their choice. Students must submit a short, paragraph-long abstract of their proposed assignment to the instructor for approval. This abstract must include:

i. A brief description of observed phenomenon, including some relevant examples
ii. A brief proposal for how you are going to tackle the problem (are you going to use introspective data? A survey?)
iii. One potential journal article you will use in your write-up

Topics do not need to be related to material covered in class, but should be related to syntax or semantics. Projects used for other classes are acceptable, but there must be proof of new research. (Max 2% extra credit)

(c) Over the course of the semester, other extra credit opportunities may arise; stay tuned.

Grade Distribution:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homwork x10</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Extra Credit</td>
<td>2%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>102%</strong></td>
</tr>
</tbody>
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Letter Grade Distribution (in %):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>72.50 - 76.49</td>
</tr>
<tr>
<td>A-</td>
<td>69.50 - 72.49</td>
</tr>
<tr>
<td>B+</td>
<td>66.50 - 69.49</td>
</tr>
<tr>
<td>B</td>
<td>62.50 - 66.49</td>
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<tr>
<td>B-</td>
<td>59.50 - 62.49</td>
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<tr>
<td>C+</td>
<td>≤ 59.49</td>
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</tbody>
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NB: This grade distribution includes rounding. No further rounding will occur (e.g., an 89.49 is truly a B+).

NB: Grades cannot be discussed over email (per FERPA). You must make an appointment to see me in person. General grade-related questions can, however, be answered over email.
Online Resources:

Syntax Tree Drawer: ironcreek.net/phpsyntextree/
\LaTeX for linguists: http://www.essex.ac.uk/linguistics/external/clmt/latex4ling/
Purdue Libraries: lib.purdue.edu
Google Scholar: scholar.google.com
Ethnologue: ethnologue.com/
Languages of the world

Course Policies:

1. *Cheating & Plagiarism:* Don’t do it. It will be made clear to students which assignments are collaborative and which are not. Students are expected to know what constitutes plagiarism. (NB: Plagiarism includes taking text from slides/lecture notes without attributing them to the instructor). If caught cheating, students will receive a 0 on the assignment. Multiple offenses risk a 0 for the course and a referral to the Dean of Students Office. Please consider asking for help, an extension, or advice on what constitutes cheating before engaging in any shady practices.

2. *Nondiscrimination/ classroom behavior:* Be respectful of other students. The classroom is a safe space for the free interchange of ideas. Any attempt to silence, intimidate, etc. other students is in direct violation of the goals of education and will not be tolerated. This policy extends to collaborative work done outside of the classroom. Students are encouraged to contact the instructor should problems arise.

3. *Absences:* Students are expected to attend every class session. There is no ‘attendance’ penalty per se. If you need to be excused from class, please contact me ASAP, so that alternative arrangements can be made (e.g., making up quizzes, going over the day’s material, etc.). In the case of an emergency (personal, bereavement, medical, etc.), please contact the Office of the Dean of Students to receive an excuse note. A doctor’s note is sufficient for an absence due to illness. More information on University attendance policies may be found here: http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

4. *Tardiness:* Tardiness is rude. Please try your best to come to class on time. However, there is no formal penalty for lateness. You are, as always, responsible for any content that you may miss.

5. *Food and Drink:* Unless medically necessary, food should not be eaten in class. Beverages are OK.

6. *Cell Usage:* Please, no cell phones in class. It is extremely rude. Phones may be turned on, but placed in vibrate or silent mode. In case of emergencies, students may excuse themselves from class to take calls. As always, students are responsible for any content that they miss.

7. *Laptop usage:* If you prefer to take notes on your laptop, you’re welcome to do it. Fact-checking and other linguistics-related tasks are also permitted. However, general web surfing is not allowed: it may be distracting to your peers.
Getting Help:

1. *The Office of the Dean of Students* (Schleman 207, 494-1747): provides confidential counseling and advice for personal or academic problems.
   

2. *The Academic Success Center* (BRNG 3268, 494-5569): provides help with academic success, including tips on how to study, how to structure your time, and how to take effective notes, inter alia.
   
   [http://www.purdue.edu/studentsuccess/academic/index.html](http://www.purdue.edu/studentsuccess/academic/index.html)
   [http://www.purdue.edu/studentsuccess/academic/resources/handouts/allHandouts.html](http://www.purdue.edu/studentsuccess/academic/resources/handouts/allHandouts.html)

3. *Purdue Writing Lab* (HEAV 226, 494-3723): provides writing tutorial services.
   
   [https://owl.english.purdue.edu/writinglab/cscworkshops](https://owl.english.purdue.edu/writinglab/cscworkshops)

4. *The Disability Resource Center*: provides support to students with disabilities, academic or physical. If you have an academic disability, please contact me immediately so that we can discuss any adjustments (e.g., extended deadline for HW assignments).
   

Emergency Procedures:

NB: In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to change.

1. In case of *fire*, please exit Recitation using the East exit. We will meet around John Purdue’s ‘grave.’ Do not use the elevator. Do not reenter the building until the all-clear signal sounds.
2. In case of a *tornado*, we will shelter in the hallway of the first floor, away from doors and windows.
3. In case of an *active shooter*, we will turn out all of the lights, lock/ barricade and move away from the door, and shelter in place.
4. In case of an *issue with the class or instructor*, please contact me directly. If you feel you cannot approach me, please seek advice from the Office of the Dean of Students.