

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Linguistics
Fiscal Unit/Academic Org Linguistics - D0566
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3000
Course Title Writing for Linguistics
Transcript Abbreviation Writing for Ling
Course Description This course focuses on how to make good linguistic arguments. Students will analyze a range of ways in which arguments are constructed, learn to communicate linguistic information to specialist and general audiences, and acquire the skills to adopt and reflect on social and ethical standards in linguistics.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites ENGLISH 1100 or other credit for Foundations: Writing and Information Literacy GE and LING 2000 or LING 2000H or ENGLISH 3271
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0102
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students demonstrate a basic understanding of the structure of arguments in different subfields of linguistics.
- Students develop linguistic research questions and articulate linguistic arguments, both in writing and orally.
- Students apply the acquired skills to communicate about linguistic topics to both specialist and public audiences.
- Students appreciate and put into practice social and ethical standards in the field.
- Students give constructive feedback to their peers on constructing linguistic arguments, and successfully incorporate feedback from peers and instructors.

Content Topic List

- Argument structure
- Understanding the writing process
- Oral presentation skills
- Audience design

Sought Concurrence

No

Attachments

- LING_3000_koehnlein_final.pdf: Course syllabus
(Syllabus. Owner: McCullough, Elizabeth Ann)
- Curricular Map 09-07-22.pdf: Major curriculum map
(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McCullough, Elizabeth Ann	09/12/2022 11:19 AM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	09/12/2022 11:20 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2022 11:41 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/27/2022 11:41 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: LING 3000

WRITING FOR LINGUISTICS

AU 2023

Course overview

Prerequisites

- English 1100 or other credit for Foundations: Writing and Information Literacy GE
- Ling 2000 or 2000H or English 3271

Instructor and Meeting Times

Instructor: TBD

Email address: TBD

Meeting Times: TBD (2 x 80 minutes per week)

Format of instruction: Lecture

Office hours (optional): TBD

Office Location: TBD

Credit hours and work expectations

This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (= 2 x 80 minutes in the classroom) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Course description

This course focuses on how to make good arguments. It is designed to help students develop writing and communication skills that can be applied to any future endeavor – academic or otherwise – while also learning about disciplinary norms in linguistics. Linguists write in a variety of styles, for different purposes, and subfields differ in how they construct arguments. Students will analyze a range of ways in which arguments are constructed and will learn to make linguistic arguments themselves, in both writing and oral communication. In doing so, they will also learn to communicate technical (linguistic) information to different audiences, ranging from linguists and broader academic audiences to the general public. Students will also acquire the skills to adopt and reflect on social and ethical standards in the field.

To achieve these goals, the course is organized into modules, each of which focuses on a different type of argumentation and writing/presentation style found in linguistics. Throughout

the course, students will consider basic data and literature from a variety of linguistic subfields – sometimes relevant data and existing literature will be presented to them, but students will also learn to find and organize relevant data themselves. Students will also learn to evaluate differences between experimentally- and theoretically-oriented research, and how this is reflected in argument construction and writing. In the process, they will acquire the skills to evaluate diverse analytical approaches to these data, and to express relevant arguments in a coherent and informed manner for different target audiences.

Course learning outcomes

By the end of this course, successful students are able to:

- demonstrate a basic understanding of the structure of arguments in different subfields of linguistics
- develop linguistic research questions and articulate linguistic arguments, both in writing and orally
- apply the acquired skills to communicate about linguistic topics to both specialist and public audiences
- appreciate and put into practice social and ethical standards in the field
- give constructive feedback to their peers on constructing linguistic arguments, and successfully incorporate feedback from peers and instructors

GE Course Information

GEN Category: Advanced Writing Embedded Literacy

GE Goals and Expected Learning Outcomes, how this course satisfies them

Goal	Expected Learning Outcome	How this course satisfies the GE ELOs
Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.	Successful students are able to...	Students will analyze a range of ways in which arguments are constructed and will learn to make linguistic arguments themselves, in both writing and oral communication, addressing specialists and broader audiences.
	1.1. Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions, and rhetorical choices to advance a particular writing objective.	
	1.2. Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.	Students will learn to evaluate diverse analytical approaches to basic linguistic data, and to express relevant arguments in a coherent and informed manner for different target audiences.
	Goal 2: Successful students apply knowledge of writing and research to specific contexts.	2.1. Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.

	2.2. Develop scholarly, creative, or professional products that are meaningful to them and their audience.	Students will learn to make linguistic arguments themselves, in both writing (such as linguistic papers or blog entries) and oral communication (such as oral presentations or web content).
	2.3. Evaluate social and ethical implications of writing and information literacy practices.	Students will learn to find and organize relevant data, to evaluate diverse analytical approaches to these data, and to express relevant arguments in a coherent and informed manner for different target audiences. Students will also acquire the skills to adopt and reflect on social and ethical standards in the field.

Course materials

*** *This is a sample syllabus, and the assigned materials will vary by instructor. Therefore, we do not include a detailed list. Readings will focus around specific debates in the literature in various subfields.* ***

We will use the following textbook:

Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams. 2016. *The craft of research*, 4ed. University of Chicago Press.

All other course materials (such as original articles, datasets, videos, etc.) will be made available via Carmen.

Course technology

While this an in-person course, you will need to be able to navigate course technology. The required basic tools and abilities are listed below.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- Possibly: Zoom video chat

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Synopses (5 x 6 points)	30
Peer reviewing (5 x 2 points)	10
Presentation for specialists	15
Presentation for broad audience (YouTube-style)	15
Final Project	20
Participation	10
Total	100

See course schedule, below, for due dates

Assignment information

1. Synopses (30 points): Synopses are low-stakes writing assignments that you will perform on a regular basis throughout the course (500-750 words each are sufficient). They are typically assigned between the second class of a given week and the first class of the following week. They are worth 6 points each, which you will receive in full if your writing is deemed satisfactory. After an initial submission and a peer-review process (also see below under 2), revised versions will be turned in for grading. (An exception is the reflection to be handed in in Week 14, which will not undergo peer review.) The precise topics are summarized below. To be satisfactory, your writing should adhere to expected standards of grammar, formatting, and general comprehensiveness. Furthermore, it should reflect an honest engagement with the source material.

a. General overview (2 x 5 points): Synopses 1 and 2 are aimed at summarizing and evaluating basic aspects of academic oral and written communication in Linguistics. After an initial submission and a peer-review process (also see below under 2), a revised version will be turned in for grading.

b. Writing for linguists (2 x 5 points): Synopses 3 (dataset and analysis) and 4 (literature review) are intended for a fellow linguist and should reflect the level and terminology of scientific discourse. The goal is to write concise but accessible summaries. The topics can be based on what we have discussed in class, but you can also choose your own topics.

c. Comparing presentation styles (1 x 5 points): This synopsis is intended for reflecting on similarities and differences in the presentation of linguistic data and analyses aimed at fellow linguists vs. broader audiences.

d. Reflecting on the course (1 x 5 points): This synopsis reflects the contents of and your progress throughout the course. In what ways has your academic writing developed, what aspects of the class have been the most challenging for you, and how do you evaluate different styles of presentation (oral, written) for the types of audiences (specialists, broad audience).

2. Peer reviewing (10 points): At five points in the semester, you will be asked to review the synopses of three of your fellow students (they will also read your work) and write around 200-250 words with your evaluation of their writing (content, style) and suggestions for improvement (2 points each). Your feedback will be returned to the student in question and will be discussed in groups of four students in class, each of whom have read each other's work. This feedback forms the basis for revision before students turn in final version of the respective synopses. On top of bringing the feedback to class, you should upload it on Carmen before class to document that you have written feedback. However, the content will typically not be commented on by the instructor.

2. Presentation for specialists (15 points): This is a short oral presentation (around 10 minutes plus 5 minutes discussion, though subject to change based on the number of students taking the class) on a topic of your choice that introduces a debate in a linguistic subfield to a specialist audience; it should discuss a relevant dataset and review existing analytical approaches to these data. This presentation can, but need not, form the basis of your final project. You will be judged both regarding the content (accurate representation of facts and existing work, as well as your

own evaluation of the literature) and the style of your presentation (clarity, rhetoric, adherence to time limit).

3. Presentation for broad audience (YouTube-style, 15 points): This is a short YouTube-video (max. 5 minutes) on a linguistic topic of your choice that introduces a debate in a linguistic subfield to a broad audience; the main goal is to convey in general terms why linguists are interested in a given topic, and how this research contributes to gaining a broader understanding of how language works (e.g., as a formal system, its role in society, etc.). Your video should introduce a relevant topic and review existing approaches in a manner that is accessible to non-specialists interested in language (the topic can but need not be different from the one chosen for your specialist presentation). This will sometimes require you to simplify data without distorting them (of course, we will practice this in class). Again, you will be judged both regarding the content (accessible but accurate representation of contents) and the style of your presentation (clarity, rhetoric, adherence to time limit). You will post it on Carmen for your peers to view and to give you feedback (see Participation for a brief description of the structure of the feedback). (Note that, while the video should be filmed in a YouTube-friendly manner, you are not expected to post it on YouTube.)

4. Final Project: Introduction (20 points): The final project is a paper of around 1000-2000 words that aims to function as an introduction to a Linguistics paper on a topic of your choice (either based on topics discussed in the class or your own topic). The goal is to write an introduction that makes it clear to a reader why they should be interested in the topic in question, how this paper contributes to debates in a given field, i.e., by giving the reader a general idea of the existing literature, with a focus on what issues have not yet been settled, and how said paper will contribute to this debate. That said, for this assignment, you will not have to worry about developing a game-changing analysis of a given phenomenon; rather, this is about learning to find the right rhetoric in getting a reader interested in your writing in the first place.

5. Participation (10 points): For attendance policy, see 'Class Attendance Policy' below. As to class participation, what I ask of you is to come prepared by doing the readings and watch visual materials, to be engaged with the materials discussed in class, to actively work on in-class exercises, to engage in discussions with your classmates when doing group work, and to provide feedback to your peers in class and on Carmen. In some weeks, materials will be assigned for the whole week – in such cases, you should prepare them for the first class of the week. In addition to the materials mentioned in the syllabus, I will sometimes assign small, non-graded exercises between classes (typically between the first and the second class meeting of a given week); such exercises will always be explicitly assigned in class and included in summary posts on Carmen after class (same day).

I strongly encourage all of you to ask questions during class, but this will not be part of the grade. Furthermore, under normal circumstances, I will not randomly call on people; however, I still (obviously) expect you to pay attention during class. Lastly, I will allow you to use electronic devices during class (for note-taking and other class-related things), but you shouldn't use it for social media or other entertainment purposes (note that this can also distract people around you). If you follow the guidelines outlined here and in the attendance policy, you will receive full credit.

Late assignments

If you can anticipate that you will have difficulties completing an assignment on time for a solid, documented reason, please get in touch with me at least 24 hours before the deadline, so that we can discuss the possibility of an extension. If an exceptional situation arises on short notice, please get in touch with me at your earliest convenience. Barring such circumstances, late assignments will not be accepted.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions*Student participation requirements*

Coming to all classes is highly encouraged. However, should you miss more than 3 classes, your participation grade may be affected. Also note that while participation is 10% of your total grade, having 7 or more unexcused absences negatively affects ability to complete required in class activities, and will result in a failing grade (see below). To excuse an absence, please send me a message before class indicating that you will not be able to make it; I do **not** expect you to provide a reason. If you cannot write to me before class and would still like to be excused, contact me at your earliest convenience after the meeting.

If you have to miss an extended period of time for reasons beyond your control (such as health issues), please get in touch with me, so that we can think about the best way to move forward.

10% of your grade (10 points) is based on participation in the course. Deductions are applied as follows:

- 3 unexcused absences - no effect on grade
- 4 unexcused absences - 3 point deduction
- 5 unexcused absences - 7 point deduction
- 6 unexcused absences - 10 point deduction
- 7 or more unexcused absences - "E" grade for the course (failure)

All class materials will always be made available on the Carmen Website. If you must miss a class, it is your responsibility to access this site to keep up with course content and assignments.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using grammar, spelling, and punctuation that are appropriate to the style in which you are writing. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, everyone will have to submit their own work. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Other course policies*Ohio State's academic integrity policy*

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Students with Disabilities (including COVID)

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#) (Links to an external site), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu (Links to an external site.); 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call

counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

A reminder that other helpful information can be found on the Safe and Healthy Teaching website: <https://safeandhealthy.osu.edu/information/faculty-and-staff/teaching>.

Course schedule

This is a sample schedule. The exact order of modules is to be determined by the respective instructors. Tuesday and Thursday are stipulated days; any other common combination of weekdays is possible.

W	Day	Topics	Readings to be prepared	Assignments
1	(T)	Basics of argument construction and academic writing	Introduction, getting to know each other	
	(R)		Booth et al., Ch. 1 and 2	
2	(T)	Writing and presenting for a specialist audience (basics)	Text on argument construction: https://ohiostate.pressbooks.pub/choosingsources/ (Ch. 9)	Synopsis 1: Takeaways Week 1
	(R)		Video on academic writing: https://www.youtube.com/watch?v=vtIzMaLkCaM	Peer review: Synopsis 1
3	(T)	Writing and presenting for a specialist audience (topics, research questions, scientific discourse)	Booth et al. Ch. 3 & 4	Turning in revised Synopsis 1 (graded)
	(R)			
4	(T)	Data description and analysis	Dataset 1	Synopsis 2: Takeaways Week 2 & 3
	(R)			Peer review: Synopsis 2
5	(T)	Data description and analysis	Dataset 2	Turning in revised Synopsis 2 (graded)

	(R)			
6	(T)	Literature Review (theoretically oriented)	Booth et al. Ch. 14, review section theoretical paper	Synopsis 3: Description and analysis of a dataset
	(R)			Peer review: Synopsis 3
7	(T)	Literature Review (experimentally oriented)	Review section experimental paper	Turning in Synopsis 3 (graded)
	(R)			
8	(T)	Presenting for a specialist audience	https://www.sfu.ca/~jefpell/Ling480/ParberryMembrane.pdf	Synopsis 4: Literature review
	(R)		Jennifer Cole: Unlocking prosody: Discovering structured variation and rich context effects https://www.youtube.com/watch?v=_PZmXwmx-b-Q	Peer review: Synopsis 4
9	(T)	Presenting and writing for a broad audience	LSA 5-minute Linguist: https://www.youtube.com/watch?v=Ap0qKC-y4ZI	Turning in Synopsis 4 (graded)
	(R)		Kathryn Campbell- Kibler's TEDxOSU talk: Accents – where and why? https://www.youtube.com/watch?v=Uv6tBcJfY0	
10	(T)	Oral presentation for specialists	None (except your own presentation)	Presentation
	(R)			Presentation
11	(T)	How to write a paper: organization, introduction, and conclusion	Booth et al.: Ch. 12 & 13	Synopsis 5: Presenting for specialists and broad audiences
	(R)			Peer review: Synopsis 5
12	(T)	How to write a paper: organization, introduction, and conclusion	Booth et al. Ch. 16	Turning in Synopsis 5 (graded)
	(R)			
13	(T)	Presenting YouTube videos	None (except your own video)	Submit Youtube video
	(R)			

14	(T)	Summary and reflection	None	Synopsis: Reflection paper (graded)
	(R)			
Finals week: Final project due				

CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 9-7-22)

<p>Goal 1: <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p>	<p>Goal 2: <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p>	<p>Goal 3: <i>Formulate a well-organized, well-supported argument.</i></p>	<p>Goal 4: <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p>	<p>Goal 5: <i>Engage in original research.</i></p>	<p>Goal 6: <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p>
<p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p>Beginning 2000 Intro to Linguistics 2051 Analyzing the Sounds of Lang 3701 Lang & the Mind</p>	<p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p>
<p>Intermediate 3000 Writing for Linguistics 3401 Words & Meanings 3502 ConLangs 3701 Lang & the Mind 3802 Lang & Computers 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change</p>	<p>Intermediate 2001 Lang & Formal Reasoning 2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, & Ethnicity in the US 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change</p>	<p>Intermediate 2367.01 Lang, Sex, & Gender 2367.02 Lang & Advertising 3000 Writing for Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind</p>	<p>Intermediate 2367.01 Lang, Sex, & Gender 3501 American Indigenous Languages 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change 3902 Lang Endangerment & Death</p>	<p>Intermediate 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind</p>	<p>Intermediate 2367.02 Lang & Advertising 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3605 Lang & Social Justice Ling3801 Codes & Code-Breaking 3802 Lang & Computers 3803 Ethics of Language Technology 3902 Lang Endangerment & Death</p>

Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning	Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research	Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research	Advanced 4597.02 Lang & the Law 4601 Lang & the Black Experience 4602 Lang & Belonging 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics	Advanced 4550 Field Methods 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research	Advanced 4052 Linguistics and the Scientific Method 4597.02 Lang & the Law 4780 Undergrad Research Seminar
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