

Term Information

Effective Term Spring 2025
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Overall, we are aiming to change LING 6000: Teaching Introductory Linguistics into a two-course sequence of LING 6011: Teaching Introductory Linguistics I and LING 6012: Teaching Introductory Linguistics II. The present request would convert LING 6000 to the first course in the new two-course sequence.

Several specific changes are being requested for this course:

- (1) Change of course number, title, and description
- (2) Change of grading basis from S/U to letter grade
- (3) Addition of a prerequisite of "Ph.D. student in Linguistics"

What is the rationale for the proposed change(s)?

Please see the attached cover letter for the rationale behind requesting to split one course into a two-course sequence, as well as the other changes listed above.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

To serve as a GTA, Ph.D. students in Linguistics are currently required to take LING 6000 "twice." If the new course structure is approved, this wording will be updated to require LING 6011 followed by LING 6012.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

The new two-course sequence also includes a second course, LING 6012, for which we are submitting a separate new course request.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Linguistics
Fiscal Unit/Academic Org	Linguistics - D0566
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6011
<i>Previous Value</i>	<i>6000</i>
Course Title	Teaching Introductory Linguistics I
<i>Previous Value</i>	<i>Teaching Introductory Linguistics</i>
Transcript Abbreviation	Teach Intro Ling 1
<i>Previous Value</i>	<i>Teach Intro Lingst</i>
Course Description	Trains instructors in the techniques and materials used to teach introductory linguistics courses, including student learning, backward course design, course planning and syllabus development, and teaching and assessment.
<i>Previous Value</i>	<i>Designed to train instructors in the techniques and materials used to teach introductory linguistics courses.</i>

Semester Credit Hours/Units Fixed: 1

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
[Previous Value](#) [Satisfactory/Unsatisfactory](#)
Repeatable No
[Previous Value](#) Yes
[Previous Allow Multiple Enrollments in Term](#) No
[Previous Max Credit Hours/Units Allowed](#) 4
[Previous Max Completions Allowed](#) 4
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Ph.D. student in Linguistics
[Previous Value](#)
Exclusions
[Previous Value](#) Not open to students with credit for Linguist 830.
Electronically Enforced Yes
[Previous Value](#) No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0102
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

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

- Describe the process of backward course design
- Understand and discuss key factors involved in student learning
- Identify and formulate learning objectives at the level of both a course and an individual class session
- Plan and teach an introductory lesson on a core topic in linguistics
- Explain core linguistic concepts at the level appropriate to an introductory course
- Design teaching materials and initial assessments associated with a class session
- Articulate what makes for a successful class session on the basis of class observation

Previous Value

Content Topic List

- Linguistic pedagogy
- Philosophy of teaching
- Course planning and design
- OSU policies and procedures

Sought Concurrence

No

Attachments

- Ling6011_SampleSyllabus.pdf: Syllabus
(Syllabus. Owner: McCullough, Elizabeth Ann)
- LING6000_change-request.docx: Cover letter with rationale
(Cover Letter. Owner: McCullough, Elizabeth Ann)
- Ling6000_syllabus_SP24.pdf: Syllabus for LING 6000 (SP)
(Syllabus. Owner: McCullough, Elizabeth Ann)
- Ling6000_syllabus_SU24.pdf: Syllabus for LING 6000 (SU)
(Syllabus. Owner: McCullough, Elizabeth Ann)

Comments

- LING 6000 has slightly different syllabi when offered in SP (to become LING 6011, per this request) and SU (to become LING 6012, submitted as a separate request). I have now included both. *(by McCullough, Elizabeth Ann on 09/19/2024 04:37 PM)*
- Could you please upload the syllabus for the current Linguistics 6000? *(by Vankeerbergen, Bernadette Chantal on 09/19/2024 01:18 PM)*

COURSE CHANGE REQUEST
6011 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/26/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McCullough, Elizabeth Ann	09/03/2024 09:26 AM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	09/03/2024 09:29 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/19/2024 01:18 PM	College Approval
Submitted	McCullough, Elizabeth Ann	09/19/2024 04:37 PM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	09/19/2024 04:38 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/26/2024 02:12 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/26/2024 02:12 PM	ASCCAO Approval

RATIONALE FOR COURSE CHANGE REQUEST

Change LING 6000: Teaching Introductory Linguistics into a two-course sequence:

LING 6011: Teaching Introductory Linguistics I +

LING 6012: Teaching Introductory Linguistics II

Splitting one course, LING 6000, into a two-course sequence of LING 6011 and LING 6012

The rationale for this overall change is to make our departmental course requirements and structure more transparent for graduate students and their advisors, and to better align the stated structure of the course(s) with how they have been taught over the last several years.

This course developed from what was previously LING 830 under the quarter system, taught in Spring quarter. In the change to semesters, course loads for graduate students made putting the full course in SP unworkable, but certain elements of the course, such as class observations, had to be completed while the department's undergraduate courses were in session in SP semester. This motivated the original "splitting" of the course over SP and SU terms, which continues to work well for our program.

Department-internal requirements currently specify that in order to be eligible for a GTA position, a Ph.D. student needs to take LING 6000 "twice," once in SP and once in SU, usually of the student's first year. The SP and SU iterations of LING 6000 share a main set of course goals and function as a unit, but cover different topics and have different requirements and learning objectives. Changing the course and department-internal requirements to LING 6011 and LING 6012 will make this structure much clearer.

Create LING 6012 as a 2 credit hour course

Making LING 6012 worth 2 credit hours instead of 1 (as the SU iteration of LING 6000 was) better matches up with the amount of time students are required to spend in in-class instruction and homework in the SU term.

Use grading basis of letter grade for both LING 6011 and LING 6012

There are two rationales for the change in grading basis. First, it adds clarity about the types of assignments and expectations for the amount of work required for each, and will allow student work to be assessed on quality and its meeting of expectations more clearly than a simple satisfactory-completion basis allows. Second, this will allow the class to be eligible for approval as a "Discipline-based Teaching Course in Home Department" as required for the "College and University Teaching Graduate Certificate," which we would like our students to be able to pursue, if desired.

Add prerequisites to both LING 6011 and LING 6012

The rationale for the addition of the "Ph.D. student in Linguistics" requirement is that our course is specifically designed for Ph.D. students in our program and would not be relevant for other students, outside of exceptional circumstances. The rationale for the addition of LING 6011 as a pre-requisite for LING 6012 is that it clarifies their relationship as a two-course sequence.

Linguistics 6011

Teaching Introductory Linguistics I

SP 20XX; 1 credit hour

Friday 12:45–2:05 pm, Classroom XXX

Instructor: Hope Dawson
email: dawson.165@osu.edu
Mail Box: 121 Oxley Hall

Office: 114 Oxley Hall
Phone: (614) 292-5420 (office)

Office hours: XXX, and by appointment.

Required Materials:

How Learning Works: Seven Research-Based Principles for Smart Teaching, by Susan Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman. 2010. San Francisco: Jossey-Bass. Available online via OSU Libraries; see Carmen for links.

Language Files, 13th Edition. Ed. by Hope Dawson, Antonio Hernandez, and Cory Shain. 2022. The Ohio State University Department of Linguistics. OSU Press. Available from Linguistics Department.

Other readings will be posted on Carmen and/or available through the library website.

Course Prerequisites:

Ph.D. student in LING or permission of instructor.

Course Objectives & Expected Learning Outcomes:

This is the first part of a two-course sequence, with part I in Spring semester (1 credit) and part II in the Summer session (4-week Session 1; 2 credits). The specific purpose of this course sequence is to prepare you to teach undergraduate courses in Linguistics; while issues relevant to teaching in the Linguistics Department here at Ohio State will be targeted as appropriate, the class will prepare you to design and teach a course in any higher education context. Our discussion and application of the teaching process will be centered on our introductory course (LING 2000, "Introduction to Linguistics") as an exemplar, but our broader focus will be on pedagogy more generally and a variety of undergraduate courses in linguistics.

Our specific focus in the Spring term will be on learning the foundations of teaching and learning, including backward course design and the fundamentals of student learning. Students will also learn about lesson planning and how to run a class session, both in theory and in practice, through the observation of undergraduate courses and preparing and presenting a practice lesson. At the end of the term, successful students will be able to:

- describe the process of backward course design
- understand and discuss key factors involved in student learning
- identify and formulate learning objectives at the level of both a course and an individual class session
- plan and teach an introductory lesson on a core topic in linguistics
- explain core linguistic concepts at the level appropriate to an introductory course
- design teaching materials and initial assessments associated with a class session
- articulate what makes for a successful class session on the basis of class observation

COURSE REQUIREMENTS & GRADING:

Grade components:

- | | |
|---|-----------|
| a. Class Attendance, Participation, & Readings | 20 points |
| b. Class Observation Reports (2 × 15 points) | 30 points |
| c. Short Written Assignments | 5 points |
| d. Practice Teaching Topic & Goals, Presentation, & Materials | 20 points |
| e. Practice Teaching Reflection & Analysis | 20 points |
| f. Practice Assessment Materials | 5 points |

Grading Scale: Letter grades are assigned following the standard OSU grading scale:

A	A-	B+	B	B-	C+	C	D+	D	E
93.0- 100 pts	90.0- 92.9 pts	87.0- 89.9 pts	83.0- 86.9 pts	80.0- 82.9 pts	77.0- 79.9 pts	70.0- 72.9 pts	67.0- 69.9 pts	60.0- 66.9 pts	Below 60 pts

Class Attendance, Participation, and Readings: Attendance at all meetings (barring the normal emergency situations etc.) is required. You are expected to have done the assigned readings before class and to come prepared to discuss or work with the subject matter; and you are expected to be an active and focused participant in all class discussions and activities, to give good feedback to your fellow students, and to contribute whenever asked.

Readings will regularly be assigned each week. Some of these will be from pedagogical textbooks, and others will be pedagogical articles, particularly in the first half of the semester. We will also be reading chapters from *Language Files* and other linguistics-related materials. Please make sure you have done the readings and come to class prepared to discuss them; specific guidance and discussion questions will often be posted on Carmen along with the reading assignment.

Observations of Classes & Class Observation Reports: You will observe two separate undergraduate class sessions in the Linguistics Department during the Spring semester, taught by two different GTAs. One of the classes should be a section of LING 2000 or whatever class you are scheduled to teach next year; the second may also be 2000, but it can also be any other 2000- or 3000-level class taught by a graduate student (ideally, one that you are likely to teach at some point). The first observation should be completed by the end of week 8 (Friday 3/XX); the second should be completed by the end of week 13 (Friday 4/XX).

A **1(full)–2-page** Class Observation Report for each class you observe will be due within a week of the observation. What to look for when observing classes and what needs to be included in this report will be detailed in a separate handout and discussed in class. Reports will be submitted via Carmen.

Short Written Assignments: Other short written assignments will be given throughout the semester. Details will be provided in class and posted on Carmen. These assignments will be completed through Carmen and will be due before class at the time specified.

Practice Teaching Presentation: Each of you will be planning and conducting a short practice class lesson (c. 40 min) on a core topic in Linguistics. Though shorter than a normal class, this should be designed as if it were part of an actual undergraduate class session, with teaching materials, appropriate learning activities, opportunities for student participation, etc. In addition to the teaching session itself, the following accompanying assignments are required:

- By the end of the day (11:59 pm) on Tuesday before your Friday presentation, you will submit your **Topic & Goals** on Carmen—i.e., the specific topic(s) you will be covering and any required reading or pre-assignment for the students—and you will identify at least three learning objectives.
- Within a week after the class session (by 11:59 pm Friday), you will submit via Carmen your:
 - **Lesson Plans and other Materials** from your practice teaching presentation (e.g. slides, exercises, notes)
 - **Teaching Reflection & Analysis** (1(full)–2 pages; see Carmen for details).

Practice Assessment Materials: You will be creating two questions or assignments of some sort (one closed-book, one open-book) based on the topics covered in your practice teaching session, designed to assess the learning goals you identified for your lesson. These will be done via a Carmen discussion board and will be due before class at the time specified on Carmen.

GENERAL POLICIES:

Classroom etiquette:

- Plan to come to class on time, and stay for the entire class. If you need to arrive late or leave early, please let me know ahead of time.
- While you may use your laptop to take notes as desired or for other activities relevant to the course, please do not use it for anything else during class (email, Twitter, chat, etc.).
- During our class discussions, listen respectfully to each other, and also be an active participant. In general, please do not talk to your neighbor while I (or anyone else) am talking.
- Please be willing to answer and ask questions, and to actively engage in discussion! It will make class much more fun and interesting for all of us.
- Likewise, please be aware of your peers, and make sure that you are not a “hyper-active volunteer”; we want to make sure that all of you have the opportunity to contribute on a regular basis.

Contacting me:

- I am always willing to answer questions about course material or assignments, so please ask!
- Email is generally the best way to get in contact with me. I will reply to emails within 24 hours on school days. Responses on weekends and holidays will be more sporadic, and note in particular that I will rarely read or respond to emails on Sunday. You are also welcome to stop by my office any time. If I am there and available (i.e. not in a meeting), my door is generally open.

Course website:

Carmen will be used for the course schedule, hosting class materials and readings, providing information about and a place to submit assignments, etc. You are expected to check Carmen regularly for updates on what we’ll be doing in class, details about assignments, etc.

Technology Assistance:

Students can find help with the instructional technology used in this course at the Office of Distance Education and eLearning (ODEE) website: <https://odee.osu.edu/> or at the IT Service Desk.

For help with specific questions, you may contact ODEE at 614-292-8860 or via email at odee@osu.edu. You may also get help *at any time* by visiting the service desk at https://osuitsm.service-now.com/selfservice/help_splash.do or calling the technical support line for assistance for help with a technical problem: 614-688-HELP (4357).

Weather or other short-term closing:

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. Communication will be via Carmen and email.

Students with Special Needs:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Academic Integrity:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have **any** questions about the above policy or what constitutes academic misconduct in this course, please ask!

Academic Misconduct:

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/>. Should you have any

questions about this issue or if you are unsure as to whether a certain action constitutes a violation of this code, please consult me.

Artificial Intelligence and Academic Integrity:

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Copilot, Gemini, and others. These tools will help shape the future of work, research, and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Specifically, students are not to use unauthorized assistance on any course assignments unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

Student 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 <http://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 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

I also recommend that all students familiarize themselves with the services provided by OSU's Student Advocacy Center, <http://advocacy.osu.edu>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.

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 at titleix@osu.edu.

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon

protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

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.

Tentative schedule:

This schedule is subject to change, and some specific topics and assignments will be filled in over the course of the semester after practice teaching sessions are scheduled. Any changes will be announced in class and posted on Carmen. Please complete the readings **before** each particular class period.

HLW: How Learning Works; LF: Language Files 13

Week	Date	Topics	Readings	Assignments due/Presentations
Week 1	1/12 (F)	Introduction; Teaching Contexts: OSU, Ling Dept		
Week 2	1/19 (F)	Student Expectations of Instructors; Teaching Persona; Class Observations	Trammell & Aldrich 2016; Yoo et al. 2013	
Week 3	1/26 (F)	Course Design	Fink 2005	
Week 4	2/2 (F)	Learning Objectives; Backward Design	Wiggins & McTighe 2005	<i>Collect course ELOs from syllabi on Carmen</i>
Week 5	2/9 (F)	Student Learning: Prior Knowledge	<i>HLW</i> Ch. 1	
Week 6	2/16 (F)	Student Learning: Knowledge Organization	<i>HLW</i> Ch. 2	
Week 7	2/23 (F)	Student Learning: Motivation	<i>HLW</i> Ch. 3; <i>LF</i> Introduction	
Week 8	3/1 (F)	Planning a Lesson	Milkova; <i>LF</i> Ch. 1	<i>Identify learning goals for LF 1</i> <i>Observe 1st class by Fri 3/1</i>
Week 9	3/8 (F)	Student Learning: Mastery	<i>HLW</i> Ch. 4	<i>Observation report 1 due by Fri 3/8</i>
SPRING BREAK: MON. 3/11–FRI. 3/15				
Week 10	3/22 (F)	Practice Teaching Session(s)	<i>LF</i> , TBA	Presentation(s) TBA
Week 11	3/29 (F)	Practice Teaching Session(s)	<i>LF</i> , TBA	Presentation(s) TBA
Week 12	4/5 (F)	Practice Teaching Session(s)	<i>LF</i> , TBA	Presentation(s) TBA
Week 13	4/12 (F)	Practice Teaching Session(s)	<i>LF</i> , TBA	Presentation(s) TBA <i>Observe 2nd class by Fri 4/12</i>
Week 14	4/19 (F)	Debrief & Assessments; Wrap up and looking ahead	TBA	<i>Practice Teaching Assessment Qs due</i> <i>Observation report 2 due by Fri 4/19</i>
Teaching Materials and Teaching Reflection & Analysis due one week after your practice teaching session				

Reading List

- Fink, L. Dee. 2005. Integrated course design. IDEA Paper #42. Manhattan, KS: IDEA Center.
https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/Idea_Paper_42.pdf
- Milkova, Stiliana. n.d. Strategies for effective lesson planning. Ann Arbor: Center for Research on Learning and Teaching, University of Michigan. https://crlt.umich.edu/gsis/p2_5
- Trammell, Beth A., and Rosalie S. Aldrich. 2016. Undergraduate students' perspectives of essential instructor qualities. *Journal of the Scholarship of Teaching and Learning* 16.15–30.
<https://doi.org/10.14434/josotl.v16i1.19178>.
- Wiggins, Grant, and Jay McTighe. 2005. Backward design. *Understanding by Design*, 2nd edn., Ch. 1., 13–34. Upper Saddle River, NJ: Pearson Education. https://proxy.lib.ohio-state.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=133964&site=ehost-live&ebv=EB&ppid=pp_13
- Yoo, Julia H.; Diane L. Schallert; and Marilla D. Svinicki. 2013. Effective teaching in an age of accountability: Mapping the views of college students and instructors. *Journal on Excellence in College Teaching* 24.107–31. <https://proxy.lib.ohio-state.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=95264026&site=ehost-live>

Linguistics 6000
Teaching Introductory Linguistics
Spring 2024

Friday 12:45–2:05 pm, Oxley 103 (for now)

Instructor: Hope Dawson
e-mail: dawson.165@osu.edu
Mail Box: 121 Oxley Hall

Office: 114 Oxley Hall
Phone: (614) 292-5420 (office)
(614) 893-1828 (cell)

Office hours: T 11:15 am – 12:15 pm, R 10:00–11:00 am, and by appointment.

Required Materials:

Language Files, 13th Edition. Ed. by Hope Dawson, Antonio Hernandez, and Cory Shain. 2022. The Ohio State University Department of Linguistics. OSU Press.

Other readings will be posted on Carmen and/or available through the library website.

Course Objectives: This is a two-part course, with part 1 in Spring semester and part 2 in the May session (1 credit each). The purpose of this course is to prepare you to teach undergraduate courses in Linguistics; we will specifically target issues relevant to teaching in the Linguistics Department here at Ohio State, but the general principles will be applicable in any college/university setting. We will discuss the teaching process and apply it to the context of our introductory course (Linguistics 2000, “Introduction to Linguistics”) as an exemplar, but will also talk about applications to our other undergraduate courses. In addition, we will be learning about course design, as well as other important components of teaching, including syllabus design, managing your classroom, setting class policies, assessment, etc.

You will leave this class at the end of the May session with a syllabus for your upcoming course, and with the ability to plan, create, or modify a course, including knowing how to put together lesson plans and assignments, how to structure class periods, and how to assess student progress. While these skills will generally be targeted at the 2000 course content, you should be able to apply them to any course you might teach in the future (since 2000 provides an introduction to and overview of the field of linguistics, much of the content we cover will be relevant to some extent in any linguistics course). We will also look at the other undergraduate courses in our department, what they cover, how they are similar to or different from 2000 in their course design, etc., as well as learn about important policies and procedures specific to teaching at Ohio State and in our department that you will be implementing in your own courses.

Course Requirements for Spring semester:

This course is graded S/U, or satisfactory/unsatisfactory. To pass the course with an S you will need to complete all requirements satisfactorily (see below).

Attendance and Participation: This class will be very hands on, and attendance at all meetings (barring the normal emergency situations etc.) is thus required. You are expected to have done the assigned readings before class and to come prepared to work with the subject matter; and you are expected to be an active and focused participant in all class discussions and activities, to give good feedback to your fellow students, and to contribute whenever asked.

Readings: Readings will regularly be assigned each week. Some of these will be from pedagogical textbooks, and others will be short pedagogical articles, particularly in the first half of the semester. We will also be reading chapters from *Language Files* and other class-related materials. Please make sure you have done

the readings and come to class prepared to discuss them; specific guidance and discussion questions will often be posted on Carmen along with the reading assignment.

Observations of classes: You will observe two separate classes in our department during the spring semester, taught by two different GTAs. One of the classes should be a section of 2000 or whatever class it is you are scheduled to teach next semester; the second may also be 2000, but it can also be any other 2000- or 3000-level class taught by a graduate student (ideally, one that you are likely to teach at some point). The first observation should be completed by the end of week 8 (Friday 3/1); the second should be completed by the end of week 13 (Friday 4/12).

A **1(full)–2-page observation report** for each class you observe will be due within a week of the observation. What to look for when observing other classes and what needs to be included in this report will be presented in a separate handout and discussed in an upcoming class.

In-class teaching practice: Each of you will be planning and conducting a shorter class session (c. 45 min) this semester. By the end of the day on Tuesday before your Friday presentation, you will submit a specific topic and reading for your lesson, and identify at least three learning objectives. Ideally within a week after your session, you will turn in your **lesson plans and other materials** from your in-class practice teaching, along with a **1(full)–2 page post-session reflection/analysis** (how did it go, what did you feel worked really well, what would you do differently next time, how did you do on judging the amount of material to cover in the given amount of time, etc.). More details and scheduling to follow.

Carmen and other course technology: You will become familiar with using the Carmen course management system and Zoom. We will be working on aspects of Carmen throughout the course, and you will be given short assignments related to this aspect of the course (in Spring and May terms).

Other written assignments: There will be other short (written) assignments given throughout the semester. Details will be provided in class and posted on Carmen.

General Policies:

Classroom etiquette:

- Plan to come to class on time, and stay for the entire class. If you need to arrive late or leave early, please let me know ahead of time.
- While you may use your laptop to take notes as desired, or for other activities relevant to the course, please do not use it for anything else during class (email, Twitter, chat, etc.).
- During our class discussions, listen respectfully to each other, and also be an active participant. In general, please do not talk to your neighbor while I (or anyone else) am talking.
- Please be willing to answer and ask questions, and to actively engage in discussion! It will make class much more fun and interesting for all of us.
- Likewise, please be aware of your peers, and make sure that you are not a “hyper-active volunteer”; we want to make sure that all of you have the opportunity to contribute on a regular basis.

Contacting me:

- I am always willing to answer questions about material or assignments, so please ask!
- Email is generally the best way to get in contact with me. I will reply to emails within 24 hours on school days. Responses on weekends and holidays will be more sporadic, and note in particular that

I will rarely read or respond to emails on Sunday. You are also welcome to stop by my office any time. If I am there and available (i.e. not in a meeting), my door is generally open.

Course website: Carmen will be used for a course schedule, hosting class materials and readings, providing information about and a place to submit assignments, etc. You are expected to check Carmen regularly for updates on what we'll be doing in class, homework assignments, etc.

Weather or other short-term closing: Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. Communication will be via Carmen and email.

Students with Special Needs:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Academic Integrity: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have **any** questions about the above policy or what constitutes academic misconduct in this course, please ask!

Academic Misconduct

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/>. Should you have any questions about this issue or if you are unsure as to whether a certain action constitutes a violation of this code, please consult me.

Artificial Intelligence and Academic Integrity

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All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Specifically, students are not to use unauthorized assistance on any course assignments unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

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 <http://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 <http://suicidepreventionlifeline.org>.

I also recommend that all students familiarize themselves with the services provided by OSU's Student Advocacy Center, <http://advocacy.osu.edu>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.

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 at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon

protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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.

Tentative schedule; other readings etc. TBA

This schedule is subject to change, and specific topics and assignments will be filled in over the course of the semester after practice teaching sessions are scheduled. Any changes will be announced in class and posted on Carmen. Please complete the readings before each particular class period.

Week	Date	Topics	Readings	Assignments due/Presentations
Week 1	1/12 (F)	Introduction Teaching Context: OSU, Ling Dept		
Week 2	1/19 (F)	Student Expectations of Instructors; Teaching Persona; Observations	Readings on Student perspectives on instruction	
Week 3	1/26 (F)	Course Design	"Integrated Course Design"	
Week 4	2/2 (F)	Learning Objectives; Backward design	Readings on Backward Design	
Week 5	2/9 (F)	Student Learning: Prior Knowledge	"How Does Students' Prior Knowledge Affect Their Learning?"	
Week 6	2/16 (F)	Student Learning: Knowledge Organization	"How Does the Way Students Organize Knowledge Affect Their Learning?"	
Week 7	2/23 (F)	Student Learning: Motivation	"What Factors Motivate Students to Learn?"	
Week 8	3/1 (F)	Planning a Lesson	"Strategies for Effective Lesson Planning"	<i>Observe 1st class by Fri 3/1</i>
Week 9	3/8 (F)	Student Learning: Mastery	"How Do Students Develop Mastery?"	<i>Observation report 1 due by Fri 3/8</i>
SPRING BREAK: MON. 3/11–FRI. 3/15				
Week 10	3/22 (F)	Practice Teaching Session	TBA	
Week 11	3/29 (F)	Practice Teaching Session	TBA	
Week 12	4/5 (F)	Practice Teaching Session	TBA	
Week 13	4/12 (F)	Practice Teaching Session	TBA	<i>Observe 2nd class by Fri 4/12</i>
Week 14	4/19 (F)	Wrap up and looking ahead	TBA	<i>Observation report 2 due by Fri 4/19</i>
Finals (Weds. 4/24 – Tues. 4/31)				

Linguistics 6000
Teaching Introductory Linguistics
SU 2024 (3-week term, May 6–24)
MTWRF; 1:00 pm–3:00 pm, Hagerty Hall 045

Instructor: Hope Dawson
e-mail: dawson.165@osu.edu
Office Hours: By appointment
Mail Box: 121 Oxley Hall

Office: 114 Oxley Hall
Phone: (614) 292-5420 (office)
(614) 893-1828 (cell)

Required Materials: *Language Files*, 13th Edition. Ed. by Hope Dawson, Antonio Hernandez, and Cory Shain. 2022. The Ohio State University Department of Linguistics. OSU Press.

Other readings will be posted on Carmen.

Course Objectives & Expected Learning Outcomes: This is the second part of our two-part course. The purpose of this course is to prepare you to teach undergraduate courses in Linguistics; we will specifically target issues relevant to teaching in the Linguistics Department here at Ohio State, but the general principles will be applicable in any college/university setting. We will discuss the teaching process and apply it to the context of our introductory course (Linguistics 2000, Introduction to Linguistics) as an exemplar, but will also talk about applications to our other undergraduate courses, particularly those that you may be scheduled to teach in the future. In addition, we will be learning about course design, as well as other important components of teaching, including syllabus design, managing your classroom, setting class policies, assessment, etc. We will also learn about course modalities and other issues related to teaching technology.

Our specific focus in the May term will be on designing your course for the fall, including creating your syllabus and a fully articulated course plan and learning goals. At the end of the course, students will:

- be able to plan, create, or modify a course
- have created a draft syllabus for their course with fully specified course and topic goals
- understand how to structure class periods and to prepare effective teaching materials and learning activities
- be able to create and evaluate assessments of student progress
- will be able to identify and understand important policies and procedures specific to teaching at Ohio State and OSU Linguistics and be able to implement them in a course.

COURSE REQUIREMENTS FOR SUMMER SESSION:

This course is graded S/U, or satisfactory/unsatisfactory. To pass the course with an S you will need to satisfactorily complete all requirements (see below).

Attendance, Participation, and Readings: Attendance at all meetings (barring the normal emergency situations etc.) is required. You are expected to have done the assigned readings before class and to come prepared to work with the subject matter; and you are expected to be an active and focused participant in all class discussions and activities, to give good feedback to your fellow students, and to contribute whenever asked.

In-class teaching practice: Each of you will prepare and conduct a full practice class session (80 minutes long) on a topic appropriate to the course you will be teaching in the fall. This class session should be designed as for an actual undergraduate class session, with teaching materials, appropriate learning activities, opportunities for student participation, etc. In addition to the teaching session itself, the following accompanying assignments are required:

- Before the session, you will submit your **topic & goals**: i.e. the specific topics you will be covering, any required reading or pre-assignment for the students, and identify at least three learning objectives.
- After the session, you will turn in your:
 - **lesson plans and other materials** from your in-class practice teaching (e.g. slides, exercises, notes)
 - **post-session reflection/analysis** (1(full)–2 pages; see Carmen for details).

Materials for quizzes etc.: We will be doing additional practice with writing quiz/test/discussion questions or ideas for homework/projects, and posting responses to others' prompts. These will be done via the Carmen discussion board.

Language Myth or other relevant assignment: If you are preparing to teach Ling 2000: For a chapter from *Language Myths* or an alternative outside reading, you will create an assignment covering that reading. You will turn in a complete assignment description, as it would be given to the student, along with a 1–2 page write-up of what you would be looking for from a student and a general sense of how you would grade it. A sample answer write-up may be a good way of doing this. If you are preparing to teach a class other than Ling 2000, you will prepare a different assignment that will be relevant for your class: for example, a homework assignment, a paper or presentation prompt and rubric, a quiz, an in-class exercise or discussion, a problem set, etc. You will also be creating a Carmen assignment for it.

Syllabus and course outline (due c. 24 hours before our scheduled meeting at the end of our term): At the end of the course, you will need to turn in a syllabus for the course you are preparing to teach. This must include all of the components of a syllabus in terms of class objectives, learning goals, basic course information, course components/requirements, grading schema, OSU policies, etc. The syllabus must also contain a draft schedule of topics, readings, and other assignments. This will provide you with a template for use in future classes, and for those of you who will be teaching this fall, it will give a big step-up in terms of preparing for that course.

Along with the syllabus, you will also turn in a 2–3-page **Course Goals and General Overview**, in which you will (see Carmen as well for details):

- (1) Identify your overarching course goals and themes and how you plan to meet them: What do you expect the students to have learned by the end of the course, and how will your students be different?
- (2) Identify how you will assess that these goals have been met.
- (3) For **each main topic** that you are going to teach, discuss how it fits into the main goals, and identify the major goals and themes of that topic. What do you expect the students to learn for that topic/unit, and how will you assess that? What sorts of learning activities will you make use of in teaching these topics and assessing learning?

One-on-one meeting: At the end of the term (we will work out the times best for everyone), I will meet with each of you individually to go over your course syllabus and overview, your practice teaching sessions, your plans for teaching, etc.

Carmen (Canvas) & Zoom: You will become familiar with using the Carmen course management system. We will be learning how to build a course and assignments in CarmenCanvas and will discuss some basics aspects of how to use Zoom as an instructional tool.

Quizzes and training: You will be completing the Ling 2000 assessment quizzes, and also a FERPA tutorial.

General Policies:

Classroom etiquette:

- Plan to come to class on time, and stay for the entire class. If you need to arrive late or leave early, please let me know ahead of time.
- While you may use your laptop to take notes as desired, or for other activities relevant to the course, please do not use it for anything else during class (email, Twitter, chat, etc.).
- During our class discussions, listen respectfully to each other, and also be an active participant. In general, please do not talk to your neighbor while I (or anyone else) am talking.
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Course website: Carmen will be used for a course schedule, hosting class materials and readings, providing information about and a place to submit assignments, etc. You are expected to check Carmen regularly for updates on what we'll be doing in class, homework assignments, etc.

Technology Assistance: Students can find help with the instructional technology used in this course at the Office of Distance Education and eLearning (ODEE) website: <https://odee.osu.edu/> or at the IT Service Desk.

For help with specific questions, you may contact ODEE at 614-292-8860 or via email at odee@osu.edu. You may also get help *at any time* by visiting the service desk at https://osuitsm.service-now.com/selfservice/help_splash.do or calling the technical support line for assistance for help with a technical problem: 614-688-HELP (4357).

Weather or other short-term closing: Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. Communication will be via Carmen and email.

Students with Special Needs: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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Artificial Intelligence and Academic Integrity: There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

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Student 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.

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I also recommend that all students familiarize themselves with the services provided by OSU's Student Advocacy Center, <http://advocacy.osu.edu>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.

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 at titleix@osu.edu.

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

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Tentative schedule; other readings etc. on Carmen (LF: Language Files)

Week	Date	Topics	Present	Assignments & Readings due
Week 1	5/6 (M)	Course Design & Goals Revisited; Introduction to the Syllabus; Designing Course Components;		
	5/8 (W)	Syllabus Design & Components; Course Modalities; Lecture, Discussion, & Groupwork		Readings on Carmen
	5/9 (R)	Assignments & Testing: Assessing student learning; GE Assessments (e.g. Ling 2000/2051); Student Papers & Presentations		Readings on Carmen <i>Phonology & Syntax assessments due</i>
	5/10 (F)	Morphology & Syntax; Introduction to Carmen (Canvas)	Bring laptop	Re-skim LF 4, 5; Read/watch Carmen materials
Week 2	5/13 (M)	Semantics & Pragmatics; Teaching Formalism		Skim LF 6 & 7 Teaching formalisms brainstorming
	5/14 (T)	Sociolinguistics; Teaching Diversity	Emily	Skim LF 10 & 11 <i>Socio assessment due</i>
	5/15 (W)	Psycholinguistics; Computational Linguistics	Yi-Chien	Skim LF 9 & 16
	5/16 (R)	Language Acquisition; Computational Linguistics	Tomiris	Skim LF 8
	5/17 (F)	Language Change; Language Contact; Upper-Level Courses w/ no Prereqs	Chaeli	Skim LF 12, 13
Week 3	5/20 (M)	FERPA; SLDS & Other Student Services; LOC		<i>Practice Teaching Assessment Qs due</i> <i>Schedule meeting</i> Read LOC Handout, SLDS materials
	5/21 (T)	COAM; Sexual Misconduct; Grading & Feedback; Evaluations & Student Feedback		<i>Q follow-ups due</i> Readings on Carmen Read COAM materials
	5/22 (W)	The Ling Major & Minor; Advising Offices & Reports; Registrar; Buckeyelink; Classroom Services; Drake Institute & Teaching Support		Readings on Carmen
	5/23-24 R-F	Final Meetings		<i>FERPA tutorial due</i> <i>LM/Other assignment due</i>

Due by c. 24 hours before our final meeting:

- Teaching Materials
- Teaching Reflection
- Syllabus
- Course Goals and General Overview