

Term Information

Effective Term Spring 2025

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 6012
Course Title Teaching Introductory Linguistics II
Transcript Abbreviation Teach Intro Ling 2
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.
Semester Credit Hours/Units Fixed: 2

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 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 6011 and Ph.D. student in Linguistics
Exclusions
Electronically Enforced Yes

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

- Understand how to structure class periods and to prepare effective teaching materials and learning activities
- Be able to plan and teach a class session on a topic in linguistics
- Be able to create and evaluate different types of assessments targeting the learning objectives of an individual class session and of a course
- Be able to plan, create, or modify a course
- Have developed a draft syllabus for a course
- Have articulated fully specified learning goals for the course and its major topics
- 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

Content Topic List

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

Sought Concurrence

No

Attachments

- Ling6012_SampleSyllabus.pdf: Syllabus
(Syllabus. Owner: McCullough, Elizabeth Ann)
- LING6000_change-request.docx: Cover letter with rationale
(Cover Letter. Owner: McCullough, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McCullough, Elizabeth Ann	09/03/2024 09:28 AM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	09/03/2024 09:29 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/26/2024 02:13 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 02:13 PM	ASCCAO Approval

Linguistics 6012

Teaching Introductory Linguistics II

SU 20XX (4-week Session 1); 2 credit hours

1:00–3:00 pm (See schedule for days), 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:

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:

LING 6011; Ph.D. student in LING or permission of instructor.

Course Objectives & Expected Learning Outcomes:

This is the second part of our two-part course. 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 Summer term will be on designing your course for Autumn semester, including the development of a syllabus and a fully articulated course plan and learning goals, and preparing you to teach a course at OSU. At the end of the term, successful students will:

- understand how to structure class periods and to prepare effective teaching materials and learning activities
- be able to plan and teach a class session on a topic in linguistics
- be able to create and evaluate different types of assessments targeting the learning objectives of an individual class session and of a course
- be able to plan, create, or modify a course
- have developed a draft syllabus for a course
- have articulated fully specified learning goals for the course and its major topics
- 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 & GRADING:**Grade components:**

a. Class Attendance, Participation, & Readings	15 points
b. Practice Teaching Topic & Goals, Presentation, & Materials	15 points
c. Practice Teaching Reflection & Analysis	15 points
d. Practice Assessment Materials	5 points
e. Quizzes & Training	5 points
f. <i>Language Myth</i> or other relevant assignment	5 points
g. Syllabus and Course Outline	20 points
h. Course Goals and General Overview	20 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 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. Specific guidance and discussion questions will often be posted on Carmen along with reading assignments.

Practice Teaching Presentation: Each of you will prepare and conduct a longer practice class session (60 minutes) on a topic appropriate to the course you will be teaching in Autumn. 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 class session (by 11:59 pm on the day specified), 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 session (by 11:59 pm on the day specified), 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: We will be doing additional practice with creating assignments that assess the learning goals of your teaching sessions, and you will also be posting feedback to other students' prompts. These will be done via a Carmen discussion board and will be due before class at the time specified on Carmen.

Quizzes and training: You will be completing the LING 2000 assessments (on Carmen) and also a FERPA tutorial (via Buckyelearn). Details and due dates on Carmen.

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. (Due via Carmen c. 24 hours before our scheduled meeting at the end of our term)

Syllabus and Course Outline: You will create and submit a draft syllabus for the course you are preparing to teach in Autumn (or think you may teach in the future). This must include all of the normal components of a syllabus in terms of basic course information, class objectives, learning goals, 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 practice and a template for preparing course syllabi in general, and for those of you who will be teaching this next year, it will give a big step-up in terms of preparing for that specific course. (Due via Carmen c. 24 hours before our scheduled meeting at the end of our term)

Course Goals and General Overview: Along with the syllabus, you will also submit a 2–3-page, more detailed description of your course goals and a general course overview, in which you will do the following: (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 CarmenCanvas 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 CarmenZoom as an instructional tool.

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. Note: *LF: Language Files 13*

Week	Date	Topics	Present	Assignments & Readings due
Week 1	5/7 (T)	Course Design & Goals Revisited; Introduction to the Syllabus; Designing Course Components		
	5/9 (R)	Syllabus Design & Components 2; Course Modalities; Lecture & Discussion		Readings on these topics on Carmen
	5/10 (F)	Assignments & Testing: Assessing student learning; GE Assessments		Readings on these topics on Carmen <i>Phonology & Syntax assessments due</i>
Week 2	5/13 (M)	Linguistics Topic(s) TBA; Active Learning	NAME	<i>LF Ch. TBA;</i> Readings on these topics on Carmen
	5/14 (T)	Linguistics Topic(s) TBA; Introduction to CarmenCanvas	NAME	<i>LF Ch. TBA;</i> Readings on these topics on Carmen
	5/16 (R)	Linguistics Topic(s) TBA; Teaching Formalisms	NAME	<i>LF Ch. TBA;</i> <i>Teaching formalisms brainstorming</i>
	5/17 (F)	Linguistics Topic(s) TBA; Teaching Diversity	NAME	<i>LF Ch. TBA;</i> <i>Socio assessment due</i>
Week 3	5/20 (M)	Linguistics Topic(s) TBA; Student Papers & Presentations	NAME	<i>LF Ch. TBA;</i> Readings on these topics on Carmen
	5/22 (W)	Linguistics Topic(s) TBA; Upper-Level Courses w/ no Prereqs	NAME	<i>LF Ch. TBA;</i> <i>Courses w/out prereqs brainstorming</i>
	5/24 (F)	FERPA; SLDS & Other Student Services; LOC		<i>Practice Teaching Assessment Qs due</i> Read LOC Handout, SLDS materials
Week 4	5/28 (T)	COAM; Sexual Misconduct; Grading & Feedback		<i>Assessment Q follow-ups due</i> Readings on these topics on Carmen
	5/29 (W)	Evaluations & Student Feedback; The Ling Major & Minor; Other OSU services and resources		Readings on these topics on Carmen <i>Schedule meeting</i>
	5/30 R- -31 F	Final Meetings		<i>FERPA tutorial due Thursday</i>

Due one week after your practice teaching session

- Teaching Materials
- Teaching Reflection & Analysis

Due by c. 24 hours before our final meeting:

- Syllabus
- Course Goals and General Overview
- *Language Myth*/Other relevant assignment

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.