

## RESEARCH METHODS IN SPANISH LINGUISTICS

### INSTRUCTOR

**Instructor:** Kendra V. Dickinson, PhD

**Office:** Academic Building 5171

**E-mail:** kendra.dickinson@rutgers.edu

**Student support hrs:** Tues. 1-2PM, or by appt.

### COURSE INFORMATION

**Course number:** 01:940:365

**Section:** 01

**Format:** In-person

**Day/Time:** T/Th, 3:50-5:10pm

**Location:** AB 5190

### I. COURSE DESCRIPTION

This course provides a broad overview of scientific techniques in linguistics, with particular attention paid to research on the Spanish language. We explore the types of questions that linguists ask to investigate how language functions in society, in the human mind, and as a system in and of itself, while also learning about ethical considerations in language research, and the step-by-step procedures necessary to carry out linguistic research. We will examine the methods and tools linguists use to answer such questions on multiple levels; from how language is processed in the brain, to how humans evaluate language use among themselves, to what makes two sounds different from each other. By the end of the course, students will possess foundational knowledge in linguistic research methods, critical thinking skills of scientific inquiry, and deeper understanding of language as a cognitive and social system.

### II. OBJECTIVES

The course is designed to satisfy the learning goals of the Department of Spanish and Portuguese for the advanced students in Spanish. More information about these goals is available [here](#).

By the completion of this course, students will:

1. Have a broad understanding of the many techniques used by linguists for the scientific study of language.
2. Be able to apply language study techniques used by linguists
  - a. Generate research questions, predictions, and hypotheses
  - b. Design linguistic studies
  - c. Collect linguistic data
  - d. Analyze linguistic analysis
  - e. Draw conclusions from linguistic analyses
  - f. Make connections between linguistic findings and the human mind, the nature of language, society, and more
3. Use critical thinking skills in Spanish and other contexts
  - a. Use analytical and scientific techniques to describe and analyze world languages
  - b. Use academic discourse to comment on linguistic data in an academic register.
4. Demonstrate a broader understanding of the complexity, variability, and systematic nature of the Spanish language.

### III. MATERIALS

Students are *not* required to purchase any books for this course. All required texts, media, etc. will be available on our class's Canvas site. To be successful in this course, students must check Canvas regularly to access all required course content. A full list of bibliographic references for the text used in this course is provided at the end of this document, should anyone want to purchase any of the texts used.

### IV. ASSIGNMENTS AND GRADE COMPONENTS

#### GRADING SCALE

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
D	65-69
F	0-64

#### GRADE COMPONENTS

1. Quizzes	20%
2. Homework	20%
3. Mini-proyectos	60%

#### 1. Quizzes (20%)

Before each class, students will complete a brief Quiz on Canvas to confirm that each student has reviewed the material satisfactorily to actively participate in class activities. Each quiz must be completed by 3:49pm before each class period. Students can take the quiz twice, and the highest score will be recorded as the final grade.

#### 2. Homework Assignments (20%)

Throughout the semester, students will receive homework assignments to complete and submit on Canvas. These assignments may include short-answer questions, reflection questions, practice analyses, etc., and will be due before class on the assigned deadline.

#### 3. Mini-Proyectos (60%, 15% each)

Students will complete 4 mini-projects over the course of the semester. More detail will be provided about each project in advance of the due date.

### V. COURSE POLICIES

#### Assignment policies

All assignments should be turned in on Canvas by the due date. Late assignments are accepted but will be reduced by 5% of the total possible points for each 24-hour period that they are late, beginning 1 minute after the deadline. For the next 24-hour period, another 5% will be subtracted,

up to 50% off. This means that students can turn in late assignments at any time before the last day of classes and still receive up to 50% credit for their work.

### **Attendance Policies**

Students are expected to attend all classes. You will get out of this class what you put into it and attending class and actively participating will help you expand your abilities and succeed in the course. In the event of an absence, it is your responsibility to:

1. Self-report your absence via the Rutgers system for doing so:  
<https://sims.rutgers.edu/ssra/>
2. Reach out to fellow students for class notes and to contact the instructor or other students for information about assignments, announcements, etc.

Please note that this does not apply to Religious Holidays. For more information, visit:

(<https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>)

### **Communication**

Both the teacher and the students are responsible for checking email every 48 hours, except on the weekends and during holidays. To receive the promptest reply, please email me at [kendra.dickinson@rutgers.edu](mailto:kendra.dickinson@rutgers.edu) rather than contacting me through Canvas.

### **Academic Misconduct**

Students are responsible for reading, understanding, and abiding by the Code of Academic Integrity at Rutgers University. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. Students are responsible for:

- Properly acknowledging and citing all use of the ideas, results, or words of others
- Properly acknowledging all contributors to a given piece of work
- Making sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- Treating all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

For more information, please review the documents provided by Rutgers that outline the details of this policy: <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>.

## **VI. RESOURCES**

### **Academic resources**

#### **Rutgers University Libraries**

The Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. Here are some useful Library Guides:

[Introduction to Rutgers University Libraries](http://libguides.rutgers.edu/intro) (<http://libguides.rutgers.edu/intro>)

[Spanish and Portuguese LibGuide](#)

#### **Rutgers Learning Centers**

Rutgers is committed to your success and offers free academic services to all students. The Learning Centers provide tutoring, writing support, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help further develop your study strategies and task-management skills. To learn more about how the LCs can help you succeed, visit [learningcenters.rutgers.edu](http://learningcenters.rutgers.edu).

### **Student support resources**

#### **[Office of Disability Services](#) (ODS)**

(848) 445-6800 / [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)

Rutgers University is committed to the creation of an inclusive and safe learning environment for all students and welcomes students with disabilities into all the University's educational programs. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) can be requested and will be sent to the student and instructor. More information can be found at [www.ods.rutgers.edu](http://www.ods.rutgers.edu).

#### **[Rutgers Center for Social Justice Education and LGBT Communities](#)**

The Center for Social Justice Education and LGBT Communities (SJE) promotes a supportive environment for students of all backgrounds, with a focus on gender and sexuality, while promoting both social and educational opportunities for leadership, identity, and social justice advocacy development. This office acts as a resource for LGBTQA and ally students while maintaining a connection to current and emerging LGBTQA issues.

#### **[Counseling, ADAP & Psychiatric Services](#) (CAPS)**

University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University.

#### **[Violence Prevention & Victim Assistance](#) (VPVA)**

(848) 932-1181 / Help is available 24/7.

## VII. IMPORTANT ACKNOWLEDGEMENTS

### Land Acknowledgement

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples. For more information, you can visit:

- <https://diversity.rutgers.edu/honor-native-land>
- <http://www.lspirg.org/knowtheland>
- <https://doi.org/10.2307/j.ctt1k3s9r0.5>

### Instructor's Statement

My educational philosophy and teaching style are deeply rooted in teaching to the whole student, recognizing that everyone reacts to and understands course materials based on their own realities and lived experiences. Throughout this course, I will strive to create learning environments that make impactful connections between course content, the self, and the world-at-large, providing multiple means of representation, action, expression, and engagement to cultivate inclusive learning experiences for all students as whole persons.

I am a whole person, and so is each one of my students. There are many circumstances in the world that can impact our ability to do our best academic work, from political unrest to pandemics, from social injustices to personal challenges. If, at any point, you experience anything impacting your performance or ability to participate in this class, please reach out to me. I promise to treat you as a whole person, and work with you to come up with solutions or resources to help you be successful in this course and supported in life.

## VIII. BIBLIOGRAPHY

- Anderson, C. (2018). *Essentials of linguistics*. McMaster University.
- Díaz-Campos, M. (2013). *Introducción a la sociolingüística hispánica*. John Wiley & Sons.
- Litosseliti, L. (Ed.). (2018). *Research methods in linguistics*. Bloomsbury Publishing.
- Mallinson, C. (2018). Ethics in linguistic research. *Research methods in linguistics*, 57-84.
- Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. Cambridge University Press.
- Schilling, N. (2013). Surveys and interviews. *Research methods in linguistics*, 96-115.
- Schütze, C. T., Sprouse, J., Podesva, R. J., & Sharma, D. (2013). Judgment data. *Research methods in linguistics*, 27-50.
- Völkel, S., & Kretzschmar, F. (2021). *Introducing linguistic research*. Cambridge University Press.
- Wilson, C., & Mihalicek, V. (2011). Language files: Materials for an introduction to language and linguistics. *Columbus, OH: Ohio State University Press*.
- Zufferey, S. (2020). *Introduction to corpus linguistics*. John Wiley & Sons

### VIII. COURSE CALENDAR

This is a **tentative schedule**, which may be modified as the semester develops at the instructor's discretion. Students will be advised of any changes and additions in class and on Canvas. All assignments and readings are to be done *before* class on the day that they are listed.

Wk	Class Date	Topic	Readings/Videos/Media	Assignments Due
1	January 16 <sup>th</sup>	Intro/course overview		
	January 18 <sup>th</sup>	The scientific method	<a href="#">Thinking Like a Linguist</a>	Intro Survey
2	January 23 <sup>rd</sup>	What is research?	Völkel & Kretzschmar (2021), 1.2.1.-1.2.2(pp. 16-22)	Quiz 1
	January 25 <sup>th</sup>	Research questions and predictions	Völkel & Kretzschmar (2021), 1.1.1.-1.1.4(pp. 1-11)	Quiz 2
3	January 30 <sup>th</sup>	Ethics in linguistics	Mallinson (2018)	Tarea 1 Quiz 3
	February 1 <sup>st</sup>	Language documentation and descriptive linguistics	Völkel & Kretzschmar (2021), 3.1-3.2 (pp. 79-84)	Quiz 4
4	February 6 <sup>th</sup>	Phonetic description	Language Files 11, File 2.0-2.2, 2.4	Tarea 2 Quiz 5
	February 8 <sup>th</sup>	Phonetic analysis/acoustic phonetics	Language Files 11, File 2.6 <a href="#">What is Voice Onset Time?; Aspiration</a>	Quiz 6
5	February 13 <sup>th</sup>	Taller de Mini-Proyecto 1	Praat	Tarea 3 Quiz 7
	February 15 <sup>th</sup>	Morphosyntactic description	Völkel & Kretzschmar (2021), 5.1- (pp. 133	Quiz 8
6	February 20 <sup>th</sup>	Morphosyntactic analysis	Völkel & Kretzschmar (2021), 5.1- (pp. 133	Mini-Proyecto 1a Quiz 9
	February 22 <sup>nd</sup>	Corpus Linguistics	Zufferey (2020), Chapter 1, pp. 1-4	Quiz 10
7	February 27 <sup>th</sup>	Taller de Mini-Proyecto 2	Zufferey (2020), Conclusion, pp. 227-232	Quiz 11 Mini-Proyecto 1b
	February 29 <sup>th</sup>	Sociolinguistic methods	Díaz-Campos (2013) Chapter 1	Quiz 12

8	March 5 <sup>th</sup>	Sociolinguistic methods	Völkel & Kretzschmar (2021), 6.1-6.2 (pp. 166-172)	Quiz 13 Mini-Proyecto 2a
	March 7 <sup>th</sup>	Guest-speaker: Gabriela Constantin-Dureci	TBA	Quiz 14
9	March 12 <sup>th</sup>	Spring Break		
	March 14 <sup>th</sup>			
10	March 19 <sup>th</sup>	Surveys and interviews	Schilling (2013) pp. 96-11	Quiz 15 Tarea 4
	March 21 <sup>st</sup>	Experimental Design	Schütze & Sprouse (2013) pp. 27-34	Quiz 16
11	March 26 <sup>th</sup>	Taller de Mini-Proyecto 3	Abbuhl et al. (), pp.116-127	Quiz 17 Mini-Proyecto 2b
	March 28 <sup>th</sup>	Guest-speaker: Meritxell Feliu Ribas	TBA	Quiz 18
12	April 2 <sup>nd</sup>	Psycholinguistic research	Völkel & Kretzschmar (2021), 7.1-7.3.2 (pp. 195-204)	Tarea 5 Quiz 19
	April 4 <sup>th</sup>	Psycholinguistic research	Völkel & Kretzschmar (2021), 7.3.3-7.3.4 (pp. 204-212)	Quiz 20
13	April 9 <sup>th</sup>	Visit to 1 Spring Street Labs	TBA	Mini-Proyecto 3a Quiz 21
	April 11 <sup>th</sup>	Guest-speaker: Alejandro Jaume Llosa	TBA	Quiz 22
14	April 16 <sup>th</sup>	Taller del Mini-Proyecto 4, parte A	TBA	Quiz 23 Mini-Proyecto 3c
	April 18 <sup>th</sup>	<i>No class – Prof. Dickinson at conference</i>		
15	April 23 <sup>rd</sup>	Taller del Mini-Proyecto 4, parte B		Mini-Proyecto 4a
	April 25 <sup>th</sup>	Wrap-up		
Mini-Proyecto 4b due Friday, May 3 <sup>rd</sup> , 11:59pm				