UNIVERSITY OF GEORGIA
Program in Linguistics

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TA Handbook

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Campus Resources

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706-583-8020

Franklin OIT Helpdesk
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Introduction to Funding

Within the Linguistics Program, there are a variety of ways to receive funding. Because teaching linguistics courses requires 18 hours of graduate-level credit or a master's degree, first-year students are likely limited to Graduate School assistantships and awards for which applicants are nominated during the admissions process. Students who do not receive such awards may find funding in programs that do not have a coursework requirement in order to become a teaching assistant, which can include administrative departments. Students have found success in this regard in the Intensive English Program, the LGBT Resource Center, the Office of International Education, and University Housing, among others. One great resource is the following website: http://studentaffairs.uga.edu/vp/content_page/graduate-assistantship.

In general, assistantships are granted in terms of units. 9 units in a year is a fulltime employee. Students are only able to work at most half-time (4.5 units per year or 2.25 units per semester), and in order to receive tuition remission, students must work at least one-third-time (3 units per year or 1.5 per semester). Most departments offer units only in whole-number increments, which means that for a student to receive tuition remission for a single semester only, a minimum of 2 units is required. A student can accept offers from any department while attending courses in Linguistics, and units from multiple departments may be utilized so long as each department is made aware of all commitments.

The Linguistics Program has a minimum of 25 units [as of academic year 2015-16] to offer to students to teach **LING2100 *The Study of Language***, our introduction to linguistics course at UGA. Students who wish to receive these units must fulfill the requirements laid out in the sections titled "Prerequisites" and "Offers and Renewal". Our faculty members have also applied for and received units of funding through the Writing-Intensive Program. Our faculty members' successful applications have garnered many extra units of funding in previous years for courses such as *Generative Syntax*, *Advanced Phonetics and Phonology*, and *Contrastive Grammar of German and English*. Students may be offered these units after their first year by the faculty member who receives these funds.

Linguistics also has right-of-way to 4 units in Romance Language instruction and 8 units in First-Year Composition in English. Students wishing to receive these units must fulfill prerequisites determined by the departments that house those units. However, students must be referred to those departments by the Linguistics Program. Students who seek out these units on their own in the name of the Linguistics Program may risk losing units which they have been offered.

The Center for Teaching and Learning

The Center for Teaching and Learning establishes guidelines for all TAs across campus, documented in the Univeristy-wide TA Handbook. Should our guidelines and the CTL guidelines differ, the CTL guidelines are superior.

The CTL is also a great resource and advocate for TAs across the University. In fact, for those interested and motivated, the CTL can immediately kick start one's academic career with professional development programs—some of which even include a small stipend.

Every year the CTL holds a mandatory TA Orientation for all new TAs. The date and time for this will be announced after offer letters have been sent. If the initial meeting is missed, a make-up time will be available. One of the two must be attended in order to continue teaching. Missing both of these meetings will result in replacement of duties.

TAs may also utilize the mid-semester formative evaluation services that the CTL provides for free. These anonymous surveys would be sent to your students around the midpoint, and students would be asked the following three questions:

1. What aspects of class are going well?
2. What aspects of class need improvement?
3. What changes in the course would benefit student learning?

Lastly, the CTL also provides access for instructors to utilize a program called Top Hat. This program allows instructors to easily take attendance and quiz students during class. For the students, it does require access to a cell phone, but any cell phone will work since students can text in their responses.

Prerequisites

The following requirements ensure that our graduate students are well-prepared to take on the responsibility of serving as the instructor of record for courses offered by the Linguistics Program. *Unfortunately, though many of our students feel that they have a background suitably excusing them from the TA training program, the CTL requires that all TAs who enter the classroom be trained in this way. There are no exceptions.*

Language Requirement

International students whose native language is not English must prove their English-language proficiency in one of three ways:

1. Have previously earned a degree from a University at which the language of instruction is English.
2. Earn a speaking score of 26 or higher on the TOEFL iBT or a speaking score of 7.5 or higher on the IELTS.
3. Students with a speaking score of 24 on the TOEFL iBT or a speaking score of 7.0 on the IELTS may complete the course **LLED7769** and receive a recommendation from that course's instructor.

Students who have not achieved 1, 2, or 3 cannot teach independently and are thus ineligible for assistantships from the Linguistics Program.

Coursework

Linguistics TAs must not be on academic warning or probation, thus students **must** maintain a 3.0 or better GPA during their entire program of study. TAs must also have earned at least 18 hours of graduate-level LING credit, including:

- **LING8150** *Generative Syntax* (3 hours)
- **LING6021** *Phonetics and Phonology* (3 hours)

No course with a grade less than a C and no sections of **LING7000**, **LING7300**, **LING8100**, **LING8101**, **LING9000**, or **LING9300** will count toward this requirement.

Apprenticeship

The apprenticeship is a component of **LING8100 *Proseminar***, which is taken during a student's first semester in the Program. The apprenticeship is not meant to be an undue burden to those wishing to receive an assistantship; the process is meant to prepare students to become teachers.

During students' first year and while attending **LING8100**, the Office Manager will pair an Apprentice with a Mentor TA whose class time is convenient. The Mentor TA and Apprentice should work closely together to complete the apprenticeship process.

The focus in the apprenticeship should not be on learning the material in LING2100; the focus should be on learning how to teach and becoming comfortable doing so. Apprentices should use this as an opportunity to take teaching notes and gather suggestions from their Mentor TA with regard to lesson-planning and classroom exercises. *Any apprentice who has little to no background in linguistics should take course notes to catch up with their cohort and be a better-prepared TA and student.*

Apprentices will attend **every** lecture the Mentor TA holds, *including test days* where the Apprentice will serve as an extra pair of eyes to monitor students' behavior and reduce the risk of academic dishonesty. Attendance will be taken, and a **maximum** of one week's worth of absences is allowed for apprentices.

Apprentices will complete six Activity Reports (see ToC) to be turned in to the TA Supervisor throughout the semester. *These reports are due at the end of each of the first six sections covered, which should be every two weeks for the first 12 weeks.*

Apprentices will work together with their Mentor TA to lesson-plan, revise, and teach at least one day's lecture. This lesson should be scheduled with the Mentor TA by the end of the first week. The Apprentice will be evaluated by the Mentor TA using the Observation Evaluation Form (see ToC). The Mentor TA and Apprentice will meet to discuss the evaluation, and the form will be turned in to the TA Supervisor. Should there be any question about the TAs performance, a special session to teach a lesson in front of the TA Supervisor will be arranged.

Apprentices will work under the Mentor TA's supervision to *help* grade one test and one homework assignment. Apprentices should not do this alone, and Mentors should be available to answer questions during the entire grading process.

Offers and Renewal

All funding decisions are ultimately the responsibility of the **Program Director**, who consults with the Office Manager, TA Supervisor, Mentor TAs and other faculty.

Once a student meets the above requirements and unless that student indicates that they do not wish to be considered for an assistantship, they are considered eligible and will be entered into competition with other eligible students for the limited units.

Offers are made to students late during spring semesters (likely April) for appointments the following academic year. Due to the timing of this, students who have not completed the apprenticeship and do not possess a 3.0 GPA by the end of the immediately preceding fall semester cannot be considered for funding for the following year. Occasionally, single-semester offers can be made to students just prior to that semester's beginning. The precise nature of any offer is laid out in an offer letter that must be signed (as a contract) accepting the units. The language of the offer letter is generated by the University's Business Services Department.

Because of the rolling nature of offers, if a student objectively qualifies for an assistantship, they may *never* be told they will not receive funding. As such, students seeking a definitive answer to the question of whether they will have funding during any given future semester should seek funding elsewhere.

All appointment renewals are contingent upon funding, satisfactory teaching evaluations, and adequate progress toward the completion of degree requirements. No renewals are guaranteed. Students with multi-year funding contracts (such as those who received the Presidential Fellowship) are given priority to assistantships, assuming they remain in good-standing. *This implies that MA students should not expect to receive a Linguistics Program teaching assistantship after the second year of their degree program, and PhD students should not expect to receive a teaching assistantship after the fourth year of their degree program.*

Naturally, we wish a higher level of funding were possible and regret that not every request for funding can be fulfilled every year.

Should students remain on track and in good-standing, there are other methods to reduce tuition beyond funding. Please consult the Office Manager for ideas.

Administrative Policies

Section Selection

LING2100 sections are scheduled throughout the day and week in order to avoid as many schedule conflicts for undergraduate students as possible. This is done prior to any TA requests for sections. Because of this, TAs may not receive sections at times that are most convenient for them. The Office Manager reserves the right to assign sections wholly at random should conflicts arise. Until such a time and to be as fair as possible, a sign up time will be announced with at least 24 hours lead time. Future TAs will deliver their section choice to the Office Manager in person at the sign up time. Email can be utilized for those students who do not register at the initial sign up time, with the understanding that they can only take the remaining sections.

Registration and Drop/Add

By Registrar's policy, the waitlist option will be used for all sections during registration. The waitlist will allow 999 students to wait for first-available seats as other students drop the course throughout the registration period. About a week or so prior to the beginning of Drop/Add, the waitlists across the University are removed to allow students adequate time to solidify their schedules.

Any time up until the last two days of Drop/Add, TAs may choose to increase the seat capacity of their section from 38 to a maximum of 43, provided that their assigned room can accommodate that many students. The time limit is put in place to solidify class rolls for TAs and ensure that as many sections as possible are completely full, a situation which allows us to offer more sections every year.

Because of these two policies, no individual student will be let in above the listed capacity in Athena, and all inquiries in this regard can either be turned away in reference to this policy or directed to the Office Manager.

Observations and Evaluations

For new TAs, there will be at least 2 unannounced observations of their lectures during their first semester of teaching. These observations may be conducted by faculty, staff, or mentor TAs. TAs will be evaluated based on the Observation Evaluation Form (see ToC), which establishes pedagogical goals. Continuing TAs may or may not be observed, the decision about which is based on previous observations and evaluations.

Mid-semester Evaluations (see ToC) should be utilized during a TA's first time teaching, and will be given out during one of the unannounced observations. Continuing TAs may use the same evaluations in order to improve lectures, or they can create their own version of the Mid-semester Evaluations or utilize the evaluation process developed by the Center for Teaching and Learning.

During the final week of classes, TAs must present their students with the Franklin College Evaluation page: https://eval.franklin.uga.edu/. Students will be given until the end of the day on Reading Day to complete the evaluation. Evaluations (final and mid-semester) serve to provide evidence for funding renewal and they contribute to the selection of TAs for various teaching awards.

Monthly TA Meetings

During Fall Semesters, all TAs are asked to meet once a month, on the last Wednesday of the month at 3:35pm in the Linguistics conference room. This will be an opportunity for TAs to communicate with each other about issues that have arisen and for new TAs to receive advice from experienced TAs about problems they are newly facing. Occasionally these meetings will be attended by the TA Supervisor.

Mentor TAs

Experienced TAs may be called upon any semester to mentor potential future TAs. Potential TAs must complete an apprenticeship in order to become a TA, so mentor TAs should familiarize themselves with the requirements listed in the section titled "Apprenticeship" under "Prerequisites" above. Of particular importance: mentor TAs will monitor the apprentice's attendance, evaluate their teaching performance during at least one lesson, and supervise the apprentice grading one homework and test.

Classroom Policies

Linguistics TAs serve as the instructor of record for **LING2100** *The Study of Language*, a class of at least 38 students. **LING2100** satisfies a core requirement for a majority of UGA's undergraduate students, and is the prerequisite for all upper-level linguistics courses for our undergraduate majors. Often **LING2100** is the only exposure to linguistics a student receives prior to becoming a linguistics major. All pedagogical responsibilities should be taken seriously.

TAs will follow the instructions of the TA Supervisor and adhere to the guidelines below. Failure to comply with instructions and guidelines may result in non-renewal. TAs should gain permission from the TA Supervisor to deviate from any classroom policies.

Office Hours

TAs must have at least 2.5 hours of office hours per week, which cannot be reduced through electronic (email, phone, etc.) accessibility. TAs have found that their own students rarely attend office hours, so to make that time spent more productively, at least one hour of that commitment will be devoted toward general **LING2100** tutoring. These will be drop-in hours for any student in any **LING2100** section and the schedule will be posted online and announced to each class. TAs will be asked to sign up for at least one hour-long block at the beginning of each semester, and the sessions will be located in the linguistics conference room.

TAs who choose to not have all 2.5 of their office hours as drop-in hours should determine a time and location for the remaining individual office hours that is convenient to the TA and students. In particular, the location must be relatively near the classroom or central University locations, and the location must be wheelchair accessible. *The Linguistics conference room will not be available for individual office hours.*

TAs should make their own students aware of both their individual and drop-in hours. Since each TA grades and tests differently, TAs should not attempt to answer questions about, "What is going to be on the test?" or "How will this be asked?" etc. except for when responding to their own students. Tutoring should be general and deal with questions or clarifications about concepts of linguistics.

Syllabus

Example syllabi are provided at the end of this handbook. With some variation, each meets the guidelines described below (including the curriculum standards presented later). TAs should utilize these syllabi or come up with their own variation.

The following information must be present:

- Your name, contact information, and location(s) and time(s) of your office hours.
- The name of the TA Supervisor and their contact information.
- Course title and number, meeting times, and location (e.g. *LING2100 The Study of Language – Fall 2014 / TR 8:00-9:15 / MLC 367*)
- Location, date, and time of the final exam. Though the location is *typically* the room your course is given in, the date and time will most likely not correspond. These are posted online: http://www.reg.uga.edu/calendars
- Course description (TAs may **add** other objectives or expected learning outcomes to this): *The scientific study of language, emphasizing such topics as the organization of grammar, language in space and time, and the relationship between the study of language and other disciplines.*
- The required text: *Dept. of Linguistics, Ohio St. University. 2011. Language Files, 11th ed. Columbus: Ohio State University. ISBN: 978-0-8142-5179-9.*
- All test dates and assignment due dates should be laid out by the week.
- **Attendance Policy**, **Grading Scale and Expectations**, and **Academic Honesty Policy** (each of which is clarified below.)
- The disability and health-related statement: *Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.*
- The disclaimer: *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

TAs must submit a complete, pdf version of their syllabus to the Office Manager by the second day of their class. If a TA's syllabus remains largely the same from semester to semester with the exception of dates, there is no need to resubmit every semester.

Attendance Policy

Any consequence based on attendance that the TA plans to enforce must be clearly stated in the syllabus. Excessive, unexcused absences should have consequences. By UGA policy, the instructor decides whether to excuse a given absence.

Attendance **must** be taken and a record **must** be kept. Attendance information will be turned in at the end of the semester along with the electronic gradebook. As well, each TA must be able to answer the following questions about each student by Board of Education policy:

1. Did the student ever attend the course?
2. When was the student's last day of academically-related activity in the course?

Grading Scale and Expectations

There is no University-wide policy for the format of grades within a course; however, any system chosen by the TA must be easily and justifiably converted for the purposes of official grade reporting in the following way (the use of the +/- qualifiers is encouraged but not mandatory):

   A 4.0   A- 3.7   B+ 3.3   B 3.0   B- 2.7   C+ 2.3   C 2.0   C- 1.7   D 1.0   F 0.0

Gradebooks must be kept in an electronic format (eLC, Excel, etc.) and turned in at the end of the semester. This is the Program's only means to support the grade that TAs give students in their absence.

There should be a minimum of three scheduled tests, plus a final exam. No test or exam grade may be dropped from the student's final grade. For **LING2100**, final exams will be an in-room assessment, not a paper or take-home exam. The exam need not be comprehensive. The final exam must be given in accordance with the University's final exam schedule. Minimally, final exams should be the length of a regular exam, though students must be allowed to take the full 3 hours to complete the exam if needed.

Extra credit may be offered for various tasks; however, earning a significant amount of extra credit should require a significant amount of extra effort.

Academic Honesty

The syllabus must include the following: *As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: https://ovpi.uga.edu/academic-honesty/academic-honesty-policy. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.*

The TA's syllabus should also address any topics relevant to academic honesty in their particular course (e.g., whether group work will be allowed). Academic honesty violations must be handled by the TA in conjunction with the Office of the Vice President for Instruction; however, the TA Supervisor is available for consultation.

TAs who utilize Top Hat or other similar programs should consider adding the following (or similar) to their academic honesty policy: *I consider sharing the daily Top Hat attendance code or other Top Hat details with a student who is not in the classroom to be a violation of the honor code.*

Class Cancellations

Classes may only be canceled for illnesses, family/personal crises, or graduate academic endeavors that cannot be scheduled at an alternate time. It is highly preferred that a TA request another TA to substitute teach instead of canceling class. TAs needing help finding a suitable substitute, should contact the Office Manager as early as possible. Unfortunately, apprentice TAs *may not* substitute for a mentor TA since they are not credentialed to instruct unsupervised.

If a class is cancelled, students in the course must be made aware as soon as possible. Every attempt should be made to make up the canceled class whether in another meeting time or by providing other enriching work for students to complete. Types of work may include assignments via eLC or video lectures, for example.

Technology

The course syllabus must be posted to eLC. If any other course materials are posted online at all, a copy must be posted to eLC. The use of technology is encouraged, but it should be restricted to only that which enhances the day's lecture. Legally, all videos (including YouTube videos) must be subtitled for the sake of the hearing-impaired. Google provides automatic subtitles for videos on YouTube which are adequate.

Individual TAs may allow, require, or forbid the use of certain types of technology in the classroom, like computers for note-taking or cell phones for participation in Top Hat assignments.

Curriculum Expectations

There should be a minimum of 10 weeks spent on the 5 central units of theoretical Linguistics: Phonetics, Phonology, Morphology, Syntax, and Semantics/Pragmatics. You should spend any remaining time covering language acquisition, language variation, and language change, as well as other areas of interest to you or your students.

Though TAs typically cover the appropriate amount on each topic on their own, a guideline is provided detailing the minimum requirement for each section.

Sign languages—while incredibly interesting and worthy of discussion—are not the focus of this course, so material focused entirely on American Sign Language (or others) should be avoided unless particularly relevant.

Phonetics

TAs are welcome to contact Dr. Peggy Renwick or Dr. Mi-Ran Kim for suggestions on how to teach the material contained in this section or for suggestions on where to find supplemental materials for exercises or in-class activities.

In Language Files, cover all of File 2, except 2.7.

Students should learn the International Phonetic Alphabet, including descriptions of sounds, using the actual IPA chart on the back, inside cover of the text (not the chart on page 52). Students are responsible for only the sounds of English, but sounds from other languages may be taught at the instructor's discretion.

Students should be tested in IPA transcription in some form (e.g., a quiz or test that requires listening + transcription or broad phonemic transcription of orthographic forms).

Students should be exposed to spectrograms and waveforms, know what they represent, and why we use them in phonetics. Detail is not necessary in this regard; students do not need to be tested on this material.

Phonology

TAs are welcome to contact Dr. Peggy Renwick or Dr. Mi-Ran Kim for suggestions on how to teach the material contained in this section or for suggestions on where to find supplemental materials for exercises or in-class activities.

In Language Files, cover all of File 3, except 3.4.

Students should be familiar with the ideas of underlying vs. surface forms and how to determine the underlying form in a simple phonology problem. They should be aware of and able to identify the basic types of phonological processes, as listed in File 3.3 (metathesis, assimilation, dissimilation, etc.). They should know what natural classes are and why they are useful.)

Students should be evaluated on simple phonology problems (such as determining what the underlying form of a given set of allophones is) and writing a simple rule to describe a process given a set of data.

Morphology

Within File 4, cover sections 4.1, 4.2 (though 4.2.3 is not crucial), and 4.5. Include any related exercises in 4.6 that you wish.

If 4.3 is included, you should also discuss the shortcomings of this system of classification (see, for example, the discussion in Haspelmath & Sims *Understanding Morphology*).

If 4.4 is included, you should point out that the assumption that complex words have a hierarchical structure is problematic (cf. Haspelmath & Sims).

Syntax

The entirety of File 5 with special focus on vocabulary. Students should know the parts of speech (noun, adjective, verb, etc.) and the major grammatical functions (subject, direct object, indirect object). There is no need to emphasize trees in depth. Pay close attention to the Syntax Notes below that describe the shortcomings of Language Files.

From Dr. Vera Lee-Schoenfeld on the teaching of Syntax in LING2100 using *Language Files 11*. These are simply addenda that should be mentioned **if** you teach the areas in question.

p. 206: The discussion of adjectives misses the fact that they can also be arguments, namely in predicative position, e.g. as complement to the copula verb *be* and to resultative verbs like *paint*.

p. 216: I like using the term "lexical category" to mean a word-level (head) category in the metal lexicon. V is the only lexical category for main verb then (not TV, DTV, or SV), and the internal argument structure of verbs is given in the subcategorization frames (e.g. *devour*, [___ NP]; *sleep*, [___]; *put*, [___ NP PP[loc]] all listed in the mental lexicon under V).

p. 217: I make "single-word NPs", i.e. pronouns and names, separate categories in the lexicon. Thus, pronouns are listed under pn, and names (or proper nouns) are listed under Name. The NP rule lists these categories as alternatives to (D) (AP) N (=common noun). An even better solution might actually be just listing all these subtypes of nouns under N and giving them subcategorization frames that indicate their co-occurrence restrictions (i.e. the fact that, in English, pronouns and names normally don't go with Dets or Adjs). This solution would make my treatment of different kinds of Vs (see below) consistent with that of different kinds of Ns.

p. 218: Instead of "morphological category", I like to use the term "lexical category" (see above).

p. 219: Having TV as the head of VP obscures the fact that phrases are built around a head, and it's this head that gives the phrase its label. So, the head of VP should always be V (not TV, DTV, or SV).

p. 219: When it comes to adverbs, I'd warn students that there are many different kinds of adverb with different syntactic distributions. The only adverbs I integrate into the class grammar before we get into X-bar Theory are Intensifiers (Int), the category that optionally occurs before adjectives in AP, i.e. AP –> (Int) A.

p. 220: As for the distinction between complements and adjuncts, I tell students that complements are listed in subcategorization frames but adjuncts are not because the latter don't have influence on the core meaning of the head of the phrase. Phrase-structurally, complements and adjuncts are not distinguished in my classes' pre-X-bar-Theory grammar; both are treated as modifying the head of the phrase and represented

as sisters to the head. This is one of my reasons for pushing X-bar Theory at the end of the semester.

p. 220: I don't like that it's "VP adjunct" when it comes to verbal adjuncts but "N adjunct" when it comes to nominal adjuncts. This causes the latter to be represented as part of a split N-head, which goes against the fact that head-adjunction can only consist of heads. In other words, a full-blown phrase cannot be adjoined to a head. My definition of adjunct is simply a modifier that's not a complement, and all modifiers are represented as sisters to the head they modify (regardless whether they're complements or adjuncts).

p. 221: Again, the relevant properties of adjectives listed here miss the fact that adjectives can also be complements, namely to linking and resultative verbs. Listing *believed* and *said* under "SV" misses the fact that these verbs can also be used as V + NP (as in e.g. *I believed the story* or *I said something*).

p. 222: I don't use an arrow from categories to lexical items. I just list lexical items under their lexical categories (V, N, D, etc.) and plug them into the PS-rules from the lexicon, not via a rule application. Accordingly, my trees don't have lines going from head-nodes to lexical items.

p. 223: The tree in (5) is missing the phrasal heads, according to my lexicon and PS-rules. The head of the *Fluffy* NP should be Name (or N), and the head of the VP should be V.

p. 224: I use brackets for optional elements in PS-rules, e.g. NP −> (D) (AP) N (PP)*, where ( )* means none, one, or more. In curly brackets underneath (D) (AP) N, I put the options of pn and Name (if I don't adopt the alternative solution discussed above).

p.229: My VP-rule (before adding auxiliary verbs) is VP −> V (NP) (AP) (PP)*, and what kind of V goes with which complement combinations is determined by the verbs' subcategorization frames. Again, there is no phrase-structural distinction between complements and adjuncts, which is a flaw but makes it easier for students to draw trees and propose their own PS-rule modifications. And I use this flaw to start motivating X-bar Theory.

Semantics/Pragmatics

Sections 6.1-6.3. Ideally also 6.4, but this is not absolutely necessary. Sections 7.1-7.3 and 7.5.

Optional and For Your Consideration

LING 2100 may cover some portion of the materials in the Language Files on Language Storing & Processing (File 9), Language Variation (File 10), and Language and Computers (File 16). These are subjects that could be very interesting to a wide range of students, which would show them how language works in a non-theoretical way and might encourage them to enroll in higher-level classes. The Language and Computers topic is particularly useful given that many linguists currently get jobs in the technology sector.

Linguistics Apprentice Activity Report

Unit: _____ Activity: _____
(If no activity was done during this unit, come up with one of your own, and describe it.)

What was done?
_____
_____
_____
_____

Did this activity contribute to the learning of the linguistic unit?   Y   /   N
Were the students engaged?   Y   /   N

Would you change the activity? If yes, how?
_____
_____
_____
_____

- -

Linguistics Apprentice Activity Report

Unit: _____ Activity: _____
(If no activity was done during this unit, come up with one of your own, and describe it.)

What was done?
_____
_____
_____
_____

Did this activity contribute to the learning of the linguistic unit?   Y   /   N
Were the students engaged?   Y   /   N

Would you change the activity? If yes, how?
_____
_____
_____
_____

Observation Evaluation

Person Observed: _____   Date: _____

CONTENT	poor			excellent	
Main ideas were clear and specific	1	2	3	4	
Relevancy of main ideas was clear	1	2	3	4	
Definitions were given for new vocabulary	1	2	3	4	
ORGANIZATION					
Organization of lecture clear from start	1	2	3	4	
Connections to previous and future lessons clear	1	2	3	4	
INTERACTION					
Questions to students at different levels	1	2	3	4	N/A
Sufficient wait time after questions	1	2	3	4	N/A
Students asked questions	1	2	3	4	N/A
Instructor feedback was informative	1	2	3	4	N/A
Rapport with students was good	1	2	3	4	N/A
VERBAL/NON-VERBAL					
Presentation was clear (not confusing)	1	2	3	4	
Speaking voice loud and clear	1	2	3	4	
Rate of delivery appropriate	1	2	3	4	
Makes eye contact with students	1	2	3	4	
Demonstrates confidence and enthusiasm	1	2	3	4	
USE OF MEDIA (strongly recommended)					
Displayed clear and organized content	1	2	3	4	N/A
Demonstrated effective use of technology	1	2	3	4	N/A

Strengths and opportunities for improvement (use back if needed):

_____
_____
_____
_____

Overall effectiveness: 1   2   3   4

Observer: _____   Signature: _____

The observed TA's signature below indicates that a meeting took place to review the evaluation above. A signature does not indicate agreement with the evaluation.

Observed TA's Signature: _____ Date: _____

Instructor Mid-Point Evaluation Form

Instructor: **(Circle) Fall/Spring _____ (Year)**

Students' feedback is critical to maintaining quality lectures. Please take a moment to answer the following questions. Thank you for your constructive comments.

I. Please respond by circling the level to which you agree with the following statements:

1. The class was effectively organized.

   Strongly Agree   Agree   Disagree   Strongly Disagree

2. The instructor was knowledgeable and well-prepared.

   Strongly Agree   Agree   Disagree   Strongly Disagree

3. New concepts were presented in ways I could understand.

   Strongly Agree   Agree   Disagree   Strongly Disagree

4. The instructor was open to students' questions and comments.

   Strongly Agree   Agree   Disagree   Strongly Disagree

II. Please rate your instructor's overall teaching.

Excellent   Good   Below Average   Poor

III. Please address the following in your own words.

1. What did you like best of this lecture, or what did you find most effective?

2. What, if anything, would you change in this lecture?

LING 2100 – The Study of Language
University of Georgia – Program in Linguistics
Spring 2013 - MWF - 10:10-11:00am – MLC 367

Instructor: Kim Waters - ekw2010@uga.edu
Office Hrs Location: Linguistics Lounge, 145 Gilbert
Office Hours: Mondays 11:00am-12:30pm, Tuesdays 10:00-11:00am, or by appointment.
Supervisor: Dr. Mi-Ran Kim – mrkim@uga.edu

Course Description

This course introduces the scientific study of language, emphasizing such topics as the organization of grammar, language in space and time, and the relationship between the study of language and other disciplines. In order to provide a broad understanding of language, this course will cover major subfields in linguistics, such as phonetics, phonology, morphology, syntax, semantics, language acquisition, language variation, language contact, and language change.

Class Policies

1. Regular attendance, Homework Assignments and Participation

Your participation in this class is crucial. Students are required to attend all classes on time. If you are late, you will lose points. Three late arrivals equal one absence. Once a student reaches five absences, the final grade will automatically decrease 5%. For each absence over five, the total possible score on the final exam will decrease by 10%.

Students are required to complete all readings before the class period for which they are assigned. You will have homework that will greatly affect your comprehension and mastery of the skills required. The homework will be discussed in class and lack of prepared participation will affect your grade.

To earn full credit, be prepared to:
- go to the board
- answer questions during lectures
- share opinions
- complete and submit homework on time
- complete readings before the class for which they are assigned

Please note:
- Sleeping, chatting or texting during lectures may result in your being asked to leave class and loss of participation points.
- Inappropriate use of electronic devices during class will result in loss of extra credit opportunities after the first occurrence and pop quizzes for the entire semester thereafter.

2. Grading Policy

Homework	10%	A 93-100	A- 90-92.9	B+ 86-89.9
Class Participation	10%	B 82-85.9	B- 78-81.9	C+ 74-77.9
Quizzes	10%	C 70-73.9	C- 66-69.9	
Test #1 (Phonetics)	15%	D 60-65.9		
Test #2 (Phonology & Morphology)	20%	F <60		
Test #3 (Syntax & Semantics)	15%			
Final Exam (Variation, Contact & Change)	20%			

3. Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: https://ovpi.uga.edu/academic-honesty/academic-honesty-policy. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

4. Make-up work

No make-up test, quiz or homework is allowed without the instructor's **prior** permission.

5. Classroom behavior:

No disrespectful behaviors are allowed during the class. Disrespectful behaviors (those that distract the student, other students and / or the instructor) include, but are not limited to chatting, texting, sleeping, use of electronic devices, etc. After a verbal warning, the instructor will initiate the student's withdrawal from the course.

6. Required Text

Dept. of Linguistics, Ohio St. University. 2011. **Language Files**, 11th ed. Columbus: Ohio State University. ISBN: 978-0-8142-5179-9

7. Course Outline

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Day	Files	Description
07 Jan	M		Introduction to the Course
09 Jan	W	1.0, 1.1	What is Linguistics?
11 Jan	F	1.2, 1.3	What is Linguistics?
14 Jan	M	1.2, 1.3, 1.5	What is Linguistics?/Phonetics
16 Jan	W	2.0, 2.1	Phonetics
18 Jan	F	2.2	Phonetics
21 Jan	M	Dr. Martin Luther King, Jr. Holiday	(no class)
23 Jan	W	2.3	Phonetics
25 Jan	F	2.5	Phonetics
28 Jan	M	2.5	Phonetics/Phonology
30 Jan	W	2.8 (Book)	Homework Due
01 Feb	F	Review (Book)	Review
04 Feb	M	TEST 1	Phonetics
06 Feb	W	3.0, 3.1	Phonology
08 Feb	F	3.2	Phonology
11 Feb	M	3.3	Phonology
13 Feb	W	3.5	Phonology
15 Feb	F	3.6 (Book)	Homework Due
18 Feb	M	4.0, 4.1	Morphology
20 Feb	W	4.2	Morphology
22 Feb	F	4.3, 4.4	Morphology
25 Feb	M	4.5	Morphology

27 Feb	W	Review (Book)	Review
01 Mar	F	**TEST 2**	Phonology/Morphology
04 Mar	M	4.6 (Book)	Homework Due
06 Mar	W	5.0, 5.1	Syntax
08 Mar	F	5.2, 5.3	Syntax
11-15 Mar	M-F	Spring Break	(no class)
18 Mar	M	5.4	Syntax
20 Mar	W	5.4	Syntax
22 Mar	F	5.7 (Book)	Homework Due
25 Mar	M	6.0, 6.1, 7.0, 7.1	Semantics/Pragmatics
27 Mar	W	8.0	Language Acquisition
29 Mar	F	8.1	Language Acquisition
01 Apr	M	Review (Book)	Review
03 Apr	W	**TEST 3**	Syntax/Semantics
05 Apr	F	10.1	Language Variation
08 Apr	M	10.3	Language Variation
10 Apr	W	10.4	Language Variation
12 Apr	F	11.1, 11.3	Language Contact
15 Apr	M	11.5, 11.6	Language Contact
17 Apr	W	12.1, 12.2	Language Change
19 Apr	F	12.3, 12.4	Language Change
22 Apr	M	12.7	Language Change
24 Apr	W	16	Linguistics in the Real World
26 Apr	F	Review (Book)	Review
29 Apr	M	13.1, 13.3	Identity/Thought
06 May	M	**Final Exam**	Lg Variation, Contact & Change

8. Final Exam

The final exam for this course is Monday, May 6, 12:00PM – 3:00PM in MLC 367

9. Students with Disabilities

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor immediately after the first class or by appointment during the first week of classes.

Instructor:	Joshua Hanna – jhanna10@uga.edu		**Supervisor:**	Dr. Mi-Ran Kim – mrkim@uga.edu
Office:	142 Gilbert Hall (*Safe Space*)		**Office:**	140 Gilbert Hall
Hours:	TW 2:00 - 3:30pm and by appointment		**Hours:**	By appointment

Students should contact the instructor via email for one of two reasons only: (1) establish a one-on-one meeting due to a schedule conflict with office hours or (2) to share interesting linguistics-related data, news, or comics.

The course syllabus is a general plan for the course;
deviations announced to the class by the instructor may be necessary.

Course Description:
The scientific study of language, emphasizing such topics as the organization of grammar, language in space and time, and the relationship between the study of language and other disciplines. In order to provide a broad understanding of language, the following topics will be introduced: phonetics, phonology, morphology, syntax, semantics, language acquisition, language variation, language change, language contact, language evolution, and language invention.

Required Text:
Dept. of Linguistics, Ohio St. University. 2011. **Language Files**, 11th ed. Columbus: Ohio State University.
　　　ISBN: 978-0-8142-5179-9

Participation & Attendance
Students will be actively engaged in learning the material presented during class lectures by asking questions and offering opinions and observations in class and/or office hours. Absent or distracted students, by definition, cannot be so engaged.

Students may have 3 unexcused absences (amounting to 1 week of class time). After the third absence, students must see the instructor privately to explain the circumstances of each absence to avoid penalization. Students will receive a deduction of 15 points in their participation grade for their fourth and fifth unexcused absence and a deduction of 20 points for their sixth. An administrative withdrawal will be initiated for students upon their seventh unexcused absence.

Homework & Exams
Homework is due every Monday and is graded for accuracy. Late homework (including homework missed due to an absence) will not be accepted, but early homework will always be accepted. To schedule a make-up exam, students must make arrangements **prior to an absence** or provide ample evidence that prior arrangements could not be made.

Grades
The Federal Educational Rights and Privacy Act (FERPA) ensures the privacy of all student educational data. Grade disputes should be typed and delivered to the instructor in person; a formal response will also be handled in typed format. *Students will be assessed only on their performance in this course.*

Attendance and Participation	50 pts	|	A	900 - 1000+
Homework and Assignments	300 pts	|	B+	870 - 899
Exam 1	125 pts	|	B	800 - 869
Exam 2	175 pts	|	C+	770 - 799
Exam 3	175 pts	|	C	700 - 769
Final Exam	175 pts	|	D	600 - 699
Total	1000 pts	|	F	0 - 599

Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at https://ovpi.uga.edu/academic-honesty/academic-honesty-policy. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Group work is encouraged; however, students who choose to work in groups agree to the following rules: (1) Where possible, answers must be unique to the individual. (2) **ALL** group members' names must be present on **ALL** group members' assignments. **Failing to abide by these rules will constitute academic dishonesty.**

Accommodations

Where reasonable, accommodations will be made to allow all students to participate in all activities. Please inform the instructor of any accommodations you may need by the end of the first week.

Non-Discrimination and Anti-Harassment Policy

All members of the UGA community are expected to comport themselves in accordance with UGA's Non-Discrimination and Anti-Harassment Policy, found here: https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy.

Week	Lessons	Important Reminders
1	What is *L*anguage?	
	Phonetics	*Drop/Add ends Friday*
2	Phonetics	Monday: Phonetics 1 due
3	Phonetics & Phonology	Monday: Phonetics 2 due
		Wednesday: Exam 1
4	Phonology	Monday: Phonology 1 due
5	Phonology	Monday: Phonology 2 due
	Building Words and Parts of Speech	
6	Morphology	Monday: Morphology 1 due
7	Slang Day: get pumped!	Monday: Morphology 2 due
	Syntax	**Wednesday: Exam 2**
8	Syntax	Monday: Syntax 1 due
9	Syntax & Semantics	Monday: Syntax 2 due
10	Semantics & Pragmatics	Monday: Homework 9 due
11	Linguistic Acquisition vs. Learning	Monday: Homework 10 due
	Animal Communication	**Wednesday: Exam 3**
12	Language Variation	Monday: Homework 11 due
	Language Contact	
13	Language Change	Monday: Homework 12 due
	Historical Linguistics	
14	Historical Linguistics	Monday: Homework 13 due
	Language Birth/Death/Resurrection	
15	Language Invention	Monday: Homework 14 due
	Last Class Day	**All Extra Credit Due**

Final Exam   367 MLC, Monday, December 15, 8:00 - 11:00am