

Instructor: Scott Nelson
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Class Time: T/Th 1:30 –3:45pm
Class Location: Online
Office Hours: By appointment

Office Hours/Contact

I will be holding virtual office hours via Zoom by appointment. You may access my “virtual office” using the meeting link provided above. *Note: Zoom does not require you to download their software to join a meeting.* If these times don’t work for you and you would like to talk with me, please send me an e-mail and we can work out a different time to meet up.

If you are contacting me via e-mail, please put [LIN 405] in the subject line. I will respond within two hours from 9am-5pm on Monday-Friday. All other times I will respond sporadically, but at least within half a day.

You may also communicate with me via our class Slack channel (details below). In theory I should be able to respond to slack posts quicker. Please limit this type of communication to quick or general questions about the class/material. Any communication about class performance or grades needs to be done via e-mail.

Materials and Resources

Class website - A website for the class can be found at [this link](#). All class material will be posted here including a course log and links to Zoom/Google Forms/etc.... Please check this page regularly as you are responsible for all information posted there for this class.

Slack - You can join the classes Slack channel [here](#). Slack is a messaging app designed to be used for workplace communication. You can find an introduction on how to use it [here](#). It is also good for class communication as it allows for easier and less formal communication between myself and the students. This is good for quick questions or off topic thoughts you want to share with me or other students. It also allows for sharing files/pictures/etc... so it can be used for all different types of communication. I recommend downloading the app for either your phone or desktop.

Textbook - There is no required textbook for this class. Readings will come from a variety of sources and will be posted on the class website or on Slack.

Course Description

Majors in linguistics refine their skills in writing for the discipline by critiquing successive revisions of previously written work.

Grading/Structure of Course

A.	Final Draft of Paper	25%
B.	Reflection Essay	10%
C.	Workshop Participation	40%
D.	General Participation	25%

A. Final Draft of Paper

The primary goal of this course is to have you work on your own writing. Each student must have a piece of original writing in linguistics that they update throughout the course. You must submit your paper to me for approval by **Monday, May 31 at 5pm**. A secondary portion of this class will be teaching students how to use \LaTeX to typeset their linguistic documents. We will use [Overleaf](#) which is an online \LaTeX editor. An updated version of your draft will be due to me by **Friday, June 11 at 5pm**. I will provide comments by the following Friday. The final draft is due to me by **Friday, July 2 at 5pm**. Both the mid-session draft and final draft must be typeset using Overleaf and submitted as a pdf file.

B. Reflection Essay

Alongside the final draft of your paper you will turn in a reflection essay. This will be a one page document (single spaced, 1in margin, 12pt font) where you reflect on your final draft and the class as a whole. It should minimally include what you consider to be the strengths and weaknesses of your final draft and how the paper changed from the original draft to the final draft. Other than that, the topic of your reflection essay is open ended. Some possible directions to take it include: what you liked and didn't like about the course, how you will use what you learned in this course moving forward, or whether or not you have considered submitting your paper to a conference/journal.

C. Workshop Participation

Starting in week 2, the second half of each class meeting will be dedicated to workshopping two students' papers. Getting feedback from your peers is an integral part of improving your writing. Reviewing other people's work also helps develop a critical eye for how to improve your own writing. Each student will have 30 minutes of class time dedicated to workshopping their writing. In the first 15 minutes, students in the class will read the current version of your paper and come up with constructive comments on how to improve the draft. In the second 15 minutes, we will discuss the paper and the comments that everyone came up with. There will also be a Google form that every student will be required to fill out with their comments. If you are unable to attend class in person you must still read the paper and submit the Google form. Students are required to be present the day that we are discussing their paper.

D. General Participation

During most class periods we will spend about 30 minutes discussing assigned readings and writing exercises. When readings are assigned, there will be a Google form where each student is required

to submit 3 questions/topics for discussion. If a student is unable to make it to the synchronous class meeting, they are not required to submit discussion questions, but instead must submit a 1 page (single space, 1in margin, 12pt font) reflection essay. Note, this should not be a summary of what the reading is about, but instead your thoughts about the subject matter and what you learned from it. When writing exercises are assigned, students attending synchronously do not need to submit anything, but will be expected to participate in class discussion. Students who can not attend synchronously must submit proof of completing the writing exercise to receive participation credit for that class period.

Student Accessibility Support Center Statement

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at https://www.stonybrook.edu/commcms/academic_integrity/index.html.

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.