

Course Syllabus

Title of the course	Introduction to Experimental Linguistics				
Title of the Academic Programme	Comparative Literature and Linguistics				
Type of the course	Elective (Research Seminar)				
Prerequisites	There are no formal prerequisites for the course. Students should have fluent English.				
ECTS workload	3				
Total indicative study hours	Directed Study	Self-directed study	Total		
	40	74	114		
Course Overview	The goal of the course is to introduce students to the basics of the experimental approach to language and a variety of experimental techniques employed in contemporary linguistics. Special emphasis is placed on practical skills.				
Intended Learning Outcomes (ILO)	<p>As a result of the completion of the course, students will</p> <ul style="list-style-type: none"> - understand the basic logic of the experimental design - be familiar with various experimental methods - be able to set up a simple experimental design as well as analyze the data 				
Teaching and Learning Methods	Seminars consisting in students' <i>Power Points</i> presentations followed by discussion led by the presenter.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
Part 1	Mental lexicon	22		8	14
Part 2	Linguistic Relativity and Spatial Relations	28		8	20
Part 3	Experimental syntax and sentence processing	32		12	20
Part 4	Practical application of experimental skills	32		12	20
Total study hours		114		40	74
Indicative Assessment Methods and Strategy	<ul style="list-style-type: none"> • 80% Coursework (home written assignments, in-class participation and attendance, mid-term presentation) – Students are expected to attend all lectures and seminars and fulfil weekly home assignments. Activities include <i>Power Point</i> presentation of research articles and students' own research project, peer assessment. Example home assignments: <ul style="list-style-type: none"> - prepare three discussion points for the articles • 20% Term paper – 8-10 pg. (Times New Roman, 12 pt., double-spaced). 				

	The term paper is a revised and finalized version of their research project towards which students work throughout the course.		
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Auger, A., and Barrière, C. (eds.) <i>Probing Semantic Relations: Exploration and Identification in Specialized Texts</i>. Benjamins, 2010. ProQuest</p> <p>Prideaux, G. D., et al. (eds.) <i>Experimental Linguistics: Integration of Theories and Applications</i>. Benjamins, 1980. ProQuest</p> <p><u>Optional</u> Forrester, M. <i>Psychology of Language: A Critical Introduction</i>. SAGE, 1996. ProQuest</p> <p>Levinson, S. C. <i>Space in Language and Cognition: Explorations in Cognitive Diversity</i>. Cambridge University Press, 2003. ProQuest</p> <p>Pederson, E., Danziger, E., Wilkins, D., Levinson, S., Kita, S. & Senft, G. "Semantic typology and spatial conceptualization" // <i>Language</i> 74 (1998): 557-589. JSTOR</p>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	24
	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)	-	-
	Fieldwork	+	8
	Project work	+	20
	Other (please specify)	-	-
	Preparation for the exam	+	12
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Classrooms must be equipped with computers, projectors, speaker systems, and screens for presentations. A web browser, MS Word, MS Powerpoint, and pdf-reading software must be installed. Computers must have access to the Internet		
Course Instructor	Mikhail Knyazev, Natalia Slioussar		

Annex 1

Course Content

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Behavioral tasks: word associations	8		4	4

2	Behavioral tasks: semantic relations and definitions	14		4	10
3	Experiments used to test the Linguistic Relativity hypothesis	14		4	10
4	Behavioral tasks: space and object categorization	14		4	10
5	Testing grammaticality judgments	16		6	10
6	Eye tracking and Neuroimaging	16		6	10
7	Collecting and Analyzing Data	16		6	10
8	Student Presentations	16		6	10
Total study hours		114		40	74

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay		*		
	Report/Presentation	*	*		
	Project		*		
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)	*	*		
Summative Assessment	Exam				

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.