

Citizen Project

Name

In reflecting on my role in my department and the linguistic community, I have identified the following goals to improve my involvement. These goals will help me maintain and grow relationships in my department and field through involving colleagues in my research and teaching.

- Take full advantage of existing research collaborations. Follow up on ideas to continue these collaborations and make them productive.
- Be proactive in developing new relationships.
 - Invite a colleague to lunch each semester. Discuss their interests and consider ways in which we might work together in research or teaching.
 - Reach out to colleagues in my department that I do not know well. Find common ground to grow relationships.
- Invite a colleague to observe my teaching. Ask the colleague to write a reaction to my teaching with suggestions.
- Invite a colleague to read a manuscript before submitting it for publication. Ask for feedback and use the process as a way to get to know colleague better.

Faculty Development Plan

Name

Linguistics and English Language

Overview

This faculty development plan lays out where I see myself in my teaching, scholarship and citizenship, and presents goals towards improving myself in each of those areas.

Self-assessment

One of my strengths is that I have a strong emphasis on using quantitative data and focusing on empirical questions. I believe I am utilizing this strength in my teaching, especially in courses focused on these ideas (Ling 240, Ling 604), as well as in my personal research. I would like to continue to expand my skillset in this area as I develop research projects that demand such skills.

I also feel that I have a strong capacity to get along with my colleagues. I am pleased that I am developing meaningful relationships in the department and with colleagues in other departments. I hope these relationships will continue to provide helpful insight and perspective on my path to continuing faculty status and how I can better serve in my position. I would also like some of these relationships to expand into research collaborations. I will be mindful of possible ways in which my research interests might creatively combined with the research interests of colleagues in hope of developing fruitful collaborations.

One of my weaknesses is that much of my previous teaching experience has been in language classes. While some of the principle of good teaching transfer readily, teaching different content requires a shift in some of my teaching methods. I feel I am making this transition well but remain aware of ways in which I can continually improve.

Another weakness I am working on is how challenging it is for me to write up my research. I love doing research -- gathering data, working with numbers, considering the implications of findings, presenting my research, etc. However, the task of writing the research into publishable pieces is challenging. I have anecdotal evidence that I am far from an exception in this regard. To combat this challenge I am trying to set regular writing goals and spend consistent, even if small, amounts of time writing on a daily basis. I hope this approach will lead to consistent progress and greater overall production in my writing.

In addition to publishing, I would like to make my research visible by presenting at conferences. My department is generous in funding conference travel and I would like to take advantage of the resources available. To do this I will consider which conferences fit my goals and research interests, and plan projects that could be presented at them.

My research focuses on the connection between grammatical structure and cognitive processes. One of the challenges of this focus is that it involves multiple research methods, e.g., corpus, computational, experimental. As I develop my research agenda I find it important to continue approaches my research questions from different perspectives, but also realize the I must maintain a consistent theme in my research interests to avoid overextending my expertise.

Goals

Teaching:

- Take advantage of the Students Consulting on Teaching (SCOT) resources at least once in the next semester.
- Continue to take notes on my lesson plan immediately after each class period.
- Use notes from past semesters to refine teaching materials for repeated courses (Ling 240, 320).
- Develop materials and lesson plans for new courses I am teaching now (Ling 604) and will teach next year semester (Ling 220).

Scholarship:

- Present at The Morphological Eye: SMG 25th Anniversary in September 2017.
- Submit abstract to one psycholinguistic conference (The Mental Lexicon) and one general linguistics conference (Annual Meeting of the Linguistic Society of America 2018) in the next six months.
- Determine 1-2 conferences that I would benefit from presenting at/attending next calendar year. Plan in advance what projects would be best suited for these conferences.
- Develop experimental data on processing of inflectional structure in Russian nouns. Prepare for publication in psycholinguistic journal (Cognition or Language and Cognitive Processes).
- Develop paper from workshop on Morphological Typology and Linguistic Cognition into submission for edited volume.

Citizenship:

(Department/university)

- Attend meetings/retreat for and actively contribute to restructuring of Ling MA program.
- Continue to write letters of recommendation for students.
- Help facilitate student research projects when possible, including serving on a limited number of MA thesis committees.
- Continue to attend and take an active role in department meetings.
- Be available to serve on a department committee if needed.

(Field)

- Serve on organizing committee for Workshop on Morphological Typology and Linguistic Cognition to be held in conjunction with Linguistic Society of America's Summer Institute (University of Kentucky, July 22-23, 2017).
- Be available on a limited basis as a reviewer for abstracts and/or articles if invited.

How my goals connect to department and university aspirations and needs

My teaching goals focus on developing and improving my teaching abilities in the courses my department needs me to teach. I will be flexible in teaching what courses are need and expand my teaching repertoire as needed to fulfill department needs. My goals in improving myself as a teacher are in line with university aims of developing students who have 'the skills and the desire to continue learning and to serve others throughout their lives' (Aims of BYU Education). I take my role as an instructor as one of service and strive to be available to my students in any way I can help them. My research goals also contribute to the mission of the university in terms of producing high-quality scholarly work. In doing so I hope to elevate the visibility of the university in my field and serve as an example of the values we represent.

Resources needed to accomplish the professional goals

My department has approved my travel funding for this calendar year. I will need to apply for funding for conferences next calendar year.

In my second year, I plan to develop a project that will require a data collection trip. I plan to submit a research proposal to the College of Humanities to fund this trip including travel costs, monies to pay participants, and equipment for running experiments.

Activities and accomplishments so far in achieving my goals

- I participated in the Effective Teaching Retreat (August 4-5, 2016; Midway) organized by the Center for Teaching and Learning.
- I fulfilled my teaching assignment in my first semester, teaching two courses for a first time.
- I participated in the Fall Seminar by the Faculty Center.
- I presented at a GSS workshop on applying for jobs and PhD programs (January 2017).
- I actively participated in all three searches in our department including having two candidates do a teaching demonstration in one of my classes.
- I presented a paper at the 11th Annual Meeting of the Slavic Linguistics Society (September 23-25, 2016; University of Toronto).
- I had an article appear in *Word Structure* in November 2016 (co-authored with Andrea Sims as first author).
- I have submitted a paper on the role of irregularity in inflectional complexity to an edited volume on morphological complexity (Oxford University Press, with Andrea D. Sims as second author)
- I have met individually twice with Taylor Halverson (College of Humanities Consultant, Center for Teaching and Learning) to discuss ways in which I can develop as a teacher.
- I attended the Faculty Development Spring Seminar.
- I determined what conferences would be most valuable for me to present research at this calendar year. I have been accepted to one and will submit abstracts to two others.
- I helped first year MA students develop thesis topics and committees in winter semester in Ling 604.
- I attended a retreat (May 2017) to discuss restructuring of our Ling MA.
- I invited a colleague (Rob Reynolds) to collaborate on a project with me and Andrea Sims. He accepted and we are actively working on a paper for the Morphological Typology and Linguistic Cognition Workshop.

Linguistics 220: Structure in Language Syllabus; Autumn 2017

Instructor: Dr. Name **Office:**
4050 JFSB
Phone (office): 801-422-5353
Class Time: T, Th 12:05-1:20
TA: Tyler Willden

Email: Namebyu.edu **Office**
Hours: M, W 1-2 & Th 12-1
and by appointment
Class Location: JKB 1105
Email: tylercwillden@gmail.com

Course Description:

One of the most important facts about Language is that it has structure; languages are not a random series of sounds and words. All languages have structure – or organizational principles and observable patterns – which determine how they can be used. In this course students (1) develop an understanding of language structure; (2) explore the importance of language structure for other areas of linguistics; and (3) appreciate the cross-linguistic variation in structure. The course is taught by exploring English and the structures of other languages.

Course Learning Outcomes:

By the end of the course, you will be able to ...

- complete basic morphological analyses using knowledge of basic word formation processes; the distinction between inflection and derivation and common inflectional categories; and properties of the interfaces of morphology with phonology and syntax.
- complete basic syntactic analyses using knowledge of parts of speech; constituent structure; and grammatical relations.
- describe the results of analyses using appropriate terminology and formalisms.

Reading assignments and texts:

Most of the reading will be from the course textbook: Payne, Thomas. 2006. Exploring Language Structure: A Student's Guide. Cambridge UP. All other readings will be available for download from Learning Suite. You should do each assigned reading at least once before the date listed on the schedule. You are responsible for material from the reading, even if it is not covered in class. Thus, if you have a question about the reading, or if the material is unclear, it is your responsibility to ask about it in class or office hours.

Attendance, Participation and Quizzes:

Class attendance is critical to your success in this class. I expect you to attend class and be an active participant. If you do/will miss class, you should (1) inform me, (2) find a 'friend' to get notes from and (3) check learning suite for materials and updates. In addition to attendance/participation, we will have weekly quizzes covering the readings and class lectures. The lowest quiz score will be dropped.

Late work:

Turn in work on time. I reserve the right to not accept work that is turned in late. Assignments are due at the beginning of the class period on the due date. If I choose to accept a late assignment, I will reduce the grade by 10% for each class session. For example, an assignment which would have received a 90% if turned in on time will receive an 80% if turned in by or before the beginning of the next class. If you have a legitimate excuse for not turning in work on time (serious illness or family emergency), contact me as soon as possible, preferably before the assignment is due.

In-class Policies:

Please respect me and your classmates. This includes not using your cell phone during class; if it's an emergency, step out to take the call. You may use laptops/computers for taking notes, but not for reading the news, checking social media, etc. You can and will lose participation points for focusing on things not related to the course during class.

Course schedule:

The course schedule, including readings, assignments, slides, handouts, etc., is available on Learning Suite. This schedule is subject to change; you should check for updates on Learning Suite regularly.

Grading

Attendance, participation	15%
Weekly quizzes	10%
Homework assignments	40%
Midterm exam	15%
Final exam	20%

Letter grades are assigned according to the following scale:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59

Important University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct:

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Scholarship Strategies Project

Name

Themes

In the Self-Assessment section of my faculty development plan I identified that (1) I struggle more in writing up research than doing the problem solving, data collection and analysis; (2) I need to remain programmatic in my research despite the fact that it uses multiple methods/approaches; (3) I need to present my work at conferences to make my work more visible in the community and to foster relationships with others working in my field. Below I give my goals and strategies to guide me in dealing with these three themes.

Scholarship goals (copied from Faculty Development Plan):

- Present at The Morphological Eye: SMG 25th Anniversary in September 2017.
- Submit abstract to one psycholinguistic conference (The Mental Lexicon) and one general linguistics conference (Annual Meeting of the Linguistic Society of America 2018) in the next six months.
- Determine 1-2 conferences that I would benefit from presenting at/attending next calendar year (2018). Plan in advance what projects would be best suited for these conferences.
- Develop experimental data on processing of inflectional structure in Russian nouns. Prepare for publication in psycholinguistic journal (Cognition or Language and Cognitive Processes).
- Develop paper from workshop on Morphological Typology and Linguistic Cognition into submission for edited volume.

Strategies

To ensure I am being productive in writing up research, I will write (not just research, but write) for at least 30 minutes every workday. I will do this at the same time each day to ensure I get the most out of this time. Even though this is not a large amount of time, consistent focus on writing will help me progress in making my work publishable. I will plan in advance for submitting abstracts to and presenting the most appropriate research at conferences. I will focus on no more than three projects at a time to maintain a programmatic approach to producing scholarly work. This will help ensure that I do not spread myself too thin in terms of the ideas I am engaging with and the methods I am using.

Evaluation

At the conclusion of the FDS seminar I will evaluate my success by referring back to my strategies and goals. I will be able to determine if I have completed the goals that involve a logical endpoint (presenting at a conferences, planning for future conferences) and will regularly track my writing time for ongoing goals (writing 30 minutes every working day).