

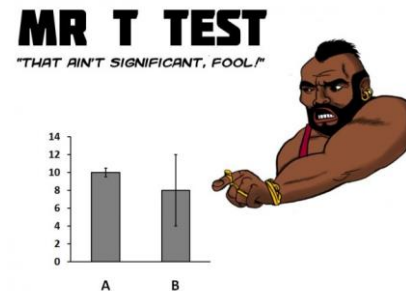
# Introduction to Research Methods

LING L501

Indiana University  
Spring 2024

Meetings: F 10–11:40a ET  
BH 503

Instructor: **Ann Bungler** (she)  
Email: [acbunger@indiana.edu](mailto:acbunger@indiana.edu)  
Office: Ballantine Hall (BH) 520  
Office Hours: by appointment



**Course Description:** This course provides an overview of skills and techniques for conducting graduate-level research in Linguistics. The topics we will engage with include developing a research question, selecting appropriate methodologies and analyses, best practices in data management, responsible conduct of research, time management, and discipline-specific writing conventions. Requirements for the course include attendance at four colloquium talks and the development of a research proposal. A background in introductory linguistics will be assumed.

**Learning Outcomes:** The primary objective of this course is to help graduate students develop and strengthen skills needed to be successful researchers. By the end of this course, you will be able to:

- Take responsibility for their own professional development
- Find and read research articles effectively and efficiently
- Develop a research question and frame it in the context of broader issues in the field
- Select appropriate research methodologies and data analysis methods
- Communicate with peers about research topics and processes
- Incorporate an understanding of research ethics into the preparation of IRB forms
- Manage time for research effectively
- Use discipline-specific writing conventions to develop and write a research proposal

## Teaching and Learning Methods

In addition to providing an introduction to research methods, this course is designed to create community and to give you a safe space in which to practice participating in a graduate-level academic environment. Most class meetings will include presentation of material by students and/or class discussion and will be followed by assignments that promote reflection on the topics we discuss.

## Course Requirements

### Evaluation

Participation	30%
Reflections	30%
Proposal	40%

### Participation

You are expected to attend all class meeting and to be ready to participate in the day's activities. You may miss one class meeting without incurring a penalty. You will also give several presentations related to your own research proposals over the course of the semester. Outside of class time, you are expected to attend four colloquium talks over the course of the semester and to meet with your research mentor at least twice.

### Reflections

You will be expected to write six 1–2-page reflections on selected course topics. Prompts for these papers will be available on Canvas. You will also be required to write reflections on the four colloquium talks you attend. Weekly reflections are due by 10a (the beginning of class time), one week from the date they are assigned; colloquium reflections may be submitted at any time up until 5p on the last day of classes (4/26).

### Proposal

In-class discussions and readings will help you prepare for the final project, which involves writing a research proposal. We will work toward this all semester, with class time set aside for brainstorming, problem-solving, and group work. The proposal is thus the culmination of the semester's work. You will also be required to have two meetings with your project mentor over the course of the semester.

### Schedule

See weekly Canvas modules for additional preparation activities for each day of class. Unless otherwise indicated, follow-up assignments are due by 10a on the Friday **after** they are assigned. Colloquium reflections are due by 5p ET Friday 4/26.

Week	Topic	Preparation for class	Follow-up
1 1/12	Logistics & strategic thinking	read: desJardins, 1994; Hardwig, 1985  come prepared to talk about your schedule for the semester and the project you plan to work on	Reflection 1
2 1/19	Research articles: researching, reading, writing conventions	read: Chow & Lewis, 2011; Macaulay, 2011 ch3; NCWIT, 2011  skim: resource pages on writing conventions	Reflection 2

3 1/26	Asking questions and developing a narrative	read: Sunderland, 2018; Naigles, 1990, Bungler & Lidz, 2004 come prepared to talk about your research question	Reflection 3
4 2/2	Proposal workshop 1: Methods	read: TBD come prepared to present about a method of data collection that is relevant to your project	submit presentation + partial draft of proposal
5 2/9	Proposal workshop 1: Methods	read: TBD come prepared to present about a method of data collection that is relevant to your project	submit presentation + partial draft of proposal
6 2/16	Ethics of linguistics research	read: Eckert 2014; Holton, Leonard & Pulsifer 2022; AAA, APA, and LSA Ethics Statements	Reflection 4
7 2/23	Responsible conduct of research	read: Belmont Report, IU policy on Research Misconduct (ACA-30) complete CITI training	IRB proposal
8 3/1	Proposal workshop 2: Data analysis	read: Bennett et al., 2011; Tremblay & Politzer-Ahles, 2013 come prepared to present an article that is related to your research	submit presentation + partial draft of proposal
9 3/8	Proposal workshop 2: Data analysis	read: Bennett et al., 2011; Tremblay & Politzer-Ahles, 2013 come prepared to present an article that is related to your research	submit presentation + partial draft of proposal
<b>Spring Break</b> is March 11–15. Woo hoo!			

10	3/22	Writing revisited	read: Macaulay, 2011 ch5; complete 2 proposal critiques	
11	3/29	Balance	read: UMD 2018 time management; Al-Malood 2017; CAPS guides (2)	Reflection 5
12	4/5	Faculty research panel	read materials provided by panelists and come with questions for them	peer review
13	4/12	NO CLASS (You deserve a break!)		
14	4/19	Final presentations	come prepared to present progress on your project	submit presentation + remaining colloquium reflections
15	4/26	Final presentations	come prepared to present progress on your project	submit presentation + remaining colloquium reflections
<b>Reflection 6 + Final drafts of proposals are due by 10a ET W May 1.</b>				

### Readings

There is no textbook for the course; readings will be made available on Canvas. See below for a list of references for pre-selected readings.

Al-Malood, F. (2017). How to make time for research and writing. *The Chronicle of Higher Education*. Retrieved from: <https://www.chronicle.com/article/how-to-make-time-for-research-and-writing/>

American Anthropological Association (2016). Ethics resources. Retrieved from <http://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1895>

American Psychological Association Committee on Human Research. (2018). CHR statements and commentaries. Retrieved from <http://www.apa.org/science/leadership/research/index.aspx>

Beavers, J., & Sells, P. (2014). Constructing and supporting a linguistic analysis. In R.J. Podesva & D. Sharma, *Research methods in linguistics*. Cambridge University Press.

- Bennett, C. M., Baird, A. A., Miller, M. B., & Wolford, G. L. (2011). Neural correlates of interspecies perspective taking in the post-mortem Atlantic Salmon: An argument for proper multiple comparisons correction. *Journal of Serendipitous and Unexpected Results*, 1, 1-5.
- Bunger, A., & Lidz, J. (2004). Syntactic bootstrapping and the internal structure of causative events. *Proceedings of the 28th Annual Boston University Conference on Language Development*. Cascadilla Press.
- Chow, W.Y. & Lewis, S. (2011). How to read an empirical paper [Unpublished handout from University of Maryland Language Processing class]. Retrieved from [http://ling.umd.edu/~wychow/Wing\\_Yee\\_Chow/teaching/Guide%20to%20reading%20empirical%20papers%20\(LING499%20Fall2011\).pdf](http://ling.umd.edu/~wychow/Wing_Yee_Chow/teaching/Guide%20to%20reading%20empirical%20papers%20(LING499%20Fall2011).pdf)
- Department of Linguistics of the Max Planck Institute for Evolutionary Anthropology & Department of Linguistics of the University of Leipzig (2015, May 31). The Leipzig glossing rules: Conventions for interlinear morpheme-by-morpheme glosses. Retrieved from <https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf>
- desJardins, M. (1994, 1995). How to succeed in graduate school: A guide for students and advisors. *XRDS: Crossroads, The ACM Magazine for Students*, 1.2–1.3 [published in two parts]. Retrieved from <https://www.csee.umbc.edu/~mariedj/papers/advice.pdf>
- Eckert, P. (2014). Ethics in linguistic research. In R.J. Podesva & D. Sharma, *Research methods in linguistics*. Cambridge University Press.
- Green, G.M., & Morgan, J.L. (2001). *Practical guide to syntactic analysis*, 2nd edition (pp. 16–25). CSLI Publications.
- Hardwig, J. (1985). Epistemic Dependence. *The Journal of Philosophy*, 82, 335–349. <http://www.jstor.org/stable/2026523>
- Holton, G., Leonard, W. Y., & Pulsifer, P. (2022). Indigenous peoples, ethics, and linguistic data. In A. L. Berez-Kroeker, B. McDonnell, E. Koller, & L. B. Collister (Eds.), *The open handbook of linguistic data management*, pp. 49–60. MIT Press Open
- Indiana University (2017). University policies: Research misconduct (ACA-30). Retrieved from <https://policies.iu.edu/policies/aca-30-research-misconduct/index.html>
- Indiana University, Counseling & Psychological Services (CAPS) (2018). How to survive and thrive in graduate school. Unpublished handout.
- Indiana University, Counseling & Psychological Services (CAPS) (2018). Signs of student distress. Unpublished handout.
- Linguistic Society of America. (2009). Ethics statement. Retrieved from [https://www.linguisticsociety.org/sites/default/files/Ethics\\_Statement.pdf](https://www.linguisticsociety.org/sites/default/files/Ethics_Statement.pdf)
- Macaulay, M. (2011). *Surviving linguistics* [2nd Edition]. Cascadilla Press.
- Naigles, L. (1990). Children use syntax to learn verb meanings. *Journal of Child Language*, 17, 357–374. <https://doi.org/10.1017/S0305000900013817>
- National Center for Women and Information Technology (NCWIT). (2011). What is a literature review and how do I do one? Excerpted from *REU-in-a-Box: Expanding the Pool of Computing Researchers*. (p. 42). Retrieved from [www.ncwit.org/reubox](http://www.ncwit.org/reubox)
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

- Sunderland, J. (2018). Research questions in linguistics. In L. Litosseliti (Ed.), *Research methods in linguistics*, second edition (pp. 13–34). Bloomsbury Academic.
- Tremblay, A. & Politzer-Ahles, S. (2013). Making sense of statistics in psycholinguistics articles (focus on ANOVA). Unpublished class handout.
- University of Maryland, Learning Assistance Service. (2018). Time management tips for graduate students. Retrieved from:  
<https://www.counseling.umd.edu/global/docs/las/grad/timemanagementtipsforgradstudents.pdf>

## **Additional Policies and Resources**

### **Accessibility**

<http://studentaffairs.indiana.edu/disability-services-students/index.shtml>

This semester is likely to be chaotic in ways that we can't yet anticipate. Please know that we care about your mental, emotional, and physical health and are open to finding creative solutions to any issues that may come up. We are dedicated to making sure this course and its associated content are accessible to all students. If you encounter any material that is not easily accessible to you (e.g., file sizes too large for internet capacity, text incompatibility with e-readers), or if there are other issues that affect your ability to make progress, please let Dr. Bunger ([acbunger@indiana.edu](mailto:acbunger@indiana.edu)) know as soon as possible so that we can find a solution. In addition, any student who would like to discuss accommodations for a qualified disability is requested to speak directly to the **Office of Disability Services for Students** (Links to an external site.) (Wells Library, Suite W 302; [iubdss@indiana.edu](mailto:iubdss@indiana.edu); 812-855-7578) and to Dr. Bunger as early as possible in the semester (preferably within the first week of class). These services are confidential, but they may take time to put into place, and they are not retroactive.

### **Attendance and Participation**

Regular engagement is essential to achieving the learning outcomes of this course. You are expected to attend and to arrive on time for all lectures and discussion sections. You are responsible for all notes, announcements and handouts given out in class. If you would like to obtain materials for a class that you missed for reasons other than an emergency or documented illness, first speak to a friend in the class. And please ask if there is something that requires clarification!

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations (<https://vpfaa.indiana.edu/faculty-resources/teaching-resources/religious-observances-information.html>). The form must be submitted at least 2 weeks prior to the anticipated absence.

### **Emotional Wellbeing and Support**

<http://healthcenter.indiana.edu/counseling/>

If you are struggling with your emotional well-being, please consider contacting IU's Counseling and Psychological Services (CAPS: 812-855-5711). The instructional team for this course is happy to listen to you, but we have no counseling training and the folks at CAPS do. In addition, we may be legally required to report certain things that you share with us (e.g., reports of sexual assault, suicidal thoughts).

## **Inclusion**

Respect for cultural and biological diversity are central to the field of Linguistics. From both a scientific and a human perspective, there is value in considering the different opinions, backgrounds, and experiences that individuals contribute to the classroom. As we share ideas in this course, we may not always agree with each other, but we will work together to maintain an atmosphere of openness and respect for all perspectives. If you witness or experience a bias incident on campus, you may report it online at [biasincident.indiana.edu](http://biasincident.indiana.edu) or by calling the Dean of Students Office (812-855-8187).

## **Land Acknowledgement**

We acknowledge the indigenous communities native to this region and recognize that Indiana University–Bloomington was built on indigenous homelands and resources. We recognize the Miami, Delaware, Potawatomi, and Shawnee people as past, present and future caretakers of this land.

## **Late Work**

Critical learning outcomes for this course address professionalism and time management. Consistent with these goals, no late work will be accepted.

## **Misconduct of various sorts**

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct, including responsibilities to uphold and maintain academic and professional honesty and integrity. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Using online transcription, translation, paraphrasing, or text generation tools and presenting the output as your own work constitutes plagiarism. This includes IPA transcriptions. See Part II-G of the Code for detailed descriptions of types of academic misconduct that will not be tolerated, including (but not limited to) cheating, plagiarism, and facilitation of academic misconduct. Ignorance of what constitutes misconduct is not a valid excuse. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

In addition, you should be aware that selling the instructor's notes/study guides or uploading course assignments to the web in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct (Violation of Course Rules). Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable, but you should not distribute, post, or alter the instructor's intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructors.

### **Sexual Misconduct and Title IX**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

It is also important that you know that University policy requires me to share certain information brought to our attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

### **Student Assistance (Administrative, Financial, Food Insecurity, etc.)**

<https://studentaffairs.indiana.edu/student-advocates/>

The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes. SAO also has emergency funds for IU students experiencing emergency financial crisis.

<https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

If you have limited access to nutritionally adequate or safe foods, you might be interested in visiting Crimson Cupboard, an on-campus food pantry (located in Campus View Apartments, 800 N. Union St.) that offers free healthy food to IU Bloomington students. Students can visit the pantry once a week.

### **Student Rights**

Any student who believes another person in a class is threatening their personal safety or the class may step out of class without consequence.

### **Technology**

It is your responsibility as a member of our classroom community to avoid the use of technological devices that may distract others. Photos, videos, and audio recordings may not be made of this class without prior permission from Dr. Bungler.