FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Languages, Linguistics, & Comparative Literature

College Arts & Letters

*(To obtain a course number, contact **erudolph@fau.edu**)*

Prefix LIN **Number** 4430	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** RI: Morphology & Syntax

Credits *(See Definition of a Credit Hour)* 3 **Effective Date** *(TERM & YEAR)* Fall 2025	**Grading** (Select One Option) **Regular** ⦿ **Sat/UnSat** ◯	**Course Description** *(Syllabus must be attached; see Template and Guidelines)* Introduces students to basic concepts and issues in current morphological and syntactic theory. Focuses on the study of the structure of words, phrases, & sentences, how structure can be represented, and what it reveals about the nature of human language. Students are introduced to a variety of aspects of linguistics research, and each engage in their own research project developed throughout the semester. This is a research-intensive (RI) course.

Prerequisites, with minimum grade* N/A	**Corequisites** N/A	**Registration Controls** *(Major, College, Level)* N/A

***Default minimum passing grade is D-.** Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

WAC/Gordon Rule Course ☐ Yes ☑ No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.	**Intellectual Foundations Program (General Education) Requirement** *(Select One Option)* None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

PhD Linguistics

Faculty Contact/Email/Phone Michael Hamilton/mhamilton@fau.edu/297-3845	**List/Attach comments from departments affected by new course**

Approved by		**Date**
Department Chair	*Eric Berlatsky*	2-6-25
College Curriculum Chair	*Robin Larson*	02/10/2025
College Dean		2/13/2025
UUPC Chair	*Korey Sorge*	2/24/25
Undergraduate Studies Dean	*Dan Meeroff*	2/24/25
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

LIN 4430-001 (CRN: 12345)
RI: MORPHOLOGY & SYNTAX
Days/Times
3 credits
Location
Semester Year

Michael David Hamilton
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Office hours: Days/Times
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Course Description

Introduces students to basic concepts and issues in current morphological and syntactic theory. Focuses on the study of the structure of words, phrases, & sentences, how structure can be represented, and what it reveals about the nature of human language. Students are introduced to a variety of aspects of linguistics research, and each engage in their own research project developed throughout the semester. This is a research-intensive (RI) course.

Instructional Method

In-person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Readings

There is no required textbook. All materials (readings, lecture notes, handouts, etc.) will be posted on Canvas.

Course Objectives/Student Learning Outcomes (SLOs)

The goals of the course include learning about:
- theories in both morphology and syntax, as well as their interface (SLO #1)
- how to analyze morphology and syntax datasets (SLO #1)
- making linguistic-specific argumentation (SLO #2)
- devising a research question and corresponding methodology (SLO #2 & #3)
- revising work by incorporating feedback (SLO #4)
- providing appropriate and constructive feedback to peers (SLO #4)
- ethics in research (SLO #5)
- formatting and presenting linguistic data (SLO #6)
- communicating research in oral & written format (SLO #6)
- finding and using linguistic resources (including APA citation & reference format)

Research & Inquiry Intensive (RI) Course

This course contains multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at http://www.fau.edu/ouri.

Undergraduate Research Certificate

FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill building, exposure, and research dissemination activities. Successfully completing this course earns you three credits in research intensive coursework. Learn more about the RI Certificate here: https://www.fau.edu/ouri/undergraduate-research-certificate

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Research Project Assignments (RPAs)	75%	10 total; 5x10% & 5x5%
Homework	15%	7 total (lowest 2 scores dropped); 5x3%
Midterm	10%	In-class

Research Project Assignments (RPAs; 75% of Final Grade)

There will be 10 RPAs throughout the semester related to the Research Project (which vary from 5%-10% each). Students will choose a language to research (RPA #2) and began researching

throughout the semester. This includes a proposal (RPA #5) for a specific topic related to the course material (i.e., morphology and/or syntax) and their language. At the end of the semester, students will give a 10-minute oral presentation (using slides and including a question-and-answer period) in front of the class on their research project. Based on feedback from the instructor and peers, students will submit a 10-page written paper on their research project (including APA citations and references).

The nature of the Research Project will vary depending on the specific language that students choose (e.g., endangered and/or understudied vs. well-studied) and how the nature of their research (e.g., working with native speakers vs. data in the literature). For endangered and/or understudied languages (such as Comanche, Mikasuki, or Nahuatl) research could include the introduction of new data on the language if working with native speakers, or discussion of existing data in relation to theories and/or concepts in the literature (or our class). For well-studied languages (such as German, Italian, or Russian) research could include the comparison of theories related to a linguistic phenomenon or even a comparison of data between languages.

Research Project Assignment (RPA)	Grade%	Due Date	RI Student Learning Outcome
#1 CITI Training (Research Ethics)	5%	Due Week #1	SLO #5: Ethical Content
#2 Language Selection & Parts of Speech	10%	Due Week #2	SLO #1 Knowledge
#3 Sentences & Syntax Trees	5%	Due Week #5	
#4 Dataset & Analysis	10%	Due Week #8	SLO #4: Critical Thinking
#5 Research Project Proposal	10%	Due Week #10	SLO #2: Formulate a question
			SLO #3: Plan of Action
#6 Morphological Typology & Word Formation	5%	Due Week #12	SLO #1 Knowledge
#7 Research Project Presentation	10%	Due Week #15	SLO #6: Communication
#8 Presentation Peer-Evaluation	5%	Due Week #15	SLO #4: Critical Thinking
#9 Presentation Self-Evaluation	5%	Due Week #15	
#10 Research Project Paper	10%	Due Exam Week	SLO #6: Communication

Homework (15% of Final Grade)

There will be 7 separate homework assessments throughout the semester (with the lowest 2 grades being dropped). These may be done collaboratively, but each student must: (1) Turn in a separate assignment which s/he wrote/typed up individually, and (2) list the student(s) that s/he worked with for each question that they collaborated on.

#1 Syntax Phrase Trees	Week #3
#2 Syntax Sentence Trees (English)	Week #4
#3 Syntax Sentence Trees (non-English)	Week #6
#4 Syntax Dataset analysis (Practice Midterm)	Week #7
#5 Morphology Dataset analysis (nominal)	Week #10
#6 Morphology Dataset analysis (verbal)	Week #11
#7 Morphology Dataset analysis (difficult)	Week #13

Midterm (total 10%)

There will be a midterm that will take place in class and is based on all material covered in the syntax portion of the course. It will consist of one dataset of an unfamiliar The take-home portion will be due 1 week later and involves the student constructing of a dataset in the research language and providing a corresponding syntactic analysis.

In-class Midterm	Week #8

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

Florida Atlantic University prohibits discrimination on the basis of religion and respects the religious differences of our students, faculty and staff. The University is committed to fostering an inclusive, accessible, and diverse intellectual and cultural campus experience (University Regulation 5.010, Anti-Discrimination and Anti-Harassment). In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances (see attached memo). Any student who feels aggrieved regarding religious accommodations file a complaint with the Office of Equity, Inclusion and Compliance. Any such complaint will follow the University's established complaint processing procedures regarding allegations of discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out- of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Assignment, Quiz scores, & participation will be calculated as percentages. There will be no rounding of grades beyond the automatic rounding done by Canvas. At the end of the semester, the overall percentage score will be converted into a letter grade as follows:

A	94-100%	B+	87-89%	C+	75-79%	D+	65-69%
A-	90-93%	B	83-86%	C	73-76%	D	63-64%
		B-	80-82%	C-	70-72%	D-	60-62%
						F	0-59%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

Chapter 4 of the University Regulations contains information on the grade appeals process.

Policy on Makeup Tests, Late Work, and Incompletes

All quizzes and assignments must be completed for a passing grade in LIN 4430. Please consult the grading rubric to understand how late work is graded for each assessment. In case of illness or other legitimate unforeseen circumstances, participants can submit documentation to submit work past the due date for full credit. Without legitimate documentation, late quizzes and assignments do not receive full credit.

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular

subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services

Course Topical Outline (tentative)

To find/verify other important dates, consult the FAU academic calendar:
http://www.fau.edu/registrar/registration/calendar.php

NOTE: This syllabus, including the Calendar, is a guide for the course and is subject to change. All changes will be announced and discussed in class and posted on Canvas. The syllabus should not be considered a substitute for attending class or for any information that is provided to you by your instructor. Please check Canvas regularly for announcements and use it for assignments as indicated. Please keep in mind that you are responsible for having the required materials for class, for checking the syllabus for assignments, and for completing and submitting on time all assignments indicated for that week.

Week	Class	Topics	Reading	Assessment
1		Module #1: Generative Grammar	Isac & Reis (Chpt. 1)	RPA#1 CITI Training (Research Ethics)

Part I: Syntax

Week	Class	Topics	Reading	Assessment
2		Module #2: Phrase Structure	Tallerman Chpt. 5	RPA#2 Language Selection & Parts of Speech
3		Module #3: X-bar	Carnie Chpt. 6	HMWK#1 Syntax Phrase Trees
4				HMWK#2 Syntax Sentence Trees (ENG)
5		Module #4: Extending X-bar	Carnie Chpt. 7	RPA#3 Sentences & Syntax Trees
6		Module #5: Universality		HMWK#3 Syntax Sentence Trees (non-ENG)
7				HMWK#4 Syntax Dataset analysis
8		**Midterm (In-class)**		
		Module #6: Universality (taken seriously)		RPA#4 Dataset & Analysis

Part II: Morphology

Week	Class	Topics	Reading	Assessment
9		Module #7: Basic Concepts	Baker Bobaljik Chpt. 1	RPA#5 Research Project Proposal
10		Module #8: Derivational	Baker Bobaljik Chpt. 2	HMWK#5 Morphology Dataset analysis
11		Module #9: Inflectional	Baker Bobaljik Chpt. 6	HMWK#6 Morphology Dataset analysis
12		Module #10: Compounding	Baker Bobaljik Chpt. 3	RPA#6 Morphological Typology & Word Formation
13		Module #11: 'Exotic' word formation	Baker Bobaljik Chpt. 7	HMWK#7 Morphology Dataset analysis
14		Module #12: Morphological Theory		
15		**Research Project Presentations (RPA#7)**		RPA#8 & #9 Presentation Self- & Peer-Evaluation
Exam		**Final Exam Timeslot - Research Paper Due (RPA#10)**		

Research Intensive Course Matrix

Student Learning Outcomes (SLO)	Intensive level: Describe how SLO is met at the intensive level	Activity: Outline RI assignment(s) where SLO is met	Percent toward Final Grade
SLO 1: Knowledge (Students will demonstrate content knowledge, core principles, and skills.)	Students will complete several assignments using the research language that each student has chosen and will involve applying the concepts in class to this language.	RPAs #2, #3, & #6	20%
SLO 2: Formulate Questions (Students will formulate research questions and/or scholarly or creative problems with integration of fundamental principles and knowledge in a manner appropriate to the discipline.)	After initial familiarization with their research language and course concepts, students will submit a proposal for a research topic related to the course material (i.e., morphology and/or syntax) and their language.	RPA #5	10%
SLO 3: Plan of Action (Students will develop and implement a plan of action or discipline appropriate methodology to address research and inquiry questions or scholarly problems.)	The above Research Project proposal will include a methodology for how students will address their research question.		
SLO 4: Critical Thinking (Students will apply critical thinking skills to evaluate information, their own work, and the work of others.)	First, students will construct a dataset on their research language and provide evidence for a syntactic analysis. Second, students will evaluate and provide feedback on other Research Project Presentations (as well as their own).	RPAs #4, #8, & #9	20%
SLO 5: Ethical Content (Students will identify significant ethical issues in research and inquiry and/or address them in practice.)	Students will begin the course by taking the CITI training for Human Subjects Research for Social & Behavioral Research Investigators.	RPA #1	5%
SLO 6: Communication (Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.)	Students will (i) give a 10-minute oral presentation of their Research Project in front of the class (with slides) and (ii) write a paper on their Research Project	RPAs #7 & #10	20%

Example SLO	Example of how SLO met at the Intensive Level	Example Activity	Example Percent toward the RI project (s) Final Grade
SLO 1: Knowledge. Students will demonstrate content knowledge, core principles, and skills.	Assess social value **or** create new knowledge	Lab 2 literature review	5%
SLO 2: Formulate Questions. Students will formulate research questions or scholarly/creative problems with integration of fundamental principles and knowledge in a manner appropriate to their discipline.	Compose logical argument **or** predict outcomes	Develop a hypothesis for the RI project assignment	5%
SLO 3: Plan of Action. Students will develop and implement a plan of inquiry to address research and inquiry questions or scholarly problems.	Synthesize and evaluate plan of inquiry	Develop a quality assurance project plan to test the approved hypothesis assignment	10%
SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.	Justify conclusions, **or** prepare critical review, **or** evaluate feedback	Final RI project report conclusions, broader impacts, and reccomendations for further study assignment	10%
SLO 5: Ethical Conduct. Students will identify significant ethical issues in research and inquiry and/or address them in practice.	Design ethical research **or** maintain ethical integrity	Lab 3 ethical conduct of research assignment and peer review	5%
SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.	Prepare/direct communcation appropriately to a specific audience	Final poster oral presentation and written report	20%
TOTAL			**55% Min 40%**