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General Information

Unit convenor and teaching staff
Unit Convenor
Deanna Wong
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Contact via deanna.wong@mq.edu.au
C5A414

Credit points
3

Prerequisites
6cp from [(LING210(P) or LING217(P)) or (LING211(P) or LING218(P)) or LING214(P) or PSY238(P) or (LING216(P) or LING219(P)]

Corequisites
6cp from LING or SPH units at 300 level

Co-badged status

Unit description
Through an understanding of corpus use (or corpus building), language samples, and other forms of empirical linguistic data, this unit integrates the material covered in previous units, helping students as they approach graduation understand how their program of study fits together. For instance, computer corpora (written, spoken and signed language) provide a rich resource for investigating any aspect of language: as small as the phoneme or as large as whole texts. In this project-based unit, students will prepare themselves either for postgraduate studies in linguistics or for professions in which collecting language data, and its analysis and investigation, are relevant. The unit also shows how language data can complement other forms of linguistic description. This unit will also cover general research principles, the research process, ethical issues in research, defining research questions, data gathering, presentation, analysis and interpretation of data, disseminating research, organising reports, presenting results, and effects on practice.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
Discuss and critique a number of different research methods
Formulate and refine research questions relating to issues in general and applied linguistics
Develop a research proposal and present it as a poster
Collect empirical data and analyse it
Understand the strengths and limitations of a range of research techniques

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assessment 1</td>
<td>5%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>15%</td>
<td>Weeks 4, 7, 10 &amp; 13</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>25%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>10%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Assessment 5</td>
<td>45%</td>
<td>Week 14</td>
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Assessment 1
Due: Week 3
Weighting: 5%

2. Complete the ethics module by 13 August. Bring along to class your certificate as proof of completion.
3. Whilst you are completing the module I would like you to consider some of the following:

   Why is it important for researchers to conform to ethical guidelines?

   Ethical guidelines often place tight restrictions on, for example, sampling, recruitment of participants, information given to participants, and methods of data gathering. How can researchers weigh the need to conduct linguistic or applied linguistic research which has validity and reliability against the need for ethical procedures? In other words, do the ends never justify the means where research with humans is concerned?

On successful completion you will be able to:
- Discuss and critique a number of different research methods
- Formulate and refine research questions relating to issues in general and applied linguistics
• Develop a research proposal and present it as a poster

Assessment 2
Due: **Weeks 4, 7, 10 & 13**
Weighting: **15%**

For this task, you are asked to write **two** entries of about 400 to 500 words each week (i.e. 8 entries in total):

- Week 4 theme = ethics in research; development of your research question
- Week 7 theme = development of your poster; structure of research project
- Week 10 theme = the research itself (i.e. literature review, development of methodology and instrument, and analysis of data)
- Week 13 theme = reflection of what you’ve learned

Assessment 3
Due: **Week 7**
Weighting: **25%**

In undertaking this task, please follow the outline provided on the LING399 iLearn page. The task is designed to allow you to plan your research project, and to think through the process of undertaking the research. It is also designed to focus on something that is ‘close’ to your own interests or may be relevant to your current/future work circumstances.

On successful completion you will be able to:
- Discuss and critique a number of different research methods
- Formulate and refine research questions relating to issues in general and applied linguistics
- Develop a research proposal and present it as a poster
- Understand the strengths and limitations of a range of research techniques

Assessment 4
Due: **Week 7**
Weighting: **10%**

Oral presentation of the ePoster.
Assessment 5

Due: Week 14
Weighting: 45%

This task requires you to conduct the research you proposed in assessment task 3, and to write up the research in the form of a journal article. Its structure should closely follow that of your research proposal with the addition of a results section. Your report should be written following the style guide of Language the Journal of the Linguistics Society of America.

Length: Between 3,000 and 5,000 words

On successful completion you will be able to:

- Discuss and critique a number of different research methods
- Formulate and refine research questions relating to issues in general and applied linguistics
- Develop a research proposal and present it as a poster
- Collect empirical data and analyse it
- Understand the strengths and limitations of a range of research techniques

Delivery and Resources

DELIVERY AND RESOURCES

Teaching and Learning Strategies

The learning and teaching strategies used in this unit are face-to-face seminars, individual study, and interaction with iLearn discussion.

Any course notes are accessible on the iLearn website itself (Unit Content).

Required and Recommended Texts and/or Materials

Currently, there is no textbook for this unit. However, a range of texts are recommended. Please see the LING399 iLearn site for the current list.

Unit Webpage

The LING399 iLearn website has a range of resources, including course notes, tasks, (online discussions, etc). To login to the website, go to: https://ilearn.mq.edu.au/login/MQ/

Online Resources

There is a range of other resources available to Macquarie students, including:

- Electronic access to a variety of book chapters and journal articles at http://www.mq.edu.au/on_campus/library/borrowing/reserve/
- electronic access to journals at http://www.mq.edu.au/on_campus/library/research/journalfinder/


Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au

There is a range of other resources available for Macquarie students, including:

- electronic access to a variety of book chapters and journal articles

- electronic access to journals

- a mailing/fax service where book chapters and journal articles can be sent to distance students.

Technologies used and Required

None.

Unit Schedule

The lectures in LING399 cover topics including Ethical Issues in Linguistics Research, Corpus-based Research in Linguistics, Research Proposal Design, Questionnaire Design, and topics related to the design and presentation of research projects in Linguistics.

The lecture schedule for this course changes according to the availability and research interests of the teaching and research staff in the department. For the latest schedule, please see the LING399 Unit Outline available on the LING399 iLearn page.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html


Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Assignment Submission

All assignments must be submitted online via the LING399 iLearn page. All assessments are uploaded
Student Support
Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:
- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities
Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes
- Discuss and critique a number of different research methods
- Formulate and refine research questions relating to issues in general and applied
linguistics

• Develop a research proposal and present it as a poster
• Collect empirical data and analyse it
• Understand the strengths and limitations of a range of research techniques

Assessment tasks

• Assessment 3
• Assessment 4
• Assessment 5

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

• Discuss and critique a number of different research methods
• Formulate and refine research questions relating to issues in general and applied linguistics
• Develop a research proposal and present it as a poster
• Collect empirical data and analyse it
• Understand the strengths and limitations of a range of research techniques

Assessment tasks

• Assessment 1
• Assessment 2
• Assessment 3
• Assessment 4
• Assessment 5

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.
This graduate capability is supported by:

**Learning outcomes**

- Discuss and critique a number of different research methods
- Formulate and refine research questions relating to issues in general and applied linguistics
- Develop a research proposal and present it as a poster
- Collect empirical data and analyse it
- Understand the strengths and limitations of a range of research techniques

**Assessment tasks**

- Assessment 1
- Assessment 3
- Assessment 5

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Formulate and refine research questions relating to issues in general and applied linguistics
- Develop a research proposal and present it as a poster

**Assessment tasks**

- Assessment 3
- Assessment 4
- Assessment 5

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:
Learning outcomes

• Discuss and critique a number of different research methods
• Formulate and refine research questions relating to issues in general and applied linguistics
• Develop a research proposal and present it as a poster

Assessment tasks

• Assessment 2
• Assessment 3
• Assessment 4
• Assessment 5

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• Formulate and refine research questions relating to issues in general and applied linguistics
• Develop a research proposal and present it as a poster
• Collect empirical data and analyse it
• Understand the strengths and limitations of a range of research techniques

Assessment tasks

• Assessment 1
• Assessment 3
• Assessment 5

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:
Learning outcomes

• Formulate and refine research questions relating to issues in general and applied linguistics
• Develop a research proposal and present it as a poster

Assessment task

• Assessment 1

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

• Discuss and critique a number of different research methods
• Formulate and refine research questions relating to issues in general and applied linguistics
• Develop a research proposal and present it as a poster
• Collect empirical data and analyse it
• Understand the strengths and limitations of a range of research techniques

Assessment tasks

• Assessment 1
• Assessment 2
• Assessment 3
• Assessment 5

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:
Assessment task

• Assessment 5