Reference Guide for Independent Work Done by LIN Concentrators

Princeton Program in Linguistics

Updated September 23, 2021

Contents

Preface to this Reference Guide

This document serves as a point of reference for LIN independent concentrators undertaking their junior and senior independent work. The requirements and expectations for the independent work process and final written products are described in some detail, alongside references to various other resources and tools.

LIN independent concentrators are required to complete one Junior Paper (JP) in their junior year, and one Senior Thesis (ST) in their senior year, both undertaken as a year-long project (normally) due at the end of Spring semester of the relevant year. (Students who take a one-semester leave and return ”out of phase” should consult with the Director of Undergraduate Studies to determine the appropriate modified deadlines.) The work involved in each independent work project may take a number of forms (synthesizing and evaluating existing research, gathering data with experiments or surveys, measuring / quantifying / analyzing (existing) data, etc.), though all must involve original research that goes significantly beyond existing work in the relevant area.

This independent work is a serious undertaking that makes the Princeton experience a unique one. It is a special opportunity designed to give students a sense of what it means to be a linguist—to find a topic of interest, develop an original research question, conduct linguistic research, and write following the standard practices of the field. As important as that (or perhaps even more important), we hope this independent work gives students a taste of the joy, wonder, and satisfaction that can come with researching language.

This document is meant as a helpful guide – if you believe any relevant information is missing, please contact the DUS or a LIN faculty member.

1 Getting Started

The first steps in the independent work process are finding a research topic, developing an appropriately-sized research question, engaging with the literature, and determining who is/are the best fit advisor(s) for this project. This process is gradual for the JP (and will take place in conjunction with LIN 400), but much faster and starts earlier for the ST.

1.1 Topic

It is the duty of the student to identify research areas of interest and do the necessary background reading and/or coursework to be prepared to investigate a topic in this area. Students are free to pursue any area of linguistics and any type of research question, but will be strongly encouraged to choose a topic for which an appropriate advisor can be found (within or outside of LIN). Along the way, faculty are available to meet, brainstorm, and help explore potential topics and research questions.

Given the purpose of the independent work requirement, a student is expected to do research that does not simply replicate or summarize work that has been done before. The form that research takes will vary from project to project. It may include (but is not limited to) the following components: surveying works on a topic, measuring/quantifying existing data, creating data sets out of existing documentation, interviewing individuals, gathering survey data, running experimental studies, etc. (*Note that with the permission of their independent work advisor(s), a student may base independent work on previous course work, such as a term paper, so long as the proposed independent work goes considerably beyond the previously completed work. University and departmental rules are designed to assure that students do as much work as they would have done in the case of two separate projects.*)

It should be made especially clear that it is <u>not</u> required that the research question be entirely groundbreaking for the field of Linguistics. To the contrary, it should be <u>encouraging</u> to find that others have already investigated the same (or similar) research questions. It is <u>not</u> is required to exhaustively read every paper written on a given topic (this would be impossible!), but rather students should aim to do some representative readings. This process can validate a student's research ideas as reasonable ones to investigate, and can also provide insight into how such questions can be investigated (and into what is not yet adequately investigated). Progress in linguistics (as in other fields) is made in small steps, incrementally; students should look to carve out a small space where they can make an original contribution to an existing conversation.

Students are encouraged to start thinking about potential topics early, before the Fall semester even begins. (<u>Tip</u>: You are welcome to meet with potential advisors before the year even begins, and it may even be possible to get started on substantive research for the independent work ahead of time.) Students are encouraged to consider what they find interesting about language (e.g., what drew them to linguistics in the first place), and what they are excited to know more about. One of the most useful activities related to finding a topic is to have (open-ended) discussions about topics/areas/phenomena of interest: with fellow students, with faculty, with family/friends outside of LIN, etc.

Some other helpful hints for finding topics:

- Keep short notes (on a phone / in a notebook / etc.) of linguistic topics or phenomena that are of interest as you come across them
- Reflect on topics of interest that come up during class or through doing coursework
- Engage in some directed linguistic work (e.g., being a research assistant, attending linguistics summer schools, joining a fieldwork team, etc.)
    - ◇ (See §2.1 for notes on learning opportunities outside of the classroom.)
- Read some research papers in areas you are interested in, to see what questions people are asking and how they are investigating them
    - ◇ There is enormous value in skimming through what's been done and what's happening in a research area
    - ◇ There's also value in doing closer reads of the work to see where it has gaps or whether the research could be improved upon
- Make a meeting with various faculty members to talk about *their* research programs
    - ◇ See what they think are exciting research questions
    - ◇ See what ideas they have not had a chance to explore
    - ◇ See if there is a way to join in on their ongoing research

1.2 Initial Research

After deciding on a research topic (or while in the process of deciding), it is important to seek out the existing research in this area and engage with it on a deep level. Your research question does not (and should not) exist in a vacuum, but rather, it should be contributing to an ongoing conversation or open area of inquiry in the field. Engaging with research means reading carefully and critically assessing:

- what types of questions have (not) been asked in this area
- what is (un)known, (non-)contentious, and (un)clear in this area
- what research methods can be used to investigate research questions in this area

(*Hint: footnotes often reveal what is uncertain to the author(s), and may point out lines of questions that they cannot address, but which future research might be able to*.)

Inevitably, finding one or two existing publications on a topic will lead to others. Most obviously, the bibliography of these initial readings can be used to find relevant works that were published earlier. In addition, finding subsequent works is also possible, using tools like Google Scholar (http://scholar.google.com/) — search for that original publication, and click the "Cited By" link below to find other works that cite the search result.

However, finding those first works that jump start a research project can be a real challenge — if for no other reason than you don't know what to search for. (What do linguists call this thing? Where do works on that topic get published? What search terms might help?) <u>Students are encouraged to engage with topic specialists</u> to get recommended readings and to identify relevant search terms. Consult Princeton faculty members, Princeton research librarians (https://library.princeton.edu/staff/specialists), friends who have taken different classes, graduate students in related disciplines, and other academics (including in other departments or at other institutions).

Another way to find such work is to refer to publications that are aimed at reporting general surveys of information: e.g., textbooks, journal articles that survey past research, news coverage of research, etc. To find some of these 'survey' style publications, students are directed towards:

- Reference guides, e.g.:
  - https://libguides.princeton.edu/linguistics
  - http://linguistics.oxfordre.com
  - http://wals.info
- Edited volumes that serve to gather overview articles (so-called "handbooks" of various linguistic subfields)
  - Blackwell, Cambridge University Press, and Oxford University Press (among others) have published many of these
- Journals that publish overview articles (e.g., Language and Linguistics Compass)

<u>Note</u>: While Google Scholar can be helpful at some stages of the process, it often does <u>**not**</u> do a great job for all tasks. For example, it does not excel at finding the most relevant/influential works. Moreover, it is especially hard to use effectively at the beginning of the research process. This is because, in order for Google Scholar to be helpful at all, the user typically needs to already know which terms to search for. Without discussing the topic with specialists in the area, it may be hard to know what these terms would be. In sum: students are encouraged to be very actively involved with their peers and with the faculty, and then to use search-based tools (e.g., Google, Google Scholar, Wikipedia) <u>**after**</u> those consultations.

1.3 Advisors and Advisees

Each independent work project will have its own advisor (or, in some cases, multiple advisors). Who the advisor(s) is/are for a project is determined by a combination of factors, including: the student's preferences, the topic, and availability of particular advisors. Students must meet with any faculty members they are interested in working with before they can request this faculty member as a preferred advisor. Note that students are not limited to those advisors listed on their Independent Concentration application. More information about advisors is given in the sections on Junior Independent Work (§3) and the Senior Thesis (§4).

Both the advisor and the advisee have responsibilities towards each other and the Independent Work project and process, as laid out below.

Advisor responsibilities

- Guide the advisee through the independent work process, from idea development through the final writing stage
- Meet with and be in touch with the advisee regularly
- Monitor student progress throughout the year
- Direct the advisee to available resources according to their needs
- Provide feedback to the advisee on their submitted work, and do so in a timely fashion that allows for response and revision (so long as the work itself has been submitted in time for this to be feasible, i.e., by the deadlines laid out here)
- Contextualize the grade for any completed written (graded) independent work with a Reader's Report, sent to the advisee after completion of the relevant work
  - JP-related Reader's Reports: JP Prospectus (Winter), JP final submission (Spring)
  - ST-related Reader's Report: ST final submission (Spring)
- *NB. If the advisor perceives an issue in the advisor-advisee relationship or the advisee's progress on their independent work, the advisor should reach out to the LIN DUS and the student's residential college Dean or DOS to resolve the issue as soon as possible.*

Advisee responsibilities

- Be aware of all deadlines and components of the independent work process as laid out in this document
- Meet all deadlines as laid out in this document, unless a later deadline has been sought and agreed to on reasonable grounds
- Put in the serious time, energy, and thinking needed for producing independent work, on a regular and consistent basis throughout the year
- Prepare appropriately for all meetings with the advisor
- Reach out to the advisor when in need of additional meetings, resources, or support throughout the independent work process
- Utilize campus resources that support the research process, according to what is needed and appropriate
- Take responsibility for the success of the independent work project
- *NB. If the advisee perceives an issue in the advisor-advisee relationship or needs help navigating some aspect of this advising relationship, the advisee should reach out to the LIN DUS, LIN Chair, or their residential college Dean/DOS to resolve the issue as soon as possible.*

1.4 Common Advisors for LIN Independent Work

- Faculty advisors for independent work in LIN are listed in the tables below.

- These lists **do not** indicate that the listed faculty member is available. (*Faculty availability depends on how many advisees they can take on in a given semester/year and/or whether they are on leave or not*.)
- Nor do these lists exhaustively name all possible advisors. (*Faculty beyond this list may advise, e.g., faculty in language departments, usually in conjunction with a secondary advisor from within LIN; but note that not all faculty members on campus are expected to serve as advisors*).
- For more detail about the advisor-advisee relationship and the process of pairing advisors and advisees, see sections 1.3, 3.2, and 4.2 of this document.

Faculty advisors within LIN		
Byron Ahn	syntax, prosody, their interfaces	website
Amelia Becker	phonetics, phonology, signed languages	
Christiane Fellbaum	computational linguistics, lexical semantics, bilingualism	website
Steven Foley	syntax, morphology, experimental	website
Laura Kalin	morphology, syntax, morphology-phonology interface	website
Florian Lionnet	phonology, phonetics, fieldwork, language documentation, African languages (*NOTE: on leave 2021-22, but may take on students as a secondary advisor*)	website
Daniel Maier	language acquisition, translanguaging, ASL	
John (Jack) Merrill	historical, phonology, morphology	website
Irina Monich	phonology, morphology, historical	website

Some possible advisors who are LIN-affiliated faculty		
Adele Goldberg	psychology of language	website
Harvey Lederman	semantics, philosophy of language	website
Casey Lew-Williams	language acquisition	website
Catalina Méndez Vallejo	sociolinguistics, syntax, Spanish	website
Una Stojnic	semantics, pragmatics	website

1.5 Research Involving Other Humans

Research that collects new data from humans (e.g., through survey data, speech recordings, interviews, elicitation of judgments, experimental data, etc.) will require approval from the Princeton Institutional Review Board (IRB). Students should work closely with their advisor to get this approval, and should do this as early in the research process as possible. (Approval is required before collecting data, and is necessary for funding to become accessible.)

If the student has never submitted a proposal to the IRB before, they will need to complete an online training course about ethics and best practices for researchers. Information on this can be found at https://ria.princeton.edu/human-research/training. In the case of linguistic research, all that is likely to be required is completion of the "Social & Behavioral Research

Investigators" course.

More information about the Princeton IRB can be found on their webpage: https://ria.princeton.edu/eRIA.

2 Resources for Independent Work

2.1 Linguistics Outside the Classroom

While many research ideas (and the necessary background for pursuing them) may come from coursework, there are also a number of other resources available to students as they prepare for their independent work. The following is a partial list:

- Guidance available online from professional associations and other linguistics departments
  - The Linguistic Society of America's Guidelines for Inclusive Language:
    - https://www.linguisticsociety.org/resource/guidelines-inclusive-language
  - University of Washington Dept of Linguistics' Guidelines for Writing Linguistics Papers:
    - https://linguistics.washington.edu/some-guidelines-writing-linguistics-papers
- Be a research assistant for faculty
  - Within Princeton LIN, in other LIN-related fields, at other institutions, ...
  - Either over breaks or during the year
- Get engaged in fieldwork!
  - Working with particular linguistic/social communities
  - Connect to such communities through your own networks or through the help of faculty
  - Over summers, it may be possible to join a pre-existing fieldwork team
- Consider linguistics summer schools, e.g.:
  - LSA Summer Institute, ESSLLI (European Summer School in Logic, Language and Information), the NY-St.Petersburg Institute of Linguistics, Cognition, and Culture, etc.
  - See https://linguistlist.org/summerschool/browse/index.cfm for more!

2.2 Financial Support

Some independent work projects will require funding to carry out. The main places students should look for funding are discussed below. Here are some reasons you might seek out funding:

  - Paying language consultants / experimental participants / etc.
  - Research materials (e.g., books, supplies)
  - Travel to do fieldwork / speak to scholars at other institutions
  - Presenting research at conferences (check LIN website for a list of some undergraduate-friendly conferences!)
  - and more! (check out https://undergraduateresearch.princeton.edu/funding/thesis-funding to see some examples of what this sort of funding can/cannot cover)
- **Use the SAFE system** (https://studentfunding.princeton.edu)

- It's your best bet to find what you're eligible for
- There is a certain amount of funding each year for each LIN student, but you must apply to get access to it
  - This funding can be used both during breaks and during the year
  - For use towards research/prep related to your independent work (see examples above)
  - Applications are quite straightforward
    - Check out this https://linguistics.princeton.edu/funding/ for some notes on what is expected
    - Talk to a faculty member for more guidance; note that you will need your advisor to approve your funding request!
    - Don't forget, you might need to get IRB approval before getting access to these funds, if you will use them to pay participants in a study
  - **NOTE**: students ***must*** meet with their advisor or the DUS **before** applying for this money, to discuss plans, costs, and goals for outcomes
- Here are the deadlines for **when you should apply for LIN-specific SAFE funding**, based on when you intend to use the funds.

Funding during...	Application window opens...	Application window closes...
Fall semester	Aug.1	**Due: Oct.1**
Winter break	Nov.1	**Due: Jan.1**
Spring semester	Jan.2	**Due: Mar.1**
Summer break	May 1	**Due: Jul.1**

  - (*Note: Summer funding is relevant for starting JP and ST research before the academic year starts*)
  - This LIN-specific SAFE funding is awarded on a rolling basis, so funds can be apportioned to you before the funding opportunity closes (i.e., before the application due date).
- There are other funds you may be eligible for, that SAFE may list
  - Beyond the money that comes from LIN
  - Including through other programs/departments if your work is interdisciplinary

- **Look for fellowships to support your research**
  - See the Fellowship Advising website: https://oip.princeton.edu/our-programs/fellowship-advising
- **Check out related academic organizations**
  - For example, if you attend the LSA summer institute, there is funding available through them to help with costs

2.3 Campus Resources

A number of bodies/resources on campus exist with the main purpose of helping you conduct your research and compose your independent work papers. Students are encouraged to take advantage of them!

- **Office of Undergraduate Research** (https://undergraduateresearch.princeton.edu):
  - This office has specific programs geared towards helping you succeed at independent work
  - This is a great place to start to see what Princeton can do to support you
  - Find research advice (tailored to undergraduates!) on their blog
  - Lots of events, listed at https://undergraduateresearch.princeton.edu/calendar
- **Library resources**:
  - Talk to a librarian – they know so much about doing research! They're wizards at seeking out and getting access to sources/information and knowing where/how to look.
    - The Linguistics subject librarian is David Jenkins (dj3@princeton.edu), who you should feel free to reach out to, and who can be helpful at every stage of the IW process.
  - The Princeton library system gives students access to extensive and comprehensive collections of books, journals, media, and research databases.
  - An increasing number of resources are available electronically, accessible from any computer on campus, and even accessible off-campus through a VPN connection.
  - See the LibGuide for linguistics (https://libguides.princeton.edu/linguistics) for some indication of the resources available through the library.
  - If there is a resource that Princeton's library system does not have access to, discuss with a faculty member, or with the Linguistics subject librarian.
- **Data and Statistical Services Lab** (https://dss.princeton.edu/dsslab/):
  - "Statistical consulting services are available to currently enrolled/employed members of Princeton University. DSS consultants provide statistical and software assistance in quantitative analysis of electronic data as part of independent research projects, such as junior papers, senior theses, term papers, dissertations, and scholarly articles. We advise about the choice and application of quantitative methods, the conversion of data from one format to another, and the interpretation of statistical analyses. The statistical packages supported are Stata, SPSS, and R."
- **The Writing Center** (https://writing.princeton.edu/center):
  - "The Writing Center offers Princeton writers free, one-on-one conferences with experienced fellow writers trained to respond to assignments in any discipline."
  - "**Writing a JP: The Handbook**" (https://odoc.princeton.edu/resources/writing-jp-handbook)
    - A useful publication from the Writing Center, especially for first-semester juniors
    - A range of topics are covered, for all aspects of the JP
- "**The thesis: quintessentially Princeton**" (http://www.princeton.edu/pub/qp/reflections/)
  - A series of reflections, in which Princeton alumni (from a variety of fields) describe aspects of their ST-writing experience
  - Useful nuggets of information found throughout

3 Junior Independent Work: Expectations and Deadlines

- For their Junior Independent Work, students will undertake a single, year-long research project that is (in the normal case) due in Spring of their junior year.
  - The year-long JP project begins in the Fall semester, concurrent with enrollment in the Junior Seminar (LIN 400).
    - This class guides students through all aspects of the independent work process, from choosing a topic through writing up the final product. Students will gain key practical skills for undertaking research and writing in linguistics.
  - There is no Fall Junior Paper due in January; rather, what is due in January is a research prospectus for the year-long JP.
  - The final product, the Junior Paper (submitted in the Spring), is a complete research paper, whose scope and depth goes beyond that of a term paper, but is smaller in scope that the Senior Thesis.

3.1 JP Deadlines and Other Important Dates

- Deadlines listed here are generally firm.
  - Extenuating circumstances may allow for flexibility where permitted by university policies.
    - An extension beyond the campus-wide Spring JP submission deadline is typically reserved for extreme cases, and would require consultation between the student, the LIN Director of Undergraduate Studies, and the student's residential college Dean or Director of Studies.
  - Any and all extensions beyond the rest of the deadlines, which are LIN-internal, requires consultation with the student's advisor(s) and/or the LIN DUS before the deadline.
- Advisors will work with their students to establish additional deadlines throughout the JP process, for various drafts / benchmarks.
  - Advisor-determined deadlines, which may be earlier than the deadlines shown below and are always more numerous, are not shown here.
  - The JP process includes regular meetings between students and their advisor(s) (typically once per week).

- The table below provides a summary of deadlines and other important dates.

Summary of LIN-internal and Campus-Wide Deadlines for Junior Independent Work	
Jul.1	Deadline for Summer break LIN-specific SAFE funding
Fall Weeks 1-6 (and before)	Students meet with faculty about research interests, do background reading in areas of interest, and develop possible research questions
Fall Week 7	Submitted to DUS: written brainstorms of ideas, specific research questions, and name(s) of preferred advisor(s)
Fall week 8	Students are informed of and meet with their advisor(s)
Fall week 9	Submitted to JP advisor(s): a one-paragraph description of the chosen research question/topic and tentative title for the JP
Nov.1	Deadline for Fall semester LIN-specific SAFE funding
Fall week 11	(*if doing research with human participants*) Complete draft of IRB proposal
Fall week 12	Submitted to JP advisor(s): annotated bibliography; outline of JP Prospectus
Fall Reading Period	Received from JP advisor(s): feedback on Prospectus outline and on annotated bibliography
Jan.1	Deadline for Winter break LIN-specific SAFE funding
Wintersession week 1	Submitted to JP advisor(s) and DUS: JP Prospectus (including an updated annotated bibliography)
...	No deadlines from LIN or the university (*not shown: regular advisor meetings and numerous advisor-determined deadlines for outlines, drafts, revisions, completed sections, etc.*)
Mar.1	Deadline for Spring break LIN-specific SAFE funding
Spring week 8	Advisor must have, by now, received draft(s) of each section of the JP
7 days before Spr Dean's Date, 5pm	Submitted to JP advisor(s), DUS, and LIN Program Manager: the final JP submission, to be graded. **This is a firm campus-wide deadline**.

  - The above deadlines should be read as the absolute latest point by which these goals must be met
    - Students are encouraged to meet these deadlines and benchmarks as early as possible
    - Contacting potential advisors well in advance (e.g., Spring of sophomore year or the summer before junior year) will help greatly
  - Note that additional detail about what students should be working on with respect to their JP as Fall semester progresses can be found in the LIN 400 syllabus

3.2 JP Topic and Advisor(s)

- Early on in the Fall semester, while taking LIN 400, each student must meet with faculty members (especially those appointed in LIN) to discuss linguistic research topic(s) they are interested in, to help identify potential topics for the JP and also suitable advisors.
- Each JP typically requires at least one advisor who is either:

   (a) a core faculty member (see: https://linguistics.princeton.edu/people/affiliation/faculty/), or
   (b) a visiting faculty member, lecturer, or postdoctoral research associate in linguistics (see this list: https://linguistics.princeton.edu/people/affiliation/visiting-faculty-and-lecturers/).
   - In addition, students may also be advised by faculty members who are not appointed in the Program in Linguistics
     - If a student chooses an independent work advisor from outside of LIN, they may also be required to consult with a secondary advisor who is within LIN.
     - Some possible advisors outside of LIN are named at the following link:
       - https://linguistics.princeton.edu/people/affiliation/associated-faculty/
     - Numerous other faculty members on campus may be relevant for students' independent work, especially faculty appointed in language departments.
   - **For a list of some common advisors**, their research interests, and links to their websites, see section 1.4
- By the end of week 7, each junior must submit to the LIN DUS:
   - A commented list of possible topics alongside specific research questions
   - The name(s) of the advisor(s) they would like to work with
     - To ensure the potential advisor(s) know enough about the student's project ideas, at least one substantial meeting specifically about the JP must have taken place with all listed potential advisor(s) by this time.
   - *While the DUS will aim to match each student with their preferred advisor, advisor-advisee pairings will also be governed by factors such as faculty specializations and availability, and thus a different advisor may be deemed more appropriate and assigned to the student.*
- In week 8, students are informed of their JP advisor(s) and should meet with them that week to hone in on a particular research topic and make a plan for the JP process going forward.
- After being informed of their advisor(s), students then begin work on a proposal for their topic.
   - A **short** (one paragraph) description of the topic and tentative title are due to the JP advisor(s) by the end of week 9 of Fall.
   - If the advisor notes that the proposed work will require funding and/or IRB approval, the student must begin the process for getting funding and IRB approval at this point.
     - IRB applications and funding applications must be submitted by no later than week 11.
   - An outline of the proposal, plus an annotated bibliography, are then due to the JP advisor in week 12 of Fall. Though this outline is not graded, it will be important work leading up to the JP Prospectus.

3.3 JP Research Prospectus

- The **JP Prospectus** is a formal proposal for the JP research project.
   - The Prospectus requires a fair bit of preliminary research—there must be a specific research question, a plan for carrying out this research, and a good sense of the research conversation that you're joining.

    - As such, it is much more extensive than a simple description of an area of inquiry.
    - However, it is also not expected that you have yet done all the reading and research that you will need to for the final JP.
    - The prospectus must present, but need not answer, the core research question.
    - Students should discuss with advisor(s) what should be set as appropriate goals for the Prospectus with respect to content, which will vary from project to project.
- Note: the Prospectus is not a binding contract of what the JP will concern. (*Indeed it is likely that, through the process of carrying out the JP research, the question, its scope, and even the methods may change somewhat.*) Instead, the goal of the Prospectus is to make sure the groundwork for the JP is established early, that there is a significant inflection point for receiving substantive feedback from your advisor, and that you make a research plan early enough to be able to actually execute it in the given time.
- The Prospectus has 4-8 content pages (i.e., not including the bibliography or supplementary material) that are formally structured in sections, including, minimally:
    - A tentative title for the JP
    - A brief abstract, summarizing the details laid out in the Prospectus itself. (The abstract for the Prospectus will be substantially different than the one later written for the JP.)
    - An introduction to and description of the research topic to be explored
    - A statement of the research question/hypothesis and its motivation
    - A brief literature review, including a summary of some of the relevant past work related to the topic, situating your research question within a broader context
    - A plan for investigating this topic and answering the research question, including methodologies that will be used
    - Anticipated/possible findings, in broad strokes, and what these findings would mean for your research question/hypothesis
    - A discussion of confounds you may come up against, and how you will attempt to address or preempt them
    - An outline of the JP itself, including numbered sections and subsections (which of course may be subject to later changes, but will help you guide your inquiry and structure your JP writing)
    - A formatted bibliography (outside of the page requirements) that follows the same formatting guidelines as the JP itself (see section 5)
    - Separately, an up-to-date version of the annotated bibliography (outside the page requirements)
    - Relevant supplementary materials that are ready at this point, e.g., survey questions, an elicitation plan, a data set you've already collected, experimental materials (also outside the page requirements)
    - *For details about formatting, see section 5.*
- The JP Prospectus is due at the end of week 1 of Wintersession (mid-January); this deadline is the same day as the deadline for (other department's) Fall JPs.
    - The Prospectus is to be submitted to the student's advisor(s) and the DUS.

- The JP Prospectus will be assigned a letter grade by the advisor(s), based on the quality of the components described above as well as any other components of the Prospectus that were deemed necessary by the advisor(s). (See section 3.7 for more detail on how grades will be assigned.)
- Although the JP Prospectus is graded, the grade will be kept as an internal record, and will not appear on the student's official transcript.
  - (*This internally recorded grade will factor into the final JP grade, which does appear on the transcript. See more detail in section 3.7.*)

3.4 JP Research, Writing, and Revisions

- The Junior Paper (submitted in the Spring) will involve serious research, involving many works cited and original findings.
- The nature of the work on the JP will change following the advisor's feedback on the Prospectus, with applying the relevant method(s) and analyzing the findings.
  - While there are no official deadlines imposed by LIN until April, students must meet regularly with their advisor(s)
  - All parts of the JP must go through at least one round of revisions based on the advisor's feedback on earlier drafts.
  - To allow time for proper revisions, the advisor must have received a complete draft of the JP by the end of Spring week 8 (early April), at the ***absolute latest***.
- The final JP is due on or before 7 days before Spring Dean's Date. This is the official university deadline.
- The final submitted JP will be assigned a grade, based on the JP's content and quality as well as on the student's ability to meet deadlines and produce appropriately formatted work.
  - Like the Prospectus grade, the JP grade will be kept as an internal record.
  - For more information on grading, see section 3.7 below.

3.5 The JP Document

- There are no length requirements, *per se*, for a LIN Junior Paper.
  - What matters is a sizable research project, careful analysis, and clear writing. The paper should be as long as it needs to be, and no longer.
  - On average, a LIN JP is around 20–30 pages double spaced (excluding the bibliography, title page, and any supplementary material).
  - However, the advisor(s) may determine a different target length depending on the type of project your are undertaking.
  - The JP document must be formatted according to the guidelines in section 5
- Content-wise, the JP will have all the standard elements of a research paper, including:
  - Title (pithy and informative)
  - Introduction (what conversation you are joining; why it matters; basic statement of your research question and an overview of your findings)

    - Literature review
    - Research question / hypothesis
    - Methods (how you are answering your research question)
    - Findings (the empirical results of applying your method)
    - Discussion (implications of your empirical results, relating back to the bigger conversation you are contributing to and to your research question/hypothesis)
    - Conclusion
    - Appendices, if needed (materials; additional data; tangents; etc.)
    - *Note that LIN 400 will cover all these core components in detail, and that—depending on the particular research project undertaken—not all of the above components will correspond to their own separate sections of the paper.*
- Aside from the main content of the JP, the JP document must also include three items:
    - Abstract (before the body)
        - A 100-word summary of the project, including motivation, the research question, core findings, and main implications.
    - Bibliography (after the body)
        - All works cited must be included in a bibliography, formatted according to the guidelines in section 5.5
        - (See that section for tools for making this easier!)
    - Honor Code (after the body)
        - On the last page of the JP, students must include the Princeton Honor Code, "This paper represents my own work in accordance with University regulations", which should be signed (a typed name is fine) and dated.

3.6 JP Submission and Filing

- The final JP document must be filed with the LIN Program by a university-wide deadline.
    - JPs are due 7 days before Spring Dean's Date.
- To file your JP, submit it as a single PDF (including any supplementary material) via email by 5:00pm EST on the deadline.
    - This email should go directly to the advisor(s) and the LIN DUS, as well as to the LIN Program Manager, Marie Basso (mbasso@princeton.edu).

3.7 Junior Independent Work Evaluation

3.7.1 Cumulative Junior Independent Work Grade

- Each student will receive one overall grade for their Junior Independent Work.
- This overall grade will be calculated on the basis of two other grades, discussed in detail below:
    - The Prospectus grade: 25%
    - The JP grade: 75%

- Both grades will be contextualized in Reader's Reports completed by the advisor(s) and submitted to the student after completion of the relevant portions of the independent work.

3.7.2 JP Prospectus Evaluation

- Below are the primary ways in which the content of the JP Prospectus, as submitted during wintersession week 1, is evaluated:

  (i) **Research**. The scope of the project is appropriate for a year-long research project. There is engagement with an appropriate amount of the existing literature at this point in the project, and it is clear how the JP project will be part of (and will contribute to) a larger conversation. The methods planned for the research are appropriate and well-conceived.

  (ii) **Findings/Argumentation**. The most likely (set of) research findings are presented and their implications discussed clearly. These research findings would adequately address/answer the research question.

  (iii) **Insight/Originality**. The JP project, as currently planned, involves original thinking and has the potential to produce original results.

  (iv) **Writing**. The Prospectus is written well and clearly, the structure of the Prospectus is coherent and complete (including all the components listed in section 3.3), and the style of writing is appropriate for linguistics research.

  (v) **JP Plan and Outline**. There is a well-thought-out plan for executing the remaining JP research and a complete outline for the JP, appropriate for the research question and anticipated methods.

  (vi) **Annotated Bibliography**. The annotated bibliography contains all of the most important works that the research builds on (as discussed with the advisor(s) and up-to-date at the time of Prospectus submission); note that this annotated bibliography should <u>not</u> contain every single work cited.

  - NB: the preliminary/tentative nature of various aspects of the Prospectus will be taken into account in the evaluation, and the student is encouraged to be explicit about the aspects of the research that remain unclear, uncertain, or problematic. (Being able to recognize and clearly state what is known and what is not is a crucial part of the research process.)
    - Later deviations from the plan and outline as laid out in the Prospectus will <u>not</u> count against the student or negatively impact the Prospectus grade.

- In addition to these content-based metrics, grades depend on the ability to meet deadlines and produce appropriately formatted work, as laid out below.

  (vii) **Deadlines**. The incremental deadlines set out in this document and by the advisor were met during the Prospectus-writing process.

  (viii) **Time Management**. The student managed time and energy appropriately, so progress was made throughout Fall semester.

(ix) **Revisions and response to feedback**. The JP Prospectus reflects revisions based on earlier feedback on the research question, annotated bibliography, and JP Prospectus outline.

(x) **Formatting/Length**. The Prospectus adheres to the formatting and length guidelines set out by this document (in consultation with the advisor(s)).

3.7.3 JP Evaluation

- Below are the primary ways in which the content of the JP, as submitted at the final deadline, is evaluated:

(i) **Research**. The scope of the project is appropriate for a year-long research project. There is engagement with an appropriate amount of the existing literature, and it is clear how the JP project is part of (and contributes to) a larger conversation. The methods undertaken for the research are appropriate, well-designed, and well-executed.

(ii) **Findings/Argumentation**. The research findings are presented and discussed clearly. Arguments based off of these findings are logical and well-grounded. The research findings adequately answer/address the research question.

(iii) **Insight/Originality**. The JP brings to the reader's attention new generalizations, newly documented data, and/or new ways of thinking.

(iv) **Writing**. The JP is written well and clearly, the structure of the JP is coherent, and the style of writing is appropriate for linguistics research.

- In addition to these content-based metrics, grades depend on the ability to meet deadlines and produce appropriately formatted work.

(v) **Deadlines**. The incremental deadlines set out in this document and by the advisor were met during the JP-writing process.

(vi) **Time Management**. The student managed time and energy appropriately, so progress was made throughout the year.

(vii) **Revisions and response to feedback**. Every section of the JP, as well as the JP as a whole, went through a revision process during which the student addressed all feedback (to the extent possible).

(viii) **Formatting/Length**. The JP adheres to the formatting and length guidelines set out by this document (in consultation with the advisor(s)).

3.7.4 Interpreting Junior Independent Work Grades

- On the basis of these dimensions of evaluation, the following table provides a general idea of what an advisor may refer to when grading Junior Independent Work:

A-range	Very strong work. There may have been a small number of minor issues in meeting the guidelines above, but overall the content and work was excellent. It is near, or perhaps currently in, the level of a good ST.
B-range	Good work. The content is good and the student met expectations. There may have been a small handful of issues in meeting the guidelines above, but nothing egregious.
C-range	Adequate work. There may be several more major issues in meeting the guidelines above, but mostly the guidelines were met at an average, adequate level. The Prospectus/JP would need to be revised to meet all the guidelines well.
D-range	Problematic work. Some guidelines were not met, and other guidelines were met to a minimal degree. The Prospectus/JP would need to be seriously improved to meet the guidelines adequately.
F	Unacceptable work. No Prospectus/JP was submitted, or the submitted Prospectus/JP did not meet any of the guidelines adequately.

- These are loose guidelines, and the grade may be adjusted based on the nature of the project the student has undertaken, as well as based on any logistical issues that could not have been foreseen at the outset.

3.8 JP Lateness Policies

- Lateness policy for the JP Prospectus
  - In extenuating circumstances, an extension can be granted for the JP Prospectus.
    - A student anticipating needing an extension should discuss this with their advisor before the deadline has passed; it is up to the advisor's discretion to grant such extensions.
  - A Prospectus submitted after the deadline, without a pre-authorized extension (as noted above), will be subject to a grade penalty of 1/3 letter reduction per every 48 hours that it is late (for example A to A-), including weekend days.
- Lateness policy for the JP
  - In rare cases, an extension can be granted for the JP.
    - For an extension to be granted, the student must be in contact with their residential college Dean or Director of Studies before the deadline has passed.
    - The residential college Dean/DOS, the LIN DUS, and the relevant faculty advisor(s) will coordinate to determine a new deadline.
  - Since the LIN-internal JP deadline is the same as the University-wide hard deadline for JP submission, no written work can be accepted after this deadline for a passing grade without approval from the student's residential college Dean/DOS.

4 Senior Independent Work: Expectations and Deadlines

- The Senior Thesis is a year-long project, like the JP. Unlike with the JP, students already have experience doing independent work in linguistics and so are expected to hit the ground running.
  - Expectations are higher for the ST than for the JP.
  - Plan ahead!
    - Before fall semester even starts, students should have a topic and advisor in mind.
    - Students are highly encouraged to meet with potential advisors in spring of their junior year or (if possible for the student and the potential advisors) over the summer.
    - Many students find it useful to begin their substantive research over the summer.
    - It is especially important to plan ahead if you need IRB approval, need to run an experiment/survey, and/or will be doing fieldwork.
- The topic of the ST is open.
  - You can continue in the area of your JP, e.g., by investigating your JP research question using different methodologies, etc.
  - Alternatively, you can decide to start something completely new.

4.1 ST Deadlines and Other Important Dates

- Deadlines listed here are generally firm.
  - Extenuating circumstances may allow for flexibility where permitted by university policies.
    - Extensions beyond the campus-wide final submission deadlines are typically reserved for extreme cases, and would require consultation between the student, the LIN Director of Undergraduate Studies, and the student's residential college Dean or Director of Studies.
  - Any and all extensions beyond the rest of the deadlines, which are LIN-internal, requires consultation with the student's advisor(s) and/or the LIN DUS before the deadline.
- Advisors will work with their students to establish additional deadlines throughout the ST process, for various drafts / benchmarks.
  - Advisor-determined deadlines, which may be earlier than the deadlines shown below and are always more numerous, are not shown here.
  - The ST process includes regular meetings between students and their advisor(s) (typically once per week).

- The table below provides a summary of deadlines and other important dates.

Summary of LIN-internal and Campus-Wide Deadlines for Senior Theses	
Summer	Students ought to be thinking about possible topics and be in contact with faculty about possible advisors.
Jul.1	Deadline for Summer break LIN-specific SAFE funding
Fall week 2	Submitted to LIN DUS: written brainstorms of ideas, specific research questions, and name(s) of preferred advisor(s), with whom the student has met at least once
Fall week 3	Students are informed of and meet with their advisor(s)
Fall week 5	Submitted to ST advisor(s): a one-to-two paragraph description of the chosen research question/topic and tentative title for the ST
Fall week 6	(*if doing research with human participants*) Complete draft of IRB proposal
Nov.1	Deadline for Fall semester LIN-specific SAFE funding
Fall week 9	Submitted to ST advisor(s) and second reader: ST Prospectus (including an outline of the ST and an annotated bibliography)
Fall week 10	Oral presentation of ST Prospectus to advisor(s) and second reader; substantive feedback on all aspects of the project
Jan.1	Deadline for Winter break LIN-specific SAFE funding
Wintersession week 1	Submitted to ST advisor(s): a draft of one completed chapter, updated outline, and updated annotated bibliography
Mar.1	Deadline for Spring semester LIN-specific SAFE funding
...	No deadlines from LIN or the university (*not shown: regular advisor meetings and numerous advisor-determined deadlines for outlines, drafts, revisions, completed sections, etc.*)
Spr week 8	Submitted to ST advisor(s): Completed draft of the entire thesis
8 days before Spr Dean's Date	Submitted to ST advisor(s), second reader, DUS, and Program Manager: final ST submission, to be graded. **This is a firm campus-wide deadline**.
Spr Dean's Date	Submitted to Thesis Central. **This is a firm campus-wide deadline**.
After Dean's Date	Oral defense of ST with ST advisor(s) and second reader

  - The above deadlines should be read as the absolute latest point by which these goals must be met
    - Students are encouraged to meet these deadlines and benchmarks as early as possible

4.2 ST Topic and Advisor(s)

- Ahead of Fall semester (and at the very latest by the end of week 1 of Fall semester), each student must meet with faculty members (especially those appointed in LIN) to discuss linguistic research topic(s) they are interested in, to help identify potential topics for the ST and also suitable advisors.
- Each ST typically requires at least one primary advisor who is either:

(a) a core faculty member (see: https://linguistics.princeton.edu/people/affiliation/faculty/), or

(b) a visiting faculty member, lecturer, or postdoctoral research associate in linguistics (see this list: https://linguistics.princeton.edu/people/affiliation/visiting-faculty-and-lecturers/).

  - In addition, students may also be advised by faculty members who are not appointed in the Program in Linguistics
    - If a student chooses an independent work advisor from outside of LIN, they may also be required to consult with a secondary advisor who is within LIN.
    - Some possible advisors outside of LIN are named at the following link:
      - https://linguistics.princeton.edu/people/affiliation/associated-faculty/
    - Numerous other faculty members on campus may be relevant for students' independent work, especially faculty appointed in language departments.
  - **For a list of some common advisors**, their research interests, and links to their websites, see section 1.4

- Every thesis will have a second reader, chosen by the student's advisor(s) ahead of the submission of the ST Prospectus.
  - The role of the second reader is to provide a fresh set of eyes and different perspective on the student's project.
  - The second reader may be a non-specialist in the area of the ST.
  - The second reader is involved at the following points in the ST process (minimally):
    - Receiving and evaluating the ST Prospectus
    - Being present for and providing feedback during the oral presentation of the ST Prospectus
    - Receiving and evaluating the final submission of the ST
    - Being present for and providing feedback during the ST Oral Defense
    - Assessing the ST and ST Oral Defense for a grade (in collaboration with the advisor(s))
  - The second reader may be involved beyond the minimal points listed above, at the discretion of the second reader, the advisor(s), and the student.
  - The second reader and the advisor(s) may not always agree, e.g., about methodological choices or interpretation of prior literature. If this happens, the student will work with their advisor(s) to determine how best to respond to the second reader's suggestions and feedback.
  - The second reader, like the advisor, will submit a Reader's Report on the Thesis.
- By the end of week 2 of Fall, each senior must submit to the LIN DUS:
  - A commented list of possible topics alongside specific research questions
  - The name(s) of the advisor(s) they would like to work with
    - To ensure the potential advisor(s) know enough about the student's project ideas, at least one substantial meeting specifically about the ST must have taken place with all listed potential advisor(s) by this time.
  - *While the DUS will aim to match each student with their preferred advisor, advisor-advisee pairings will also be governed by factors such as faculty specializations and availability, and*

thus a different advisor may be deemed more appropriate and assigned to the student.
    - (Note that it is fine for the student to submit just one topic/research question, if they are already absolutely sure that this is what they want to work on.)
- In week 3, students are informed of their ST advisor(s) and should meet with them that week to make a plan for the ST process going forward.
- After being informed of their advisor(s), students then begin work on a proposal for their topic.
    - A **short** (one-to-two paragraph) description of the topic and tentative title are due to the ST advisor(s) by the end of week 5 of Fall.
    - If the advisor notes that the proposed work will require funding and/or IRB approval, the student must begin the process for getting funding and IRB approval at this point.
        - IRB applications and funding applications must be submitted by no later than week 6.

4.3 ST Research Prospectus and Oral Prospectus Presentation

- As a part of developing the ST research project, students must submit a ST Prospectus, due to their advisor(s) and second reader by the end of Fall week 9, and present the Prospectus orally to their advisor(s) and second reader during Fall week 10.
- The ST Prospectus consists of all the same components as the JP Prospectus (including an outline for the thesis itself). See section 3.3 for detail.
    - The **ST Prospectus** should have 5-10 content pages (i.e., not including the bibliography or supplementary material), and should be accompanied by an annotated bibliography and any prepared supplementary materials.
        - The ST Prospectus is to be submitted to the student's advisor(s) and the second reader.
        - The ST Prospectus will not be assigned a letter grade, but its quality, thoroughness, and timeliness will factor into the final ST grade in the ways laid out in section 4.8.
        - (For details about formatting, see section 5.)
- The **oral presentation of the ST Prospectus** will take place after the ST Prospectus is submitted.
    - The presentation should be brief, 5-10 minutes, and practiced ahead of time.
    - The presentation should include:
        - The motivation for the project
        - The research question being investigated, and the planned methods
        - Anticipated findings, and how they will address/answer the research question
        - *Further expectations of the presentation should be discussed with the advisor(s).*
    - After the Prospectus is presented, the student will answer questions and receive substantive feedback from both their advisor(s) and the second reader.
    - The oral presentation of the Prospectus will not be assigned a letter grade, but its quality (and how well the student went on, in the thesis, to address any issues that arose) will factor into the final ST grade in the ways laid out in section 4.8.

4.4 ST Research, Writing, and Revisions

- The ST (submitted in the Spring) will involve serious research throughout the entire year, involving many works cited and original findings.
- While there are no official deadlines imposed by LIN until April, students must meet regularly with their advisor(s).
- All parts of the ST must go through at least one round of revisions based on the advisor's feedback on earlier drafts.
    - To allow time for proper revisions, the advisor must have received a complete draft of the entire ST by the end of Spring week 8 (early April), at the ***absolute latest***.
        - A complete draft of one chapter, with an updated outline and annotated bibliography, is due to the advisor(s) by the end of week 1 of Wintersession (mid-January).
        - The advisor will set up additional deadlines for various drafts / benchmarks along the way.
- The final ST is due on or before 8 days before Spring Dean's Date. This is the official university deadline.
- The final submitted ST will be assigned a grade, based on the ST's content and quality as well as on the student's ability to meet deadlines and produce appropriately formatted work.
        - For more information on grading, see section 4.8 below.

4.5 The ST Document

- There are no length requirements, *per se*, for a LIN Junior Paper.
    - What matters is a sizable research project, careful analysis, and clear writing. The paper should be as long as it needs to be, and no longer.
    - On average, a LIN ST is around 40–60 pages double spaced (excluding the bibliography, title page, and any supplementary material).
    - However, the advisor(s) may determine a different target length depending on the type of project your are undertaking.
    - The JP document must be formatted according to the guidelines in section 5.
- Content-wise, the ST will have all the standard elements of a research paper, the same as those for the JP.
    - See section 3.5 for details.
- STs require some additional material before the main content (in the following order):
    - ***Required***: Title Page
        - It must include the title and the student's name in a particular format, with specific additional text
        - An example, which should be followed closely, is given in Figure 1 on page 25
    - *Optional*: Acknowledgments section
        - Between the Title Page and Table of Contents, a student may wish to write some acknowledgments of the individuals and/or groups that they benefited from in the ST

[Title (Double Spaced, if Multiple

Lines)]

by

[Author Name]

A senior thesis
submitted to the Program in Linguistics
in partial fulfillment of the requirements for
the degree of Bachelor of Arts

Advised by [Advisor Name]

Princeton University
Princeton, New Jersey

[(Month) Year]

Figure 1: Sample Title Page

research/writing process.

- ***Required***: A Table of Contents
  - All sections (and subsections) and their titles should be listed with page numbers
  - See, e.g., the beginning of this document
- ***Required***: Abstract Page(s)
  - An abstract for a thesis is usually 100-500 words
  - The abstract summarizes the most important pieces of the ST, including motivation, the research question, core findings, and main implications.

        - The abstract should be on its own page (or pages).
- STs also require material after the main content:
    - ***Required***: Bibliography
        - All works cited must be included in a bibliography, formatted according to the guidelines in section 5.5
        - (See that section for tools for making this easier!)
    - ***Required***: Honor Code
        - On the last page of the ST, students must include the Princeton Honor Code, "This paper represents my own work in accordance with University regulations", which should be signed (a typed name is fine) and dated.

4.6 ST Submission and Filing

- The final submission of the Senior Thesis must be filed with the LIN Program by a university-wide deadline.
    - ST are due **8 days before Spring Dean's Date**.
    - To file your ST, submit it as a single PDF (including any supplementary material) via email by 5:00pm EST on the deadline.
        - This email should go directly to the advisor(s), the second reader, the DUS, and the LIN Program Manager, Marie Basso (mbasso@princeton.edu).
- In addition, STs are to be filed electronically with Thesis Central.
    - Information about Thesis Central and its policies: https://rbsc.princeton.edu/policies/senior-thesis-submission-information-students
    - Electronic filing must be done by 5pm of Dean's Date, at the latest.
    - Electronic filing is possible beginning in mid-to-late March.
- **These are firm campus-wide deadlines**.
    - Extensions beyond this deadline are typically reserved for extreme cases, and would require consultation (before the deadline) with the advisor(s), the LIN Director of Undergraduate Studies, and the student's residential college Dean or Director of Studies.

4.7 ST Oral Defense

- After the thesis is written and submitted, students must give an oral defense of the thesis, which takes place in mid-May, in the two days following Spring Dean's Date.
    - The oral defense is given its own grade, apart from the grade for the written thesis, which will appear separately on the student's transcript.
    - The defense normally takes place during the designated two-day period after Spring Dean's date (a period set by the University), but may take place earlier or later if needed based on the availability of the student, the advisor(s), and the second reader.
- The defense consists of (at least) the following components, typically taking between 1 and 1.5 hours in total.

- **A short, formal research presentation** overviewing the content of the thesis. This should follow the general structure of the ST (but will by necessity be much less in depth).
  - A different target length may be determined by the advisor, but the student should typically aim for a presentation that is between 10 and 20 minutes long.
  - The precise content is at the student's discretion, but they should be in contact with their advisor for guidance.
  - Minimal components to include: the broader context that led to and situates this work, the research question/hypothesis, the most important findings, the main analysis provided in the thesis, the takeaway message of the thesis, and what remains unsolved.
  - The student is encouraged to practice their presentation, so that they become comfortable presenting their work aloud concisely and clearly, and so that they have a sense of the timing/rhythm of their presentation.
  - Using a handout, slides, and/or a white/blackboard is highly encouraged.
    - Different formats work better for different types of data presentation.
    - The advisor is a good resources for discussing possibilities.
- **A discussion period**, for questions and comments on the presentation and oon the thesis. This will constitute a large portion of the defense. The student will be asked to think critically about their own work and address questions beyond what is answered in the thesis itself.
- **A decision process** between the advisor(s) and second reader, based on the student's oral presentation, of whether the student has passed, and if so, what grade the student will receive on the defense. (The student is outside of the room at this point.)
  - See section 4.8 below for detail on how this grade is determined.

4.8 Senior Independent Work Evaluation

The ST and ST Oral Defense receive separate letter grades agreed upon by the advisor(s) and second reader, based on the criteria elaborated on below. The ST grade will be contextualized in Reader's Reports completed by the advisor(s) and second reader and submitted to the student after completion of the independent work.

4.8.1 ST Evaluation

- Below are the primary ways in which the content of the ST, as submitted at the final deadline, is evaluated:

  (i) **Research**. The scope of the project, as set out in the ST Prospectus and followed through on in the ST, is appropriate for a year-long research project by a student with significant background in linguistics. There is engagement with an appropriate amount of the existing literature (an increasing amount from the Prospectus to the ST), and it is clear how the ST project is part of (and contributes to) a larger conversation in the field of linguistics. The methods undertaken for the research are appropriate, well-designed, and well-executed. The ST Prospectus lay a strong foundation for the ST research, with a realistic plan (even if later research deviated from this plan). Through the ST, the ST Prospectus, and the oral presentation of the Prospectus, the student has demonstrated a command of the material and a deep understanding of their research undertaking.

(ii) **Findings/Argumentation**. The research findings are presented and discussed clearly. Arguments based off of these findings are logical and well-grounded. The research findings adequately answer/address the research question.

(iii) **Insight/Originality**. The ST brings to the reader's attention new generalizations, newly documented data, and/or new ways of thinking.

(iv) **Writing**. The ST, as well as the ST Prospectus, are written well and clearly, the structure of the ST is coherent, and the style of writing is appropriate for linguistics research.

- In addition to these content-based metrics, grades depend on the ability to meet deadlines, revise their work, and produce appropriately formatted work.

(v) **Deadlines**. The incremental deadlines set out in this document and by the advisor were met during the ST writing process. (Especially important are the ST Prospectus deadline and the submission of chapter drafts and a complete draft on time.)

(vi) **Time Management**. The student managed time and energy appropriately, so progress began right at the start of Fall semester and was made consistently throughout the year.

(vii) **Revisions and response to feedback**. Every chapter of the ST, as well as the ST as a whole, went through a revision process during which the student addressed all feedback (to the extent possible). In addition, the student appropriately revised/refined their project in response to feedback on the ST Prospectus and oral presentation of the Prospectus.

(viii) **Formatting/Length**. The ST and the ST Prospectus adhere to the formatting and length guidelines set out by this document (in consultation with the advisor(s)).

4.8.2 ST Defense Evaluation

- The oral defense grade will be assigned based on the following criteria:

(i) **Structure:** The presentation is structured logically and flows well.

(ii) **Content:** The presentation includes all crucial points from the thesis (see section 4.7).

(iii) **Clarity:** The presentation is clear and easy to follow.

(iv) **Timing:** The presentation fits within the allotted time, with an appropriate pace.

(v) **Command:** The student demonstrates a deep understanding of their data and the issues at hand. The student is able to respond meaningfully to the questions and comments of the advisor(s) and second reader.

4.8.3 Interpreting Senior Independent Work Grades

- On the basis of these dimensions of evaluation, the following table provides a general idea of what an advisor may refer to when grading Senior Independent Work:

A-range	Very strong work. There may have been a small number of minor issues in meeting the guidelines above, but overall the content and work was excellent. It is near, or perhaps currently in, a position to be submitted to a journal.
B-range	Good work. The content is good and the student met expectations. There may have been a small handful issues in meeting the guidelines above, but nothing egregious.
C-range	Adequate work. There may be several more major issues in meeting the guidelines above, but mostly the guidelines were met at an average, adequate level. The work would need to be revised to meet all the guidelines well.
D-range	Problematic work. Some guidelines were not met, and other guidelines were met to a minimal degree. The work would need to be seriously improved to meet the guidelines adequately.
F	Unacceptable work. No ST was submitted, or the submitted ST did not meet any of the guidelines adequately. There was no ST Oral Defense, or the Oral Defense did not meet any of the guidelines adequately.

- These are loose guidelines, and the grade may be adjusted based on the nature of the project the student has undertaken, as well as based on any logistical issues that could not have been foreseen at the outset.

4.8.4 A Note on Honors and the LIN Senior Thesis Prize

- All students completing independent work in linguistics will be considered for Honors as well as for the LIN Senior Thesis Prize.
    - Honors designations are assessed on the basis of the student's GPA, their JP work, and their ST work, with special weight on the ST work.
        - There are three Honors designations: Honors, High Honors, and Highest Honors.
        - Only students receiving an A on both the ST and the ST Oral Defense are eligible for High Honors or Highest Honors.
    - The LIN Senior Thesis Prize is awarded to the strongest LIN ST(s) of the year.
        - This Prize may be awarded to more than one student.

4.9 ST Lateness Policy

- Lateness policy for the ST Prospectus
    - In extenuating circumstances, an extension can be granted for the ST Prospectus.

- A student anticipating needing an extension should discuss this with their advisor before the deadline has passed; it is up to the advisor's discretion to grant such extensions.
- A Prospectus submitted after the deadline, without a pre-authorized extension (as noted above), will be subject to a grade penalty of 1/3 letter reduction per every 48 hours that it is late (for example A to A-), including weekend days.

- Lateness policy for the ST
  - In rare cases, an extension can be granted for the ST.
    - For an extension to be granted, the student must be in contact with their residential college Dean or Director of Studies before the deadline has passed.
    - The residential college Dean/DOS, the LIN DUS, and the relevant faculty advisor(s) will coordinate to determine a new deadline.
  - Since the LIN-internal ST deadline is the same as the University-wide hard deadline for ST submission, no written work can be accepted after this deadline for a passing grade without approval from the student's residential college Dean/DOS.

5 Formatting

- This portion of the document lays out various expectations of the formatting for the Independent Work submissions
  - Many aspects of formatting can be simplified through use of various software packages
  - For use compiling a Bibliography, see these tools: http://library.princeton.edu/help/citation-tools
- There are **templates for JPS and STs**, both for Word users and for LaTeX users
  - All templates can be found at this link: http://bit.ly/LINIndWk
  - Additional tools for formatting/figures/etc. in LaTeX, Word, Google Docs, see section 5.6

5.1 Fonts, Line Spacing, and Page Formatting

- Fonts ought to be 12pt
  - Serif fonts are preferred for their readability; examples:
    - Times New Roman (*standardly available*)
    - Cambria (*comes with recent versions of MS Office*)
    - Cardo (*free download from Google Fonts*)
    - Gentium Plus (*free download from SIL.org*)
    - Linux Libertine (*comes with Linux; free download*)
    - (NB. *All of these but Times New Roman has support for IPA characters*)
  - The same font should be used throughout.
    - To produce particular characters/symbols, changing fonts may be necessary. This is fine, of course.
- Lines are to be double-spaced.

- Margins should be 1.5" on the left and right hand sides, and 1" for the top and bottom.
- Pages must be numbered.
  - It is standard for numbers to be centered in the footer of the page.

5.2 Sections

- The write-up for the JP/ST ought to be organized into (numbered) sections and subsections (and possibly sub-subsections).
  - This sectioning should essentially follow the logical structure of a good outline.
  - Each (sub)section gets a descriptive title, e.g.:

    1. A Puzzle in Turkish Case Marking

    2. Past and New Approaches

    2.1. Spec-Head Agreement

    2.1.1 Downward Probes

    2.1.2 Upward Probes

    2.2. Inherent Case

    ⋮
  - When referring the reader to particular sections, it is standard to refer to that section by number (e.g., "See Section 2.1").
  - Appropriate and well-thought-out sectioning (and subsectioning) is **crucial** for readability.
    - It is also incredibly helpful to the writer as part of the writing process.

5.3 Examples, Data, and Diagrams

A preliminary and very important note is that students are required to follow the Linguistic Society of America's Guidelines for Inclusive Language when they construct/choose example data. These guidelines can be found at the following link:

- https://www.linguisticsociety.org/resource/guidelines-inclusive-language

5.3.1 Formatting and Numbering

- Linguistic data (e.g., sentences with linguistic judgments, diagrams, morphological/syntactic trees, tables, etc.) should be presented in the body of the work, in the immediate vicinity of where such data is referred to in the prose.
  - All examples must be indented, numbered, and referred to by number, such as the examples below in (1) and (2).

    (1) This is an example of an example.

    (2) Here's a follow-up example.
  - Examples may come with acceptability/grammaticality annotations (e.g., ungrammatical *, infelicitous #, variably acceptable %, etc.), and these annotations are provided between the example number and the beginning of the sentence, as in (3) and (4).

(3) * This example are of ungrammatical example.

(4) % We're done the reading.

- Tables and figures can be treated as numbered examples (in terms of formatting), as in (5) below, or can be centered on the page with labels that are numbered, but in their own table-/figure-specific counters, as shown in Figure 3 and Table 2 below.

(5) A table that's treated like an example

	Variable X	**Variable Y**
Condition W	predicted good	predicted good
Condition V	predicted bad	predicted good

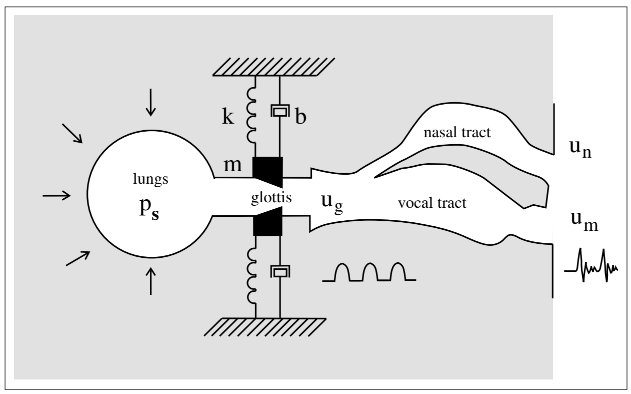

Figure 3: An example of a figure

	Variable X	**Variable Y**
Condition W	predicted good	predicted good
Condition V	predicted bad	predicted good

Table 7: An example of a table that's treated like a table

- Examples, tables, and figures should **not** occur in-line with the rest of the running text (i.e., they should not be buried in the prose of the paper).
  - The point is to make it easy for a reader to compare data points as well as skim through the paper and find all the important data.
- Students should aim to include enough (and not more or less) examples such that the reader can follow along with the argumentation and have a concrete reference point for what the data looks like.
  - In typical cases, the reader should not be presented with multiple pages of data in the middle of the text, but rather, just one or two carefully-chosen illustrative data points.
  - If a student wishes to present a more complete set of data (which is encouraged!), it would be appropriate to include a more unabridged set of data an appendix.
- Any time an example, figure, or table appears in the main text of the paper, its relevance and implications/interpretation should be made clear. In other words, the reader should not have to do any work themselves to analyze or interpret the data.

5.3.2 Abbreviations and Foreign Language Data

- All foreign language data should include an easy-to-read word-by-word (or, if appropriate, morpheme-by-morpheme) gloss, as well as a loose translation, as in (6) below.

  (6) *kono hon -o yom-e -na -i*
  this book-ACC read-can-NEG-NPST
  '(Someone) can't read this book'

  - The first line, which may be italicized, gives the data in the target language.
  - The second line gives the (in this case) morpheme-by-morpheme gloss, with each morpheme from the first line aligned with its gloss.
    - If breaking down the example by morpheme, it is crucial that the number of morpheme breaks (dashes) in the gloss line match the number of morpheme breaks in the first line.
  - The third line gives the loose translation, in single quotes.
  - Some types of data may call for more than 3 lines, e.g., to include a line presented in the language's orthography.
- Be consistent with abbreviations throughout the work.
  - e.g., If 'NPST' is used at one point for 'non-past', all instances of 'non-past' should be abbreviated as 'NPST' (and not sometimes, e.g., 'non-PST' or 'PRES')
- If the paper makes regular use of abbreviations, it is common practice to have a list of all the ones that are used, and what they mean. Sometimes this appears in a footnote at the very beginning of the paper (accompanying the very first usage of an abbreviation); sometimes this is given as an appendix, especially if the list is very long (see, for example, the appendix at the very end of this document).
- For a general guide on abbreviations and formatting foreign language examples, students are directed towards the Leipzig Glossing Rules.
  - (Found here: https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf, and also appended at the end of this document, after page 41.)
  - This reference also includes a list at the end with some standard abbreviations.

5.4 Footnotes

- Footnotes are a good way for an author to include information that they deem to be important, but which may be disruptive to the narrative flow of the text / argument and are not of core (or immediate) importance to the text.
  - For such content, students should make use of footnotes (not endnotes).
  - While common in some fields, in linguistics, footnotes are not traditionally used to provide citations.

5.5 Citations and Bibliographies

- **In-line citations**

- Citations to other works should occur as in-line text (and as noted above, typically not as a footnote), and consist minimally of the author(s)'s last name and the year of the work's publication.
  - The general conventions are that "NAME YEAR" refers to a paper, "NAME (YEAR)" refers to the author, and "(NAME YEAR)" is used to indicate the source of an idea, term, or conclusion. For example:
    - "McCawley 1992 includes data about stress patterns."
    - "McCawley (1992) states that he is not aware of explanatory treatments of the stress patterns."
    - "Some sentences that appear to be imperatives are not (McCawley 1992)."
  - When citing a specific portion of a work, use the format NAME (YEAR:PAGE(S)) or (NAME YEAR:PAGE(S)).
    - "McCawley (1992:5–6) uses anaphor data to argue against an imperative-like analysis."
    - "Anaphor data indicates that an imperative-like analysis is undesirable and encounters several problems (McCawley 1992:5–6)."
  - If an author published more than one thing in the same year, and you are citing these works, differentiate the works by including an "a, b, c" (etc.) designator after the year (both in the text and in the references).
    - e.g., "McCawley 1992a" and "McCawley 1992b"

- **Bibliography**
  - Every in-line citation must correspond to an item in the bibliography at the end of the JP/ST.
  - Bibliographic items should be arranged alphabetically by last name of the author(s)
    - When there are multiple works by same author, they should be arranged in ascending chronological order.
  - For formatting references in the bibliography, students are required to use a uniform bibliographic style for all references.
    - That bibliographic style is not fixed, but students are encouraged to use a standard linguistic style.
    - The bibliography style guidelines for the journals *Linguistic Inquiry* and *Language* are found in Section 6.1 and 6.2.
  - The best way to make formatting a bibliography an easy task is to make use of bibliographic software.
    - (See section 5.6 and section 6)

5.6 Other Software Tools

- There are bibliographic citation managers, which **everyone** should use
  - Such tools are enumerated here: http://library.princeton.edu/help/citation-tools
    - Recommended: Zotero
      https://libguides.princeton.edu/zotero

  - Students are strongly encouraged to enter bibliographic information for possibly relevant works as they encounter them, rather than trying to compile the bibliography all at once after the paper is written.

- **Tools for linguistics writing:**
  - Tree makers for syntax / morphology / prosody / etc.:
    - (*When using these, format your tree without color and using an appropriate font*)
    - Web-based app:
      yohasebe.com/rsyntaxtree
    - Downloadable program:
      software.sil.org/lingtree
  - Zotero for Google Docs:
    zotero.org/support/google_docs
- **Helpful tools for LaTeX users:**
  - (*If you don't already know what LaTeX is, you should probably avoid using it for your independent work.*)
  - Online LaTeX editor:
    overleaf.com
  - A reference guide for linguists using LaTeX:
    overleaf.com/latex/templates/pomona-linguistics-quick-reference-guide/jthrqbrktmrd
  - A visual table-maker:
    tablesgenerator.com
  - A symbol finder:
    detexify.kirelabs.org/classify.html
  - A visual OT tableau maker:
    meluhha.com/tableau
  - Exporting your Zotero bibliography to BibTeX:
    libguides.princeton.edu/c.php?g=148292&p=991756

6 Bibliography Styles

In this section, you will find full descriptions of two bibliography styles that are commonly used in linguistic research: the style for the journal Linguistic Inquiry, and the style for the journal Language.

In addition, there are software solutions to formatting bibliographic entries. For example, bibliography managers like Zotero allow users to download style files for many journal styles, including Language and Natural Language & Linguistic Theory (another commonly-used style in linguistics). Also, for LaTeX, there are Bibtex stylesheets such as one for Linguistic Inquiry, which can be downloaded at http://www.ling.upenn.edu/advice/latex/linquiry2.bst.[1]

[1] The following should also be included in the LaTeX header, if using this .bst file:
`\usepackage{natbib}\bibpunct[:]{(}{)}{,}{a}{}{,}`

6.1 *Linguistic Inquiry* Style

1. The reference list should include all and only the works mentioned in the manuscript.

2. Arrange the entries in the reference list alphabetically by authors' last names. List multiple works by one author chronologically. Suffix the date with a, b, c, and so on, to distinguish several items published in a single year by the same author; within this group, arrange works alphabetically by title. (For example, *Chomsky, Noam. 1985a. Barriers* precedes *Chomsky, Noam. 1986b. Knowledge of language*.) Repeat the author's name for each work by that author; do not use dashes to indicate repetitions of the author's name.

3. Cite authors' and editors' first names the way they are given in print (if the author or editor spells out his or her first name in print, follow this usage in the reference list; if the author commonly goes by his or her initials in print, use those).

4. Include the following information in the references:

   Book: Author's (or editor's) name; year; title of book; city of publication; publisher. For cities in the United States other than New York, Boston, Chicago, San Francisco, Los Angeles, and Philadelphia, include the state name, using two-letter U.S. Postal Service abbreviations (*MA*, *NJ*, etc.).

   Journal article: Author's name; year; title of article; name of journal; volume number; inclusive page numbers. (Include the issue number only if the journal numbers each issue of a volume starting with page 1.)

   Chapter in published book: Author's name; year; title of chapter; *In* followed by title of book; *ed. by* followed by editor's name; inclusive page numbers; city of publication (see under **Book**); publisher.

   Chapter in proceedings volume: Author's name; year; title of chapter; In followed by name of conference, parenthesized acronym of conference name (if the acronym is commonly used), number of conference (e.g., *Chicago Linguistic Society (CLS) 10*); *ed. by* followed by editor's name; inclusive page numbers; city of publication (see point 5 for treatment of college and university locations); university or college; organization or department that makes the volume available.

   Chapter in working papers volume: Author's name; year; title of chapter; *In* followed by title of volume; *ed. by* followed by editor's name; inclusive page numbers; city of publication (see point 5 for treatment of college and university locations); university or college; organization or department that makes the volume available.

   Thesis: Author's name; year; title of thesis; identification of work as thesis (e.g., *Doctoral dissertation*); university or college. (See point 5 for treatment of college and university locations. Note that in the citation for a thesis, the location follows the college/university name; see examples below.)

   Conference paper: Author's name; year; title of paper; name, location, and date of conference.

Unpublished manuscript: Author’s name; year; title of manuscript; *Ms.*; university or college where manuscript was prepared. (See point 5 for treatment of college and university locations. Note that in the citation for a thesis, the location follows the college/university name; see examples below.)

5. If the name of a U.S. or Canadian college or university includes the name of the state or province in which it is located, list only the city in which it is located. Otherwise, list the state or province as well. If the name of a college or university outside the United States or Canada includes the city in which it is located, the city need not be repeated. If the name does not include the city, list the city.

6. Use the following format for type styles, capitalization, punctuation, and order of elements in references.

Ausín, Adolfo. 1999. Chinese-type questions in English. In *West Coast Conference on Formal Linguistics (WCCFL) 17*, ed. by Kimary Shahin, Susan Blake, and Eun-Sook Kim, 30-43. Stanford, CA: CSLI Publications.

Bresnan, Joan. 1979. Bounded context parsability and learnability. Paper presented at the Workshop on Mathematics and Linguistics, Hampshire College, 28-29 December.

Berg, Thomas. 2007. A typology of suprasegmental structure. In *The state of the art in speech error research*, ed. by Carson T. Schütze and Victor S. Ferreira, 53-74. MIT Working Papers in Linguistics 53. Cambridge, MA: MIT, MIT Working Papers in Linguistics.

Cardinaletti, Anna. 2000. Different types of clitic clusters. Ms., University of Bologna.

Cardinaletti, Anna, and Ian Roberts. 2002. Clause structure and X-second. In *The cartography of syntactic structures*. Vol. 1, *Functional structure in DP and IP*, ed. by Guglielmo Cinque, 123-166. Oxford: Oxford University Press.

Chomsky, Noam. 1986a. *Barriers*. Cambridge, MA: MIT Press. Chomsky, Noam. 1986b. *Knowledge of language*. New York: Praeger.

Corver, Norbert, and Henk van Riemsdijk, eds. 2001. *Semi-lexical categories: On the function of content words and content of function words*. Berlin: Mouton de Gruyter.

Dikken, Marcel den. 1998. Predicate inversion in DP. In *Possessors, predicates, and movement in the DP*, ed. by Artemis Alexiadou and Chris Wilder, 177-214. Amsterdam: John Benjamins.

Gordon, Matthew. 2004. Positional weight constraints in Optimality Theory. *Linguistic Inquiry* 35:692-703.

Hargus, Sharon. 2001. Quality sensitive stress reconsidered. In *University of Washington working papers in linguistics 20*, ed. by Susannah Levi, 25-56. Seattle: University of Washington, Department of Linguistics.

Kratzer, Angelika. To appear. *The event argument*. Cambridge, MA: MIT Press.

Legate, Julie Anne. 2002. Warlpiri: Theoretical implications. Doctoral dissertation, MIT, Cambridge, MA.

Rullmann, Hotze. 1996. Two types of negative polarity items. In *North East Linguistic Society (NELS) 26*, ed. by Kiyomi Kusumoto, 335-350. Amherst: University of Massachusetts, Graduate Linguistic Student Association.

Smith, Jennifer. 2000. Prominence, augmentation, and neutralization in phonology. In *Berkeley Linguistics Society (BLS) 26*, ed. by Lisa Conathan, Jeff Good, Darya Kavitskaya, Alyssa Wulf, and Alan Yu, 247-257. Berkeley: University of California, Berkeley Linguistics Society.

Zoll, Cheryl. 1998. Positional asymmetries and licensing. Ms., MIT, Cambridge, MA. Available on Rutgers Optimality Archive, ROA 282, http://roa.rutgers.edu.

6.2 *Language* Style

a. Arrange the entries alphabetically by surnames of authors, with each entry as a separate hanging indented paragraph. Surnames with a separately written prefix (e.g. von, de, van der, etc.) should be alphabetized by the prefix.

   van der Sandt, Rob A. 1992. Presupposition projection as anaphora resolution. ***Journal of Semantics*** 9.333–77.

   Wilson, Deirdre. 1975. ***Presuppositions and non-truth-conditional semantics***. London: Academic Press.

b. List multiple works by the same author in ascending chronological order. No distinction should be made between works for which the author was the editor vs. the author.

   Hymes, Dell H. 1974a. ***Foundations in sociolinguistics: An ethnographic approach***. Philadelphia: University of Pennsylvania Press.

   Hymes, Dell H. (ed.) 1974b. ***Studies in the history of linguistics: Traditions and paradigms***. Bloomington: Indiana University Press.

   Hymes, Dell H. 1980. ***Language in education: Ethnolinguistic essays***. Washington, DC: Center for Applied Linguistics.

c. Use suffixed letters a, b, c, etc. to distinguish more than one item published by a single author in the same year.

d. Do not replace given names with initials unless the person always uses initials: Dixon, R. M. W., but Lehiste, Ilse.

e. Use a middle name or initial only if the author normally does so: Heath, Shirley Brice; Oehrle, Richard T.

f. Author names should be given in small capitals (if you cannot easily set small capitals, please leave them in regular font—do **not** set them as all capitals and/or in a smaller font size).

g. Please give each reference a date; we do not list works with ‘to appear’, ‘in progress’, ‘in press’, etc. in lieu of a date. If the reference has been accepted for publication, list it with the estimated date of publication, and include ‘to appear’ at the end of the entry. If the reference has not yet been accepted for publication, please give it the date corresponding to the version you referenced, and list it as a manuscript, with the author's place and affiliation (see the Miner 1990 entry below).

Sprouse, Jon; Matt Wagers; and Colin Phillips. 2011. A test of the relation between working memory capacity and syntactic island effects. ***Language***, to appear.

h. If more than two articles are cited from the same book, list the book as a separate entry under the editor's name, with cross-references to the book in the entries for each article; similarly, if a book is cited independently within the text and references, individual articles from that book should cross-reference the book.

Butt, Miriam, and Wilhelm Geuder (eds.) 1998. ***The projection of arguments: Lexical and compositional factors***. Stanford, CA: CSLI Publications.

Croft, William. 1998. Event structure in argument linking. In Butt & Geuder, 21–63.

i. Book and journal names should be given in italics. Capitalize only the first word of the title and subtitle of an article or book, as well as any other words required to be capitalized in the language's orthography.

j. Each entry should contain the following elements in the order and punctuation given: (first) author's surname, given name(s) or initial(s); given name and surname of other authors. Year of publication. Full title and subtitle of the work. For a journal article: Full name of the journal and volume number (roman type).inclusive page numbers for the entire article. For an article in a book: title of the book, ed. by [full name(s) of editor(s)], inclusive page numbers. For books and monographs, the edition, volume or part number (if applicable); series title (if any) in parentheses. Place of publication: Publisher.

k. Use en-dashes between page numbers; include appropriate page numbers as follows: 12–17, 143–46, 198–205, 1147–55, 1195–203, etc.

l. If a reference is published online—for example, an unpublished manuscript hosted on the author's website, or an open-access online publication, such as a journal or conference proceedings—please include a link to the article, as in the examples below. Do not include links for articles published in hard-copy books or journals, unless the electronic version is open-access and hosted by the owner of the copyright.

Donohue, Mark. 2009. Geography is more robust than linguistics. ***Science*** e-letter, 13 August 2009. Online: http://www.sciencemag.org/cgi/eletters/324/5926/464-c.

Saltzman, Elliot; Hosung Nam; Jelena Krivokapic; and Louis Goldstein. 2008. A taskdynamic toolkit for modeling the effects of prosodic structure on articulation. ***Proceedings of the 4th International Conference on Speech Prosody (Speech Prosody 2008)***, Campinas, 175–84. Online: http://aune.lpl.univaix.fr/ sprosig/sp2008/papers/3inv.pdf.

Sundell, Timothy R. 2009. Metalinguistic disagreement. Ann Arbor: University of Michigan, ms. Online: http://faculty.wcas.northwestern.edu/ trs341/papers.html.

m. Additional examples are given below.

DORIAN, NANCY C. (ed.) 1989. *Investigating obsolescence*. Cambridge: Cambridge University Press.

GROPEN, JESS; STEVEN PINKER; MICHELLE HOLLANDER; RICHARD GOLDBERG; and RONALD WILSON. 1989. The learnability and acquisition of the dative alternation in English. ***Language*** 65.203–57.

HALE, KENNETH, and JOSIE WHITE EAGLE. 1980. A preliminary metrical account of Winnebago accent. ***International Journal of American Linguistics*** 46.117–32.

MINER, KENNETH. 1990. Winnebago accent: The rest of the data. Lawrence: University of Kansas, MS.

PERLMUTTER, DAVID M. 1978. Impersonal passives and the unaccusative hypothesis. ***Berkeley Linguistics Society*** 4.157–89.

POSER, WILLIAM. 1984. ***The phonetics and phonology of tone and intonation in Japanese***. Cambridge, MA: MIT dissertation.

PRINCE, ELLEN. 1991. Relative clauses, resumptive pronouns, and kind-sentences. Paper presented at the annual meeting of the Linguistic Society of America, Chicago.

RICE, KEREN. 1989. ***A grammar of Slave***. Berlin: Mouton de Gruyter.

SINGLER, JOHN VICTOR. 1992. Review of ***Melanesian English and the Oceanic substrate***, by Roger M. Keesing. ***Language*** 68.176–82.

STOCKWELL, ROBERT P. 1993. Obituary of Dwight L. Bolinger. ***Language*** 69.99–112.

TIERSMA, PETER M. 1993. Linguistic issues in the law. ***Language*** 69.113–37.

YIP, MOIRA. 1991. Coronals, consonant clusters, and the coda condition. ***The special status of coronals: Internal and external evidence***, ed. by Carole Paradis and Jean-Francois Prunet, 61–78. San Diego, CA: Academic Press.

The Leipzig Glossing Rules:
Conventions for interlinear morpheme-by-morpheme glosses

About the rules

The Leipzig Glossing Rules have been developed jointly by the Department of Linguistics of the Max Planck Institute for Evolutionary Anthropology (Bernard Comrie, Martin Haspelmath) and by the Department of Linguistics of the University of Leipzig (Balthasar Bickel). They consist of ten rules for the "syntax" and "semantics" of interlinear glosses, and an appendix with a proposed "lexicon" of abbreviated category labels. The rules cover a large part of linguists' needs in glossing texts, but most authors will feel the need to add (or modify) certain conventions (especially category labels). Still, it will be useful to have a standard set of conventions that linguists can refer to, and the Leipzig Rules are proposed as such to the community of linguists. The Rules are intended to reflect common usage, and only very few (mostly optional) innovations are proposed.

We intend to update the Leipzig Glossing Rules occasionally, so feedback is highly welcome.

Important references:

Lehmann, Christian. 1982. "Directions for interlinear morphemic translations". *Folia Linguistica* 16: 199-224.

Croft, William. 2003. *Typology and universals.* 2nd ed. Cambridge: Cambridge University Press, pp. xix-xxv.

The rules
(revised version of February 2008)

Preamble

Interlinear morpheme-by-morpheme glosses give information about the meanings and grammatical properties of individual words and parts of words. Linguists by and large conform to certain notational conventions in glossing, and the main purpose of this document is to make the most widely used conventions explicit.

Depending on the author's purposes and the readers' assumed background knowledge, different degrees of detail will be chosen. The current rules therefore allow some flexibility in various respects, and sometimes alternative options are mentioned.

The main purpose that is assumed here is the presentation of an example in a research paper or book. When an entire corpus is tagged, somewhat different considerations may apply (e.g. one may want to add information about larger units such as words or phrases; the rules here only allow for information about morphemes).

It should also be noted that there are often multiple ways of analyzing the morphological patterns of a language. The glossing conventions do not help linguists in deciding between them, but merely provide standard ways of abbreviating possible descriptions. Moreover, glossing is rarely a complete morphological description, and it should be kept in mind that its purpose is not to state an analysis, but to give some further possibly relevant information on the structure of a text or an example, beyond the idiomatic translation.

A remark on the treatment of glosses in data cited from other sources: Glosses are part of the analysis, not part of the data. When citing an example from a published source, the gloss may be changed by the author if they prefer different terminology, a different style or a different analysis.

Rule 1: Word-by-word alignment

Interlinear glosses are left-aligned vertically, word by word, with the example. E.g.

(1) Indonesian (Sneddon 1996:237)

Mereka	*di*	*Jakarta*	*sekarang.*
they	in	Jakarta	now

'They are in Jakarta now.'

Rule 2: Morpheme-by-morpheme correspondence

Segmentable morphemes are separated by hyphens, both in the example and in the gloss. There must be exactly the same number of hyphens in the example and in the gloss. E.g.

(2) Lezgian (Haspelmath 1993:207)

Gila	*abur-u-n*	*ferma*	*hamišaluğ*	*güğüna*	*amuq'-da-č.*
now	they-OBL-GEN	farm	forever	behind	stay-FUT-NEG

'Now their farm will not stay behind forever.'

Since hyphens and vertical alignment make the text look unusual, authors may want to add another line at the beginning, containing the unmodified text, or resort to the option described in Rule 4 (and especially 4C).

Clitic boundaries are marked by an equals sign, both in the object language and in the gloss.

(3) West Greenlandic (Fortescue 1984:127)

palasi=lu	*niuirtur=lu*
priest=and	shopkeeper=and

'both the priest and the shopkeeper'

Epenthetic segments occurring at a morpheme boundary should be assigned to either the preceding or the following morpheme. Which morpheme is to be chosen may be determined by various principles that are not easy to generalize over, so no rule will be provided for this.

Rule 2A. (Optional)

If morphologically bound elements constitute distinct prosodic or phonological words, a hyphen and a single space may be used together in the object language (but not in the gloss).

(4) Hakha Lai
a-nii -láay
3SG-laugh-FUT
's/he will laugh'

Rule 3: Grammatical category labels

Grammatical morphemes are generally rendered by abbreviated grammatical category labels, printed in upper case letters (usually small capitals). A list of standard abbreviations (which are widely known among linguists) is given at the end of this document.

Deviations from these standard abbreviations may of course be necessary in particular cases, e.g. if a category is highly frequent in a language, so that a shorter abbreviation is more convenient, e.g. CPL (instead of COMPL) for "completive", PF (instead of PRF) for "perfect", etc. If a category is very rare, it may be simplest not to abbreviate its label at all.

In many cases, either a category label or a word from the metalanguage is acceptable. Thus, both of the two glosses of (5) may be chosen, depending on the purpose of the gloss.

(5) Russian

My	*s*	*Marko*	*poexa-l-i*	*avtobus-om*	*v*	*Peredelkino.*
1PL	COM	Marko	go-PST-PL	bus-INS	ALL	Peredelkino
we	with	Marko	go-PST-PL	bus-by	to	Peredelkino

'Marko and I went to Perdelkino by bus.'

Rule 4: One-to-many correspondences

When a single object-language element is rendered by several metalanguage elements (words or abbreviations), these are separated by periods. E.g.

(6) Turkish
çık-mak
come.out-INF
'to come out'

(7) Latin

insul-arum
island-GEN.PL
'of the islands'

(8) French

aux	*chevaux*
to.ART.PL	horse.PL

'to the horses'

(9) German

unser-n	*Väter-n*
our-DAT.PL	father.PL-DAT.PL

'to our fathers'

(10) Hittite (Lehmann 1982:211)

n=an	*apedani*	*mehuni*	*essandu.*
CONN=him	that.DAT.SG	time.DAT.SG	eat.they.shall

'They shall celebrate him on that date.' (CONN = connective)

(11) Jaminjung (Schultze-Berndt 2000:92)

nanggayan	*guny-bi-yarluga?*
who	2DU.A.3SG.P-FUT-poke

'Who do you two want to spear?'

The ordering of the two metalanguage elements may be determined by various principles that are not easy to generalize over, so no rule will be provided for this.

There are various reasons for a one-to-many correspondence between object-language elements and gloss elements. These are conflated by the uniform use of the period. If one wants to distinguish between them, one may follow Rules 4A-E.

Rule 4A. (Optional)
If an object-language element is neither formally nor semantically segmentable and only the metalanguage happens to lack a single-word equivalent, the underscore may be used instead of the period.

(12) Turkish (cf. 6)

çık-mak
come_out-INF
'to come out'

Rule 4B. (Optional)
If an object-language element is formally unsegmentable but has two or more clearly distinguishable meanings or grammatical properties, the semi-colon may be used. E.g.

(13) Latin (cf. 7)

insul-arum
island-GEN;PL
'of the islands'

(14) French
aux *chevaux*
to;ART;PL horse;PL
'to the horses'

Rule 4C. (Optional)
If an object-language element is formally and semantically segmentable, but the author does not want to show the formal segmentation (because it is irrelevant and/or to keep the text intact), the colon may be used. E.g.

(15) Hittite (Lehmann 1982:211) (cf. 10)
n=an *apedani* *mehuni* *essandu.*
CONN=him that:DAT;SG time:DAT;SG eat:they:shall
'They shall celebrate him on that date.'

Rule 4D. (Optional)
If a grammatical property in the object-language is signaled by a morphophonological change (ablaut, mutation, tone alternation, etc.), the backslash is used to separate the category label and the rest of the gloss.

(16) German (cf. 9)
unser-n *Väter-n*
our-DAT.PL father\PL-DAT.PL
'to our fathers' (cf. singular *Vater*)

(17) Irish
bhris-is
PST\break-2SG
'you broke' (cf. nonpast *bris-*)

(18) Kinyarwanda
mú-kòrà
SBJV\1PL-work
'that we work' (cf. indicative *mù-kòrà*)

Rule 4E. (Optional)
If a language has person-number affixes that express the agent-like and the patient-like argument of a transitive verb simultaneously, the symbol ">" may be used in the gloss to indicate that the first is the agent-like argument and the second is the patient-like argument.

(19) Jaminjung (Schultze-Berndt 2000:92) (cf. 11)
nanggayan *guny-bi-yarluga?*
who 2DU>3SG-FUT-poke
'Who do you two want to spear?'

Rule 5: Person and number labels

Person and number are not separated by a period when they cooccur in this order. E.g.

(20) Italian
and-iamo
go-PRS.1PL (not: *go*-PRS.1.PL)
'we go'

Rule 5A. (Optional)
Number and gender markers are very frequent in some languages, especially when combined with person. Several authors therefore use non-capitalized shortened abbreviations without a period. If this option is adopted, then the second gloss is used in (21).

(21) Belhare

ne-e	*a-khim-chi*	*n-yuNNa*
DEM-LOC	1SG.POSS-house-PL	3NSG-be.NPST
DEM-LOC	1sPOSS-house-PL	3ns-be.NPST

'Here are my houses.'

Rule 6: Non-overt elements

If the morpheme-by-morpheme gloss contains an element that does not correspond to an overt element in the example, it can be enclosed in square brackets. An obvious alternative is to include an overt "Ø" in the object-language text, which is separated by a hyphen like an overt element.

(22) Latin

puer	or:	*puer-Ø*
boy[NOM.SG]		boy-NOM.SG
'boy'		'boy'

Rule 7: Inherent categories

Inherent, non-overt categories such as gender may be indicated in the gloss, but a special boundary symbol, the round parenthesis, is used. E.g.

(23) Hunzib (van den Berg 1995:46)

oz#-di-g	*xõxe*	*m-uq'e-r*
boy-OBL-AD	tree(G4)	G4-bend-PRET

'Because of the boy the tree bent.'
(G4 = 4th gender, AD = adessive, PRET = preterite)

Rule 8: Bipartite elements

Grammatical or lexical elements that consist of two parts which are treated as distinct morphological entities (e.g. bipartite stems such as Lakhota *na-xʔų* 'hear') may be treated in two different ways:

(i) The gloss may simply be repeated:

(24) Lakhota
na-wíčha-wa-xʔų
hear-3PL.UND-1SG.ACT-hear
'I hear them' (UND = undergoer, ACT = actor)

(ii) One of the two parts may be represented by a special label such as STEM:

(25) Lakhota
na-wíčha-wa-xʔų
hear-3PL.UND-1SG.ACT- STEM
'I hear them'

Circumfixes are "bipartite affixes" and can be treated in the same way, e.g.

(26) German

ge-seh-en	or:	*ge-seh-en*
PTCP-see-PTCP		PTCP-see-CIRC
'seen'		'seen'

Rule 9: Infixes

Infixes are enclosed by angle brackets, and so is the object-language counterpart in the gloss.

(27) Tagalog
b<um>ili (stem: *bili)*
<ACTFOC>buy
'buy'

(28) Latin
reli<n>qu-ere (stem: *reliqu-)*
leave<PRS>-INF
'to leave'

Infixes are generally easily identifiable as left-peripheral (as in 27) or as right-peripheral (as in 28), and this determines the position of the gloss corresponding to the infix with respect to the gloss of the stem. If the infix is not clearly peripheral, some other basis for linearizing the gloss has to be found.

Rule 10: Reduplication

Reduplication is treated similarly to affixation, but with a tilde (instead of an ordinary hyphen) connecting the copied element to the stem.

(29) Hebrew
yerak~rak-im
green~ATT-M.PL
'greenish ones' (ATT = attenuative)

(30) Tagalog
bi~bili
IPFV~buy
'is buying'

(31) Tagalog
b<um>i~bili
<ACTFOC>IPFV~buy
'is buying' (ACTFOC = Actor focus)

Appendix: List of Standard Abbreviations

1	first person
2	second person
3	third person
A	agent-like argument of canonical transitive verb
ABL	ablative
ABS	absolutive
ACC	accusative
ADJ	adjective
ADV	adverb(ial)
AGR	agreement
ALL	allative
ANTIP	antipassive
APPL	applicative
ART	article
AUX	auxiliary
BEN	benefactive
CAUS	causative
CLF	classifier
COM	comitative
COMP	complementizer
COMPL	completive
COND	conditional
COP	copula
CVB	converb
DAT	dative
DECL	declarative
DEF	definite

DEM	demonstrative
DET	determiner
DIST	distal
DISTR	distributive
DU	dual
DUR	durative
ERG	ergative
EXCL	exclusive
F	feminine
FOC	focus
FUT	future
GEN	genitive
IMP	imperative
INCL	inclusive
IND	indicative
INDF	indefinite
INF	infinitive
INS	instrumental
INTR	intransitive
IPFV	imperfective
IRR	irrealis
LOC	locative
M	masculine
N	neuter
N-	non- (e.g. NSG nonsingular, NPST nonpast)
NEG	negation, negative
NMLZ	nominalizer/nominalization
NOM	nominative
OBJ	object
OBL	oblique
P	patient-like argument of canonical transitive verb
PASS	passive
PFV	perfective
PL	plural
POSS	possessive
PRED	predicative
PRF	perfect
PRS	present
PROG	progressive
PROH	prohibitive
PROX	proximal/proximate
PST	past
PTCP	participle
PURP	purposive
Q	question particle/marker
QUOT	quotative
RECP	reciprocal
REFL	reflexive

REL	relative
RES	resultative
S	single argument of canonical intransitive verb
SBJ	subject
SBJV	subjunctive
SG	singular
TOP	topic
TR	transitive
VOC	vocative

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