

# Guidelines for contributors

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







## Overview

Goal of this website is to support people interested in linguistics as well as students of linguistics by means of informative videos and links to relevant webpages:

<https://spw.uni-goettingen.de/stud/info/>

## Contents of the website

The website contains four sections, having specific goals depending on the corresponding audience:

About Linguistics	Propaedeutics	Techniques	Perspectives
 interest	 newcomers	 students	 graduates
			
what is linguistics, what can we learn about the nature of language, its role in communication, the world's languages, language and cognition.	concepts of the scientific jargon or basic concepts of grammar which you may not remember from school but do not want to ask - thinking that your lecturers take them for granted.	techniques for creating a study, conducting a data collection, designing an oral presentation, outlining the findings in a poster, submitting an abstract, writing a scientific paper.	what do people with a qualification in linguistics do in life? Perspectives, possibilities, ideas, experiences about life after studying linguistics, in the academia and in the world.

## About Linguistics

<https://spw.uni-goettingen.de/stud/info/about.html>

Target audience: people interested in linguistics, including students who consider this subject of study.

In this section, we need a selection of appealing topics presented for an audience without previous knowledge in linguistics. The subsections so far include:

- world's languages
- linguistic phenomena
- analytical methods
- linguistic fieldwork
- language and society
- language and cognition

The subsection 'our programmes' contains links to the linguistics programmes in Göttingen.

Further subsections may be added for the material that is created for the *information events* for the BA/MA programs.

## Propaedeutics

<https://spw.uni-goettingen.de/stud/info/propaedeutics.html>

Target audience: newcomers in linguistics.

This section should contain information that supports newcomers for a smooth start in our linguistics programmes. This includes practical information (e.g., how to find books in the library) and contents that a programme in linguistics presupposes as part of the school knowledge (e.g., basic concepts of grammar). Since a complete repetition of the relevant school knowledge is not realistic, we should rather create a few illustrative/attractive videos on selected topics in this area, and videos with how-to instructions that point to the available resources for clarifying relevant issues.

The subsections are:

- Scientific jargon
- Grammatical concepts
- Practical issues
- Foreign students

The core of the propedeutics are the 'grammatical concepts'. We may expand this subsection (or split it to further subsections) if we have enough videos from different areas.

What we need at this stage, is an informative presentation about ways to find information about grammatical concepts. There are many resources online (e.g., glottopedia) that contain nice explanations about these concepts including illustrative examples. Creating detailed units about basic linguistic concepts is interesting: we can develop a further section of the website for this purpose in the future.

## Creating video units

Basic guidelines:

- **short and targeted**  
units of around 5 minutes, based on 5-10 slides
- **casual**  
from student to student: do not need to stylize your presentation - content first!
- **scientific**  
you are speaking to young people with intellectual/scientific interests.
- **pedagogical**  
attracts attention and gives directions, without getting lost in details.
- **creative**  
develop your own approach to get the intended impact!

Sample videos at:

<https://spw.uni-goettingen.de/stud/info/mp4/ABO-PHE-wurzeln.mp4>

<https://spw.uni-goettingen.de/stud/info/mp4/PRO-GRA-partizip.mp4>

## Slides

You find our stylesheet here:

<https://spw.uni-goettingen.de/stud/info/docs/IND-INS-template.pptx>

- **cool**  
black background & bright colors (casual, more like a YouTube video than like a lecture)
- **rich in visualizations**  
pictures to attract attention (caution: copyright issues, see “material”)  
mind maps or graphs outlining relations between concepts  
geographical maps or other visualizations with short explanation
- **parsimonious in text**  
avoid slides with too much text  
it is often efficient to have slides just with a single example, using colors to outline the crucial part (e.g., certain morphemes);  
you may add a couple of keywords or crucial statements – if they are important for the contents under discussion;  
but in general: the role of the text on the slides is to draw attention to crucial issues, avoiding details.

## Oral presentation

- It may be helpful to have a written script of your presentation (to help keep the video short, to avoid pauses); the script can be made available online (students’ wish).
- Avoiding “reading style” makes the video more appealing (be natural!)
- Quick presentation without pauses makes the style more vivid!

## Expression

- Reducing or explaining technical concepts makes the video accessible to a broader audience.
- If the video is in German, think that particular concepts that are usual in scientific jargon may not be obvious for newcomers who are not yet familiar with these expressions (e.g., *arbiträr* may be an unexpected way to express *willkürlich*).

## Content

- **targeted**  
A maximally targeted video is a coherent video about a single topic.
- **creative**  
Be creative in the design of your video unit: you may select an interesting topic (e.g., participles), illustrate the basic concepts with simple examples, and go a step beyond school knowledge with introducing possibilities in further languages; see our sample video for an illustration.

- **background knowledge**

It is a challenge to create a video unit that is addressed to a broad audience and you certainly want your video to be understood. You may need to refer to background knowledge and in this case you need to decide how to handle such prerequisites in your unit:

- in some cases, a short explanation accompanying the concept at issue is enough.
- in some other cases, a longer explanation is due: in order to avoid a digression during your argumentation, which will interrupt the flow of your presentation, you may consider to explain the necessary prerequisites at the beginning (this is particularly appropriate if these prerequisites are foundational notions upon which you can create the argumentation of the core part).
- in yet some other cases, it is better to introduce the prerequisites in a separate video, especially if this information is “standalone”, i.e., if it is worth devoting a video to these issues.

Anyway, it is important to be understood and to develop creative and context-sensitive solutions to preserve the coherence of your presentation.

- **references**

all relevant sources that have been used for creating a video unit (including relevant books or visualizations) must be appropriately mentioned in a final slide (see also copyright issues under “material”).

Citation style: please follow the *Generic Style Rules for Linguistics* at:

<https://www.eva.mpg.de/lingua/pdf/GenericStyleRules.pdf>

## Material

Kindly take into account that the videos are hosted by an institutional website, which means that the copyright properties must be taken very seriously:

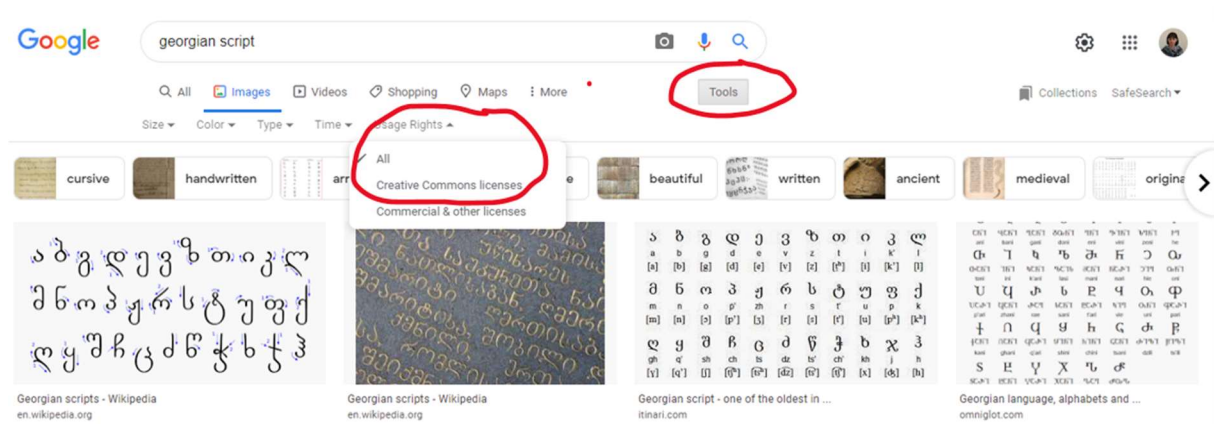
- Do not use any copyright-protected material in your video file without permission.
- Please cite all material used from external sources appropriately (creator name, citation of the source/website/date – if applicable). You may add this information on the bottom of the pictures or – alternatively – in a final slide listing the sources of the used material (like a list of references).

In case you integrate pictures produced by a third party in your presentation, you may use pictures that are available in the web under a Creative Commons license, always respecting the terms of the license (especially with respect to attribution to the creators).

There are various ways to find free material (under the conditions of the respective license, It is possible to filter google image results, such that only images with a Creative Commons License are displayed:

## Studying Linguistics

Google > Images > click Tools > go to Usage rights > select Creative Commons license



There are also various repositories providing material free for use, e.g.,

- *unsplash* at <https://unsplash.com/>

You find a list of such repositories in the following blog:

<https://www.foleon.com/blog/best-free-business-stock-photo-websites>

## Technical issues

You find instructions how to create video units here:

<https://spw.uni-goettingen.de/stud/info/docs/IND-INS-video.pdf>

## Peer review

Contributors are expected to submit a preliminary draft to the editorial team: this may be the powerpoint presentation or also a sketch of the contents or a preliminary video recording. They will receive a feedback within one week by an editor, an advisor and another student. Checklist for comments:

- ideas to optimize the contents for the target audience.
- ideas to optimize the style of presentation for the project targets.
- is the material used for the video (e.g., pictures) free from copyright issues? All material from external sources must be appropriately cited (creator name, website).

## Citation

The video units are cited as follows:

Author. (Year). Title. XXXX. In Anna Pessarrodona Marfà & Fernando García Mendivil (eds.), *Studying Linguistics: Propedeutics* (electronic resource). Göttingen: Institute for Linguistics, retrieved [Month] [Day], [Year], from <https://spw.uni-goettingen.de/stud/>.

## Appendix: summary of survey results

The following topics/suggestions are based on the results of a survey by the students of Linguistics in winter term 2021/2022:

### About Linguistics

Phenomena/concepts that may be inspirative for creating video units:

#### World's languages

the following ideas demonstrate the variation of the world's languages

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Typologische Zusammenhänge	Polysynthetische Sprachen, z.B. Tschuktschisch
Pro-Drop-Sprachen	templatische Sprachen
Ton-Sprachen	absurde/schöne Phoneminventare z.B. Irisch, Ubykh/Archi, Dänisch, Rotokas, Kannada/Malayalam,

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#### Linguistic phenomena

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Auslautverhärtung im Deutschen	Ablaut
verschiedene Laute, die es im Deutschen nicht gibt	Flektierte Präpositionen und VSO im Irischen
Nominalkategorien	Nominalklassen in Bantusprachen
Pluralformen	Split Ergativity
Dual/Trial	Polypersonal Agreement
"Morphem" vs. "Wort"	Noun Incorporation
abstrakter Kasus	aspect marking on pronouns in Wolof
Pseudo-Englisch (Oldtimer, Discounter, Public Viewing...)	aspects in Navajo
Reduplikation zur Pluralbildung	Austronesian alignment

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special focus on language change:

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Borrowing vs. Funktionswörter germanischen Ursprungs im Englischen	Negationszyklus im Deutschen
Grammatikalisierung	die drei Laryngale im Urindogermanischen
Erste und zweite Lautverschiebung	IE-Verwandtschaft von Wörtern wie "Tasse" und "Technik" und "Werk" und "En-erg-ie"

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#### Analytical methods

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exklusive OT-Constraints aus der Phonologie	minimalistische vs konfigurationelle Ansätze der Syntax
Verständnis von unbewussten Regeln	

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Finally, some general topics that can be integrated in various subsectios depending on the focus of the presentation:

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Sprache vs. Dialekte (Gibt es überhaupt einen Unterschied?)

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Bezug Sprache und unsere Wirklichkeit

## Propaedeutics

The survey results give some basic directions:

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Tautologie, Implikatur, Prämisse

"Alle Grundlegende Grammatikbegriffe"

"Grundlegende Grammatikbegriffe, was ist ein Akkusativ und was bedeutet das"

"Es gibt viele Wörter, die ich nicht verstehe und kaum bis gar nicht erklärt werden. Ganz viele Adjektive und Nomen, die man bisher noch nie gehört hat, hier aber überall wie selbstverständlich benutzt werden. Es fühlt sich an, als müsste man eine neue Sprache lernen. Was ich mir wünsche, wäre ein Vokabelheft."

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Some students ask for support in linguistic terminology:

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Lexika zu sprachlichen Begriffen

Sammlung von Fachbegriffen die häufig im Studium benutzt werden

online Datenbank

sowas wie ein padlet, in dem alle Teilnehmenden ihre Fachwörter reinschreiben und erläutern können, sodass am ende ein allgemeines Glossar entsteht

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We need one or more video units giving ideas/guidelines, how to resolve terminological questions of this type by using available resources. There are very nice resources for this purpose, including online databases, tools allowing for adding concepts (padlet idea), such as glottopedia, various informative websites and lexica. Some links are already available in our website and can be enriched with further resources.

Beyond these general units, we need:

- units on selected grammatical concepts of the school knowledge that allow for an interesting elaboration that may attract attention, as in the sample video on participles;
- similarly, units on selected concepts of the scientific jargon that are worth discussing and have a potential for an appealing and coherent presentation (e.g., Induction-Deduktion-Obduktion?).

## Perspectives

illustrations of applications of linguistics:

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Forensik Linguistik

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## Introduction to linguistics

Some students wish an introduction to basic concepts of linguistics ("Phonologie", "Phonetik", "Morphologie", "Syntax", "Semantik", "Alle Fachbegriffe, die in der Anfängervorlesung vorkommen") or linguistic concepts of several layers of analysis ("unergative und unakkusative Verben"). *Introducing Linguistics* is not part of the propaedeutics (but a very good idea for an additional section of our resource).



## Means of presentation

Further good suggestions for means of presentation (some of these suggestions are already integrated to our units):

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Podcasts

Mind Maps/Grafiken für einen schnellen Überblick über verschiedene Themen

Kurze Erklärungen in Textform

Audiodateien

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## Games

Further ideas for interactive materials, linguistic games. The *fachschafft* may be interested to create such materials in a separate website:

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Quiz

Übungen mit Antworten/Erklärungen, jeglicher Art, so lange sie nur verschiedene Niveaus haben: von "Testen Sie, ob Sie die Definition kennen" bis zu recht Denk- oder Rätselintensiven (offenen) Denkanstößen

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