A majority of faculty in Linguistics departments around the world face the challenge of teaching large general Linguistics classes. Such classes include overview courses (for example, Introduction to Linguistics, Language and Politics), thematic classes (including Language and Life in various parts of the World, Languages of the World), and many others. While large introductory classes in the natural sciences (such as Mathematics, Physics, and others) are often required by multiple majors and continue the curriculum started in high school, the subject of Linguistics is relatively unknown to most of the students who choose to enroll in these classes. For instance, at Stony Brook University, among about 200 students taking the “Language in the USA” class offered every semester, only about 5% have ever taken another Linguistics course or have any understanding of the methodology and goals of the field. The presentations in this session discuss various issues Linguistics faculty encounter and the methods they utilize while teaching large Linguistics classes to non-majors.

In particular, we concentrate on 1) usage of online and multimedia resources to illustrate Linguistics concepts and encourage active participation of students in discussing issues related to language, 2) teaching Linguistics as a data-driven science, using both constructed problems and real-life observations about languages and dialectal variation, 3) comparing traditional prescriptive grammar approaches to language --- which is the only approach most students are familiar with --- and descriptive, evidence-based methods of data collection and analysis. It is our experience that many Linguistic faculty struggle with one or more of these issues in dealing with non-Linguistics students. The session looks for answers on how to resolve such problems in the most efficient ways.

**Andrei Antonenko, Mark Aronoff, Paola Cepeda, Aniello de Santo, and Lori Repetti (Stony Brook University)**

*The world turned upside-down: flipping the classroom in a large linguistics lecture course*

In this talk we discuss the challenges and best practices in converting general high enrollment linguistics course into a highly interactive online class, and the guiding principles behind our choice of materials, curriculum, exercises, homework assignments, and tests.

To replace traditional frontal lectures, we recorded a number of interviews with experts in the field from around the country. We then distilled out of each interview approximately 10-15 minute video segments, which were enriched with interactive exercises, readings, and annotated lecture notes. We also carefully designed “Discussion Boards” which allow for asynchronous discussion of the material presented in the video segments and for the opportunity to engage in regular writing activities. We expect the online version of this course to serve as a model for the adaptation to an online format of other courses in the Social and Behavioral Sciences, including other Linguistics courses.

**Hans C. Boas, Todd B. Krause (University of Texas at Austin)**
The Linguistics Research Center (https://liberalarts.utexas.edu/lrc/) at the University of Texas at Austin has a nearly 20-year history of promoting scholarly collaboration beyond the walls of Linguistics as a discipline, and linguistic understanding more broadly beyond the Ivory Tower of academia. The LRC created the Early IndoEuropean OnLine (EIEOL, https://lrc.la.utexas.edu/eieol) collection of lesson series to provide for non-specialists free introductions to primary texts, grammars, and methods that lie at the heart of historical linguistics. Through a uniform scholarly, yet accessible presentation these lessons help online readers dive into ancient texts and grapple with their grammatical structures in a way that assumes no prior familiarity with language study beyond a basic high-school understanding of English grammar. Web analytics, unsolicited user commentary, and long-term online surveys provide insights into the size of the user base and how users in a wide age range and from varied backgrounds approach ancient cultures and their languages.

Elizabeth M. Riddle (Ball State University)
Teaching Linguistics with Small Group Case Studies

Two small-group case studies used in an undergraduate “Language and Society” course are described. One involves groups collecting examples of a naturally occurring speech act in English, such as complimenting or apologizing. Each group does a different one. After analyzing their English data, each group interviews a class visitor who is a native speaker of another language about that speech act in his/her language. The groups compare their results with English and report to the class. In the other case, students receive a statement about bullying in local schools related to dialect and foreign accent. They investigate the representations of these in popular media and make a proposal to the “school board” (i.e. the class) for an educational initiative to combat linguistic prejudice. Students become personally engaged in the discovery process and learn to identify and question their assumptions about language, as well as how to draw evidence-based conclusions.

Marjorie Pak (Emory University)
Focusing on Evidence in Introductory Linguistics Classes

In addition to covering traditional textbook-based content, an explicit goal of Emory’s Foundations of Linguistics is to address ‘how the scientific method is used in linguistics.’ This goal was an outgrowth of a college-wide initiative on evidence across disciplines. In this spirit, I periodically engage the class in a 20-minute discussion of questions such as:

- How have we been practicing the scientific method in this course? Do you think Linguistics is a natural science? Why (not)?
- Is the ‘word’ purely a writing-based construct, or does it play a role in our tacit linguistic knowledge? How would you go about trying to find out?
- Syntactic movement strikes many students as overly complicated. What might an alternative theory look like? What observations would it need to explain?

Typically these discussions happen near the end of a module, prompting students to pause and reflect on the nature of the problem-solving methods just practiced.

Christina Tortora (City University of New York, Graduate Center and College of Staten Island)
Introducing Linguistics Through Hands-on Research

I present a format for an introductory linguistics course taught at the College of Staten Island, which is based on the NSF-funded research A Corpus of New York City English (Tortora et al. in progress). Our project benefits from collaboration with hundreds of CUNY undergraduates from the five boroughs of NYC. To ensure that this collaboration also benefits the students, a one-semester course based on the project provides a structured environment in which students develop research skills applicable to future work in any STEM or Humanities discipline. This course meets the goals of a typical Intro course, by virtue of (a) approaching a local linguistic variety as an object of scientific inquiry; (b) developing skills in scientific methods; (c) developing Excel spreadsheet skills, to code and organize data and do statistical analysis; and (d) developing an appreciation of human diversity and the universality of human cognition.