


SPN4930/6735 (#28965)


Research Experience in Hispanic Linguistics

I. General Information

 **Semester:** Fall 2024

 **Meeting times:** Mondays, Wednesdays, Fridays @ 1:55pm-2:45pm*


**Research team meetings will frequently take place of official class meetings.*

 **Location:** Mechanical and Aerospace Engineering B, room 0234


Instructor

 **Gillian Lord, Ph.D.**

 **Office location:** 2035 Farrior Hall

 **Phone:** (352) 273-4091

 **Email:** glord@ufl.edu

 **Office hours:** Mondays 10:30am-11:30am; Thursdays 11:00am-12:00pm; or by appointment



Course Description and General Expectations

The goal of this "Course-Based Undergraduate Research Experience (CURE)" course is to expose students to research methods and to provide an opportunity to carry out research on a particular topic. In this case, our research topic is Hispanic linguistics, focusing specifically on phonetic/phonological acoustic analysis. We will cover topics such as research questions, study design, IRB, experimental procedures, data analysis, and results visualization. Working in small teams, students will collect and analyze data as part of the larger class project but will develop their own research questions and analyses with the data they collect. The culminating activities for the course are a presentation of data findings, and an abstract for a future conference presentation.



Prerequisites

- For SPN4930: SPN3700 *or* LIN3010 & SPN3300 *or* equivalent knowledge
- For SPN6735: good academic standing in a graduate program in Spanish Linguistics or Linguistics



Course Materials

All materials are available free online or will be shared via Canvas.



Programs/Downloads

- Boersma, P. & Weenink, D. (2024). Praat: doing phonetics by computer (v. 6.4.07). [<http://www.praat.org/>]
- Corretge, R. *Praat Vocal Toolkit plugin*. [<https://www.praatvocaltoolkit.com/index.html>]
- The jamovi project (2024). *jamovi* (Version 2.5). [<https://www.jamovi.org/download.html>]
- Lord, G. (2007, 2022). *Tal Como Suena*. [<https://talcomosuena.spanish.ufl.edu>]

Readings

- Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 - Descriptive studies. *Perspectives in clinical research*, 10(1), 34–36.
- Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 4 - Interventional studies (I). *Perspectives in clinical research*, 10(3), 137–139.
- Aggarwal R., & Ranganathan P. (2019). Study designs: Part 5 – interventional studies (II). *Perspectives in clinical research*, 10(4), 183–186.
- Boersma, P. & Weenink, D. (n. d.) *Manual*. Available: <https://www.fon.hum.uva.nl/praat/manual/Manual.html>
- De Costa, P. (2015). Ethics and applied linguistics research. In De Costa, P. (Ed.), *Ethics in applied linguistics research*. Available: https://www.researchgate.net/publication/321732870_Ethics_in_Applied_Linguistics_Research
- Johns Hopkins Sheridan Libraries. *Data visualization guide*. Available: <https://guides.library.jhu.edu/datavisualization/home>
- Kent, R. & Kim, Y. (2008). Acoustic analysis of speech. In M. Ball, M. Perkins, & N. Müller (Eds.), *The Handbook of Clinical Linguistics*. Malden, MA: Blackwell.
- Mishra, P., Pandey, C. M., Singh, U., Keshri, A., & Sabaretnam, M. (2019). Selection of appropriate statistical methods for data analysis. *Annals of cardiac anaesthesia*, 22(3), 297–301.
- McCombes, S. (2023). *Writing strong research questions*. Available: <https://www.scribbr.com/research-process/research-questions/>
- Navarro, D. & Foxcroft, D. (2022). Learning statistics with jamovi: A tutorial for psychology students and other beginners. Available: <https://www.learnstatswithjamovi.com>
- Ranganathan, P., & Aggarwal, R. (2018). Study designs: Part 1 - An overview and classification. *Perspectives in clinical research*, 9(4), 184–186.
- Ranganathan, P., & Aggarwal, R. (2019). Study designs: Part 3 - Analytical observational studies. *Perspectives in clinical research*, 10(2), 91–94.
- Styler, W. (2023). Using Praat for linguistic research. Available: <https://wstyler.ucsd.edu/praat/>

II. Student Learning Outcomes (SLOs)

A student who successfully completes this course will be able to:

1. Articulate and implement best practices in research design and data collection
2. Use applicable tools to analyze acoustic aspects of human speech
3. Analyze data using appropriate statistical models
4. Orally and visually present data results

General expectations

The primary focus of this course is gaining hands-on research practice. Students will work in teams (approximately 3-4 students per team) to develop and carry out a small-scale study. While each team's path will depend on the study they design, certain benchmarks are expected of all teams along the way:

- Research questions
- Study design/development
- Data collection
- Data coding and analysis
- Data presentation
- Conference abstract

Some of these elements will be submitted as assignments, while others will be documented in weekly reports, as described below and indicated on the calendar.



III. Graded Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the Catalog [here](#).

Graded Components

Readings and assignments	=10%
Research and data analysis reports	=60%
Data presentation	=10%
Conference abstract	=10%
Group evaluation	=10%
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TOTAL	= 100%

Grading Scale

A = 100-93	B- = 82-80	D+ = 69-67
A- = 92-90	C+ = 79-77	D = 66-63
B+ = 89-87	C = 76-73	D- = 62-60
B = 86-83	C- = 72-70	E = 59-0

NOTE: For information on how UF assigns grade points, visit <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Grades will be rounded to the nearest ½ point.

Description of Graded Components

Readings (5%)

Readings will be assigned periodically throughout the semester, to be prepared for discussion on the dates indicated in the calendar. These readings will be carried out via Perusall, a free social annotation platform that allows you to engage with the readings and videos, and with your classmates, prior to class. Perusall assignments are due by 1 pm on the date indicated. You are expected to make a minimum of 5 substantial, thoughtful comments or annotations for each reading/webpage. Your annotations will be assessed on a 5-point scale.

Assignments (5%)

Additional research-related assignments are assigned to help you put what you are reading and learning into practice and to ensure that your group is prepared for the next steps of the research process. These assignments will also be assessed on a 5-point scale. These assignments are due at 11:59 pm on the date indicated.

Research and data analysis reports (60%)

Many of the weeks in the semester will be devoted to carrying out your group's data collection and analysis plan, and we will not be meeting as a class. During those weeks, each group will submit a report outlining their accomplishments for that period, including an outline of the tasks completed and by whom, along with the most recent spreadsheet of data. The report should also address any challenges faced, as well as plans for the next week. These reports will be graded based on the quantity and quality of work completed, evidence of contributions by all members of the team, and inclusion of the necessary information. The reports are due by 11:59 pm on the dates indicated and are graded on a 10-point scale. There are 7 reports due, *the lowest grade will be dropped*. A sample report is provided on Canvas, as is a grading rubric.

Data presentation (10%)

The last two days of class will be devoted to group presentations of the (mostly) final data analysis. Presentations will be 10-15 minutes and include: 1) the research question(s); 2) a summary of data analysis and findings; 3) visualization of the results; and 4) participation from every group member. Groups must submit their presentation (in PowerPoint, PDF, a link to Google Slides, etc.) by 11:59 pm on December 4th, although it is preferable that presentations are turned in prior to the class presentation. A grading rubric is provided on Canvas. Scores will be out of 100.

Conference abstract (9%) and comments (1%)

There is no final exam for this class. Instead, each group will submit an abstract to present their research and findings at a relevant professional conference. (Conference suggestions will be provided in class, and guidelines for how to write a good conference abstract can be found [here](#) and [here](#).) Abstracts must be submitted in Word or PDF format by 11:59 pm on December 9th. They will be graded on a 90-point scale following the rubric found below.

Additionally, after each group submits its abstract, students will be assigned to "Peer review" the conference abstracts of the other teams. These reviews must consist of, at a minimum, 1) a complement; 2) a suggestion; and 3) a question. These comments are worth 10 points total and will be evaluated holistically. Peer review comments are due by 11:59 pm on December 11th.

Groupmate evaluation (5%)

Being able to work effectively in a team is a valuable skill, within academia and beyond. Every team member will evaluate every other team member's performance on the following: contributions; reliability; communication/honesty; adaptability; autonomy; and leadership (for the group leader). Rubrics for groupmates and the leader will be provided.



IV. Calendar

NOTE: Assignments with a * are turned in as a group, with all group members receiving the same score.

Date	Topic	Readings/Preparation	Work due
F 8/23	Introductions		
M 8/26	Spanish phonetics	Tal Como Suena	TCS module submissions
W 8/28	Acoustic analysis	Kent & Kim (2008)	Perusall
F 8/30	Acoustic analysis		
M 9/2	NO CLASS	Labor Day	
W 9/4	Research basics	Study designs – Parts 1, 2, 3	Perusall
F 9/6	Research basics	Study designs – Parts 4, 5	Perusall
M 9/9	Research questions	Writing strong research questions	Perusall Research questions*
W 9/11	Data collection	De Costa (2015) IRB03 training	Perusall Screenshot of IRB
F 9/13	No class meeting	(Independent research)	Research plan*
M 9/16	Optional class meeting	(Independent research)	
W 9/18	No class meeting	(Independent research)	
F 9/20	No class meeting	(Independent research)	Materials*
M 9/23	Data analysis	Styler, Praat (selections)	Perusall
W 9/25	Data analysis	Styler, Praat (selections)	
F 9/27	No class meeting	(Independent research)	Sample acoustic analysis*
M 9/30	Optional class meeting	(Independent research)	
W 10/2	No class meeting	(Independent research)	
F 10/4	No class meeting	(Independent research)	Data report 1*
M 10/7	Optional class meeting	(Independent research)	
W 10/9	No class meeting	(Independent research)	
F 10/11	No class meeting	(Independent research)	Data report 2*
M 10/14	Optional class meeting	(Independent research)	
W 10/16	No class meeting	(Independent research)	
F 10/18	NO CLASS	HOMECOMING	Data report 3* (10/20)
M 10/21	Optional class meeting	(Independent research)	
W 10/23	No class meeting	(Independent research)	
F 10/25	No class meeting	(Independent research)	Data report 4*
M 10/28	Group meetings		
W 10/30	Group meetings		
F 11/1	No class meeting	(Independent research)	Data report 5*
M 11/4	Data analysis	Mishra et al., statistics with jamovi (selections)	Perusall
W 11/6	Data visualization	Data visualization guide (6 parts)	
F 11/8	No class meeting	(Independent research)	Statistical analysis plan*
M 11/11	NO CLASS	VETERAN'S DAY	
W 11/13	No class meeting	(Independent research)	
F 11/15	No class meeting	(Independent research)	Data report 6*
M 11/18	Optional class meeting	(Independent research)	
W 11/20	No class meeting	(Independent research)	
F 11/22	No class meeting	(Independent research)	Data report 7*
M 11/25	NO CLASS	THANKSGIVING	
W 11/27	NO CLASS	THANKSGIVING	
F 11/29	NO CLASS	THANKSGIVING	
M 12/2	Data presentations		

Date	Topic	Readings/Preparation	Work due
W 12/4	Data presentations		Submit data presentation*
M 12/9	(Exam Week)		Conference abstract*
W 12/11	(Exam Week)		Comments on abstract
R 12/12	(Exam Week)		Groupmate evaluation

Always refer to the CANVAS calendar of assignments to ensure you are seeing the most up-to-date plan.



V. University Policies and Resources

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. Jessi Aaron (jeaaron@ufl.edu) for graduate students or Dr. Greg Moreland (moreland@ufl.edu) for undergraduate students. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for UF Online classes).

Resources available to students

Health and Wellness

- *U Matter, We Care:* umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center:* <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS):* Student Health Care Center; 392-1161
- *University Police Department:* <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support:* Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Connections Center:* Reitz Union; <http://www.career.ufl.edu/>; 392-1601
- *Library Support:* <http://cms.uflib.ufl.edu/ask>
- *Teaching Center:* 1317 Turlington Hall; 392-2010; <https://umatter.ufl.edu/office/teaching-center/>
- *Writing Studio:* 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>