

**LIN 6084-22868: INTRODUCTION TO GRADUATE RESEARCH
SYLLABUS FALL 2022**

GENERAL CLASS INFORMATION

Classroom: MAT 0116
Time: Tuesday 5+6 (11:45-1:40pm); R 6 (12:50-1:40pm)
Prereqs: LIN graduate status, or instructor's permission.

INSTRUCTOR INFORMATION

Instructor: Dr. Edith Kaan
Office: 4127 Turlington Hall.
Office Hours: T8 and R9, and by appointment. In person or over zoom
(contact me for link)
Contact info: kaan@ufl.edu; 352 294 7453 (leave a message)
Course website: On Canvas (elearning.ufl.edu)

COURSE GOAL AND OBJECTIVES

This course is designed to provide a basic understanding of the scholarly and scientific approaches to graduate research, particularly in the broad field of linguistics. Topics include scientific method, types of research in linguistics, ethics, teaching, writing and survival skills (CVs, presentations, publications, grant writing, job applications, what to expect jobwise from a PhD in Linguistics).

Aims of this course:

On completion of this course, students should be able to:

- Find references to work in any area of linguistics, using library and internet resources
- Know what the different kinds of linguistic research are
- Behave as an ethical member in the research community
- Develop research and grant proposals, presentations and publications
- Develop some meta-awareness of teaching and teaching skills
- Start developing a portfolio consisting of a CV, resume and personal statements

READINGS

- Macaulay, Monica (2011) *Surviving linguistics. A guide for graduate students*. Somerville, MA: Cascadilla Press, second edition (other editions are ok as well)

- (“P&S”) Podesva, Robert J., and Sharma, Devyani (2013) *Research Methods in Linguistics*. Cambridge University Press.
- Other supplementary reading (“C & D”) : Curzan, Anne, and Damour, Lisa. *First day to final grade: A graduate student’s guide to teaching*. Michigan university press, 2nd or 3rd edition)
- Additional (on-line) readings will be provided in class or on the class website.

ASSESSMENT, GRADE SCALE AND POLICIES

Assessment

CLASS PARTICIPATION 10%

-For almost all lectures there will be a reading to be completed. You will be responsible for coming to class prepared having read the materials critically.

-Active class participation is required. ‘active participation’ means that you will ask thoughtful questions during the classes, and interact with your fellow students during the organized activities. If you are habitually absent from class or come late or leave early, this will negatively impact your participation grade (see ‘Other Policies’ below).

GENERAL COMPONENT 30%

• **Getting to know you (2%)**

The goal is for us to get to know each other, and for me to get an idea of where you stand research wise, and what you would like to get out of this course.

• **Conference abstract preparation (5%)**

We will discuss how to prepare a research abstract for a conference. Your task will be to choose one conference (that you might want to attend, as an example), and prepare an abstract for submission according to the guidelines of the conference. The abstracts will be presented and discussed in class.

• **Seminar report (1) & seminar attendance (3) (5% total)**

Describe and evaluate a talk on original linguistic research. For a schedule of talks organized by linguistics, see: <http://lin.ufl.edu/events/colloquia/>. Linguistics talks at other venues may qualify, but check with the instructor first. You should turn in a report of 1-2 pages, commenting on the content as well as the presentation style (see guidelines on the course website). You can hand in this report any time during the semester, but no later than **December 6 (by class time)**. In addition, you need to attend at least **three** Linguistics Seminars or other **UF** linguistics (or related) talks over the course of the semester (socials and professional development sessions do not count towards the three, but you are strongly encouraged to attend such sessions as well!).

• **CV and resume (18% total)**

Following the guidelines discussed in class, you will make your own CV and resume. Please submit them within the deadline (see course website).

RESEARCH COMPONENT 30%

- **UF IRB training completion (5%)**

You will need to complete the UF IRB training. Instructions will be provided.

- **Poster preparation and poster presentation in classroom (10%)**

Read, summarize and critically evaluate an article of your choice in linguistics (broadly construed), and present your summary and critical review as a poster presentation during classroom. Even though the poster will be based on research that is not yours, the poster should include all the critical portions of a poster (to be discussed in class). Alternatively, if you have a project that you want to already present in the form of a poster that will also be fine. Further instructions will be given in class. Please also hand in a hardcopy of the poster text, and a photocopy or pdf of the article on which your poster is based. Due: see schedule.

- **Dissecting methodology in linguistic research (15% total)**

Part of the goal of this course is to get a wide sense of the various research fields in linguistics. As such, for this assignment each student will be assigned a chapter from the Podesva & Sharma textbook on a specific research methodology in linguistics. For the assignment, you will need to prepare a presentation for the whole class summarizing the content of the chapter and prepare a written summary that will be uploaded for all the students to use as study material. The goal is also to have you engaged in a part of linguistics research that might not be your specialty. More details about this assignment will be given in class.

TEACHING COMPONENT 30%

- **Teaching observation and report (10% total)**

For this assignment you will get in contact with an instructor of the LIN or a related department, and you will ask them to observe one of their classes and to be interviewed briefly after class (you can decide which course and class). During the class you will compose 2-3 questions and with those you will briefly interview the instructor. You will submit your report on Canvas

- **Lesson plan (10%)**

For this assignment you will prepare a lesson plan for a class of 45 minutes on a topic of your choice. You will submit the lesson plan on Canvas

- **Mini teaching demo (10%)**

For this assignment you will prepare a mini teaching demo that will be presented in class, outlining your potential lesson, and teaching strategies.

Grading:

A = 90-100	B = 80-83.9	C = 70-73.9	D = 60-63.9
A- = 87-89.9	B- = 77-79.9	C- = 67-69.9	D- = 57-59.9
B+ = 84-86.9	C+ = 74-76.9	D+ = 64-66.9	F = < 56

Note: a C- is not a passing grade. For UF grading policies, see:

<https://gradcatalog.ufl.edu/graduate/regulations/#grades>

STATEMENT ON COVID-19

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

OTHER POLICIES

- Cell-phone use is not allowed during class unless this is part of the course assignments. If you are using a laptop in class, only use it to take notes and for in-class assignments.
- For academic honesty guidelines, see “academic integrity” on <https://gradcatalog.ufl.edu/graduate/regulations/>
- Students are required to hand in all assignments and tests *at the start of the class period* they are due. Please contact the instructor *in advance* if you need to skip a class, or cannot make a deadline. Please also make sure you have at least one external backup of the assignments you make for this class. Computer problems will not be considered a valid excuse for missing assignments and test deadlines.

Please contact the instructor **in advance** if you need to skip a class, or cannot make a deadline. There will be no make-up presentations, exams, or extensions of homework and paper deadlines without a documented excuse. If you are *absent for longer than 15 minutes of more than three periods* without a documented medical or academic excuse, one point will be deducted from your final score for each additional absence.

- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing

appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Health and Wellness: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a U Matter We Care team member can reach out to the student in distress. In case of emergency, call 9-1-1.

Course Evaluation 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 <https://gatorevals.ua.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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Bill 233 Intellectual and Viewpoint Diversity Act

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 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.

Course schedule (subject to change!!!)

The following schedule is an estimate of the course's progress, with readings for the given week and **approximate** dates of the assignments. The instructor will let you know when the tests and assignment deadlines are exactly as they approach, and will keep you updated if we go off track. *****Please regularly consult the schedule on the course website for updates.*****

Date	Tuesday (2h period)	Thursday (1h period)	Readings/Assignments
wk1 Aug 25	--	Structure of the LIN program What to expect/what is expected from you Finding your goals	M. Ch 1-2 Assignment: Getting to know you
wk2 Aug 30 – Sept 1	Senior students Grace DeMeurisse (&AD?) share their experiences in grad school Overview of linguistics research	Guest lecture by UF librarian (Hélène Huet) on library resources	P & S Ch 1
wk3 Sept 6 - 8	How to start a research project Academic writing (summaries; journal articles)	Guest lecture by LIN grad student Raphael Iyamu about teaching at UF	C & D Ch 1-2
wk4 Sept 13 – 15	Guest lecture by Alex Britton Bailey, UF center for teaching excellence on teaching resources Lesson plans	IRB	C & D: Ch 3, 6, 9, Belmont report Assignment (wk 4-7): teaching observation, including interview with instructor afterwards Lesson plan
wk5 Sept 20 – 22	Experimental linguistics Student Presentation and faculty guest lecture	Time management and well-being	C & D ch 10 P & S Ch 7-8
wk6 Sept 27 – 29	Presenting oneself (social media, in person) Classroom dynamics	Ethics, academic honesty	C& D Ch 4+7 P & S Ch 2 M ch 3

			Assignment: prepare elevator speech Assignment: IRB training (TBA)
wk7 Oct 4 – 6	Elevator speeches Field linguistics Student presentation	Field linguistics faculty guest lecture(Aaron Broadwell)	P & S Ch 4, 10
wk8 Oct 11 – 13	Conferences, abstracts Theoretical linguistics Student presentation	Theoretical linguistics faculty guest lecture (Caroline Wiltshire)	P & S Ch 3,18 Assignment: abstract writing
wk9 Oct 18 – 20	Conferences: posters Sociolinguistics Student presentation	Sociolinguistics faculty guest lecture (Hélène Blondeau)	P & S Ch 6, 22 Assignment: posters
wk10 Oct 25 – 27	Poster presentations Corpus/computational linguistics Student presentation	Corpus/computational linguistics faculty guest lecture (Sarah Moeller)	P & S Ch 13
wk11 Nov 1 – 3	Guest lecture by grad student on conference experience Guest lecture on finding jobs	Career paths Guest lecture on CVs and resumes Applying for jobs	M ch 9 Assignment CV or resume
wk12 Nov 8 – 10	Journals and grants	Guest lecture on academic and non- academic careers	M ch 7
wk13 Nov 15 – 17	Micro-teaching demo	Guest lecture by grad student on dissertation writing	M ch 8
wk14 Nov 22	Micro-teaching demo	---	
wk15 Nov 29 – Dec 1	Micro-teaching demo	TBA	
wk16 Dec 6	Wrap-up	---	Seminar report due