

**LIN 6084: INTRODUCTION TO GRADUATE RESEARCH SYLLABUS  
FALL 2023**

**GENERAL CLASS INFORMATION**

**Classroom:** Matherly Hall (MAT) 0102  
**Time:** Tuesday 11:45-1:40 PM  
Thursday 12:50-1:40 PM  
**Prerequisites:** LIN graduate status, or instructor's permission.

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Eleonora Rossi  
Office: 4107 Turlington Hall.  
**Office Hours:** By appointment  
**Contact info:** [eleonora.rossi@ufl.edu](mailto:eleonora.rossi@ufl.edu)  
Zoom: 6475 828 738 <https://ufl.zoom.us/j/6475828738>  
**Course website:** On Canvas

**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, 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
- Start developing a portfolio consisting of a CV, resume and personal statements

**TEACHING METHODS**

The class will consist of in-person, and online lectures, student-led presentations, and guest lectures from faculty, graduate students with extensive experience in teaching and research. There will also be a component of "flipped-classroom teaching" in which the students will watch some materials online, and they will then lead in class discussions.

**REQUIRED READINGS**

- Macaulay, Monica (2011) *Surviving linguistics. A guide for graduate students*. Somerville, MA: Cascadilla Press, second edition
- Podesva, Robert J., and Sharma, Devyani (2013) *Research Methods in Linguistics*.

- Cambridge University Press.
- Additional (on-line) readings will be provided in class or on the class website.

## ASSESSMENT, GRADE SCALE AND POLICIES

### Assessment (tentative and subject to revisions)

#### CLASS PARTICIPATION 10%

Participation and Learning Reflections (10%). Learning is not a passive activity. As much as possible, we will engage in active learning through discussions, reflections, and other class exercises designed to engage deeper thinking about a topic. Through these activities, you will also be able to contribute your own knowledge and experience to help you and others make connections that are meaningful. Class activities are also a great way to gauge your grasp of the topic. Participation involves coming prepared to class, sharing your thoughts with your peers in table discussions, and engaging enthusiastically in class activities. Some activities require worksheets to be completed before class. Completed worksheets will contribute to your participation grade, based on good-effort completion. The course will also include periodic learning reflections. Studies show that student reflection results in deeper learning and longer retention. Self-reflection heightens an awareness of one's most effective learning strategies, as well as highlighting where one might devote more time and attention. Student reflections also provide helpful feedback to instructors to improve the course.

#### GENERAL COMPONENT 30%

**Getting to know you: 2%**

**Conference Abstract preparation: 3%**

**LIN seminar report 5%**

**CV + resume (10% + 10% = 20%)**

- **Getting to know you**

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**

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)**

Attend, 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). Use LSA or APA guidelines. You can hand in this report any time during the semester, but no later than the last week of class. In addition, you need to attend at least **two** Linguistics Seminars or other **UF** linguistics 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**

Following the guidelines discussed in class, you will make your own CV and resume. Please hand them in as both electronic version within the deadline.

## **RESEARCH COMPONENT 30%**

**UF CITI IRB completion 5%**

**Poster preparation and presentation 10%**

**Class Presentation: Dissecting methodology in linguistic research 15%**

- **UF IRB completion**

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

- **Poster preparation and poster presentation in classroom**

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. All posters 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**

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 ling. For the assignment, you will need to prepare a presentation for the whole class summarizing the content of the chapter (max 20 minutes + 10 discussion), and prepare a summary punchline paper of max 2-pages single spaced 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%**

**Lesson plan 10%**

**Teaching demo 10%**

- **Teaching observation and report**

For this assignment you will get in contact with an instructor of the LING 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, and write a short reflection. You will submit your report on Canvas

- **Lesson plan**

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**

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:  
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

**OTHER POLICIES**

- Cell-phone is not allowed during class unless this is part of the course assignments.
- For academic honesty guidelines, see <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#academic-integrity>
- 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.

**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/](http://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](mailto: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.

**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.

**SCHEDULE**

The following schedule is an **estimate** of the course’s progress, with readings for the given week and approximate dates of the tests. 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		Readings and assignments Assignments: marked in GREEN (see canvas also for weekly details)
WEEK 1 Aug 24	Introduction of the course	Overview of P&S
WEEK 2 Aug 29	Structure of the LIN graduate program Finding your goals in graduate school <b>GENERAL &amp; RESEARCH COMPONENT</b> <b>GUEST LECTURE: graduate students Megan Nakamura being a graduate student at UF</b>	-Macaulay Ch 1-2 -Macaulay Ch 3-5 <b>-Prepare two questions about graduate school for graduate students (on Canvas)</b> <b>-Getting to know you (on Canvas)</b>
Aug 31	<b>12:50PM: Visit at the Library with Guest lecture of librarian Megan Daly. Meet in Library West, Room 211.</b>  Class will be dismissed early once the visit at the library will end	No assignments

<p><i>WEEK 3</i> <i>Sep 5</i></p> <p><i>Sep 7</i></p>	<p><b>Understanding the IRB Process</b> <a href="#">Watch video at this link</a></p> <p><b>RESEARCH COMPONENT</b> -IRB and research with human subjects</p> <hr/> <p>-Intro to linguistic research and research writing: Structure of research articles</p>	<p>-Macaulay Ch 6 -P&amp;S Ch 1 P&amp;S Ch 2</p> <p><b>-Prepare two questions about the IRB (clarifications you might have or other)</b></p> <hr/>
<p><i>WEEK 4</i> <i>Sep 12</i></p> <p><i>Sep 14</i></p>	<p><b>TEACHING COMPONENT</b> GUEST LECTURE: Alexandra Bitton-Bailey from the UF center for teaching excellence on UF teaching resources, techniques and class dynamics</p> <hr/> <p><b>GENERAL &amp; RESEARCH COMPONENT</b> Ethics, academic honesty and fraud in academia</p>	<p>P&amp;S Ch 2</p> <hr/> <p><b>-Complete UF CITI training (Instructions on Canvas)</b></p>
<p><i>WEEK 5</i> <i>Sep 19</i></p> <p><i>Sep 21</i></p>	<p><b>GENERAL &amp; RESEARCH COMPONENT</b> Ethics, academic honesty and fraud in academia</p> <hr/>	<p>P&amp;S Ch 4 P&amp;S Ch 10</p> <hr/>
<p><i>WEEK 6</i> <i>Sep 26</i></p> <p><i>Sep 28</i></p>	<p><b>TEACHING COMPONENT</b> GUEST LECTURE: Yihan Chen graduate student in linguistics on teaching at UF, and teaching as a graduate student.</p> <hr/> <p><b>RESEARCH COMPONENT</b> GUEST LECTURE: 3:25PM. Dr. Colleen Balukas (Buffalo University). Linguistic research in the field!</p>	<p>-Macaulay Ch 7</p> <hr/>

<p>WEEK 7 Oct 3</p>	<p><b>RESEARCH COMPONENT</b> Applying to conferences Abstract preparation Preparing your work for presentation at conferences: On posters</p> <hr/> <p><b>RESEARCH COMPONENT</b> GUEST LECTURE: Dr. Brent Henderson, on formal linguistic approaches to linguistics (at 3PM)</p>	<p>-Macaulay Ch 7</p> <p><b>Submit teaching observation report</b></p> <hr/>
<p>WEEK 8 Oct 10</p>	<p><b>RESEARCH COMPONENT</b> Preparing a poster for conferences (in prep for Psycholing meeting on Saturday)</p> <hr/>	<p>-Macaulay Ch 7</p> <p>P&amp;S Ch3</p> <hr/> <p><b>Submit lesson plan (on Canvas)</b></p>
<p>WEEK 9 Oct 17</p>	<p><b>RESEARCH COMPONENT</b> GUEST LECTURE: Dr. Zoey Liu, on computational language science</p> <hr/> <p>Preparing CV for academia</p>	<p><b>Read paper for Dr. Liu's visit (details on Canvas)</b></p> <hr/>
<p>WEEK 10 Oct 24</p>	<p><b>In class presentations of teaching demos</b></p> <p>If time allows: <i>What is an elevator speech? Why is it important?</i></p> <hr/>	<p><b>Submit Mini teaching demos</b></p> <hr/>
<p>WEEK 11 Oct 31</p>	<p><b>Presentation P&amp;S Ch3</b> <b>Presentation P&amp;S Ch4</b></p> <p><b>RESEARCH COMPONENT</b> GUEST LECTURE: Dr. Steffi Wulff, on corpus linguistics (3PM)</p> <hr/>	<p>P&amp;S Ch3 P&amp;S Ch4</p> <p><b>SUBMIT POSTER ON CANVAS</b> Read paper for Dr. Wulff's visit (paper on Canvas) + post 2 discussion questions.</p> <hr/>

<p>Nov 2</p>		
<p>WEEK 12 Nov 7  Nov 9</p>	<p>Presentation P&amp;S Ch6 Presentation P&amp;S Ch7</p> <hr/> <p><b>CAREER COMPONENT</b> Guest lecturer: Jamie Harsell from the UF Career Center: <i>Preparing Cover letters and Resume @ 3PM</i></p>	<p>Macaulay Ch 9</p> <p><b>Submit CV + resume</b></p> <hr/> <p>P&amp;S Ch6 P&amp;S Ch7</p>
<p>WEEK 13 Nov 14 Nov 16</p>	<p><b>CAREER COMPONENT</b></p> <p><b>Guest lecture:</b> Dr. Sara Agnelli (Center for the Humanities and the Public Sphere) on academic grant writing</p> <hr/> <p>Presentation P&amp;S Ch8 Presentation P&amp;S Ch9</p>	<p>Macaulay Ch 9</p> <hr/> <p>P&amp;S Ch8 P&amp;S Ch9</p>
<p>WEEK 14 Nov 21  (Nov 23 no class Thanks Giving)</p>	<p><b>CAREER COMPONENT</b> Guest Lecture: on academic careers for people with a PhD [speaker TBA]</p> <p>-The dissertation proposal. Being ABD. Discussion of an example of a dissertation proposal</p> <hr/> <p>-Time management while write a dissertation -Impostor syndrome</p> <p><b>PRESENTATION: P&amp;S Ch10</b> <b>PRESENTATION: P&amp;S Ch12</b></p>	<p>Macaulay Ch 8</p> <hr/> <p>P&amp;S Ch10 P&amp;S Ch12</p>



<p><i>WEEK 15</i> <i>Nov 28</i> <i>Nov 30</i></p>	<p>PREPARING FOR JOB APPLICATIONS (OR OTHER INTERIM OPPORTUNITIES)</p> <p><b>PRESENTATION: P&amp;S Ch13</b> <b>PRESENTATION: P&amp;S Ch19</b></p>	<p>Macaulay Ch 8 (2<sup>nd</sup> part)</p> <p>P&amp;S Ch13 P&amp;S Ch19 <b>Submit seminar report</b></p>
<p><i>WEEK 16</i> <i>Dec 5</i></p>	<p>TBA</p>	