LIN 6571 Structure of Japanese

I.   General Information

Term: Spring 2023
Time: MWF 4th period (10:40 am – 11:30 am)
Place: Mat 113

Section and course number: LIN 6571, course no. 26202, section 3803

Course prerequisites: JPN 1131 or permission of instructor. Previous study of linguistics, such as LIN 3010 Introduction to Linguistics, will be a plus but is not required.

Instructor

Dr. Ann Wehmeyer
Office location: 320 Pugh
Office hours: T 3:00 – 3:50; F 3:00 – 3:50, and by appointment
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Zoom: https://ufl.zoom.us/j/6801300507

Course description

We use the tools of linguistics to analyze the structure of the Japanese language at all levels (S). As an SOV (subject-object-verb sentential word order) language, the grammar of Japanese contrasts with modern Indo-European languages such as English which observe the other most common type of word order, SVO (N). The Japanese language has a long history as well as distinctive aspects that are a result of adoption of the writing system and words of unrelated languages, such as Chinese and English (N). We focus on areas of Japanese language that are distinctive in terms of structural properties, and on areas of Japanese that pose challenges to linguistic analysis in terms of theory (S). Upon completion of the course, you will be able to describe and analysis Japanese from the following perspectives:

- *Writing system:* history, complexities, loanwords
- *Phonetics:* the sounds of Japanese, and distinctive properties such as vowel devoicing
- *Phonology:* accent and sound structure
- *Morphology:* how affixation and compounding form words
- *Syntax:* word order, configuration, complex structures, anaphora
- *Semantics:* word meaning, information structure, mimetics
- *Pragmatics:* speech levels, speech acts, modality, interactive particles
- *Language variation:* regional, social

Required & Recommended Course Materials

Hasegawa, Yoko. 2015. *Japanese: A Linguistic Introduction*. Cambridge: Cambridge University Press. ISBN 978-1-107-61147-4. This textbook is available at the UF Book Store in Reitz Union. (Supplementary materials are available at http://hasegawa.berkeley.edu/Cambridge/introduction.php).

Selected journal articles and book chapters. These may be accessed in Course Reserves, or through the Daily schedule in Modules on Canvas.

Materials and Supplies fees: None

II.   Graded Work

Summary of graded work

Assignment	Description	Percent of final grade
Participation	See participation rubric (section VI)	05%
Exercises	6 total, due on dates they appear in the weekly schedule	10%
Group presentation	Presentation rubric	20%
Exam 1	02.10.23, Modules 1 and 2	15%
Exam 2	03.22.23, Modules 3-5 through Benefactives	15%
Research paper --Topic identification --Abstract and references --First draft	Topic identification, due 02.01.23 Abstract and references, due 02.15.23 First draft, 03.31.23 Final version, due 04.21.23 Findings presentation, 04.24.23 or 04.26.23	01% 04% 05% 20% 05%
Total		100%

Grading scale: A (93-100), A- (90-92.99), B+ (87-89.99), B (83-86.99), B- (80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (63-66.99), D- (60-62.00), E (60 and below)

Information on current UF policies for assigning grade points may be found here.

Description of graded work

Participation
You should read the reading assigned for the day ahead of time and be prepared to engage with it in class discussion and activities that target the key concepts. Participation will be assessed according to the participation rubric in Section VI.

- Requirements for class attendance and male-up exams, assignments and other work in this course are consistent with university policies explained here.
- The UF policy on Religious holidays may be found here.

Exercises
The six exercises ask you to apply concepts under focus in the assigned reading. These should be prepared prior to class time and submitted to the instructor at the end of class on the date that they appear in the schedule. If discussed in class, write down any corrections prior to submission. Exercises are scored as Complete, Incomplete, and No Submission. Late submissions will not be accepted.

Group presentation
Select one of the topics below and sign up under "People" → "Group presentation" along with up to two other class members.

    a. Group presentation 1: Okinawan or Ryukyuan dialect, 02/03/23

b. Group presentation 2: Affix, 02/17/23
c. Group presentation 3: Lexicon, 02/22/23
d. Group presentation 4: Causatives, 03/08/23
e. Group presentation 5: Temporal clauses, 03/29/23
f. Group presentation 6: Responding to compliments, 04/05/23
g. Group presentation 7: Speech styles in anime, 04/10/23

How to approach the topic of the group presentation:

The presentation should make use of, and explain, as necessary, the relevant technical terms and concepts introduced in the reading associate with your topic. The presentation should focus on data to illustrate these terms and concepts, and on analysis of examples. Some of the data can be taken from the reading, but additional data that illustrate the phenomenon under question should be gleaned from other sources. The presentation should pose one or more questions to the audience that focus on content or expand the discussion beyond the parameters considered in the presentation. In addition to data from Japanese, comparison or contrast of the same phenomenon in other languages is welcome. Clips and other linked material can be included as applicable.

a. The presentation should be 15-20 minutes long, with 5-10 minutes beyond that for questions and comments.
b. One copy of the presentation must be submitted to Assignments in Canvas at least one hour before class time on the date of the presentation.
c. For assessment, see Rubric in section VI.

Examples to illustrate expectations for options c. and d. above:

a. Affix: Identify a productive affix in Japanese and explain its meaning and process of word formation with selected examples from Japanese. Clear selection of affix with instructor.
  o Example: agentive suffixes (-te 手, -syu 手, -ka 家, -sya 者, as in *hanasi-te* 話し手 'speaker', *unten-syu* 運転手 'driver', *sak-ka* 作家 'writer', *happyō-sya* 発表者'presenter'
  o Areas to address:
    ▪ To what sort of base does this affix attach? Are there any restrictions?
    ▪ What is the lexical category of the resulting word?
    ▪ What does the affix indicate?
    ▪ Does attachment of the affix affect the accent of the base?
    ▪ How productive is this affix?
b. Lexicon: Identify a set of nouns, verbs, or adjectives to compare and contrast with the similar set in English. Ideally, this will be a set of words that do not share a one-to-one meaning equivalence with the English counterpart set. Clear selection with instructor.
  o Example: the Japanese verbs *sumu* 住む, *ikiru* 生きる, and *kurasu* 暮らす can all, depending on context, be translated with the English verb 'to live'. How is their meaning distinguished from one another in Japanese?
  o Example: Japanese verbs of wearing. In English, the verbs *wear*, *put on*, *take off* can be used to refer to pretty much any item of clothing or accessory. Is this true of Japanese? How are Japanese verbs of wearing structured?

Exams 1, 2

Exams consist of multiple choice, true-false, short answer, and problem sets. For each exam, you will be provided with a Study Guide consisting mainly of problem sets. Review these and ask questions in class about responses you are unsure of.

- If you will be unable to take the exam on the scheduled date, prior notification to awehmeye@ufl.edu and written documentation of reason is required in order to schedule a make-up exam.

Research paper (Topic identification, Abstract and references, First draft, Final paper, Presentation)

- There are two possible approaches you can take.
    - One is to select some aspect of Japanese to analyze from one or more theoretical perspectives.
    - The other is to identify a topic of theoretical interest, and to focus on data from a language other than Japanese, but at the same time incorporate analysis of Japanese as it relates to the topic under consideration.
    - If you prefer some other approach, please discuss with instructor before submitting your topic.
- The paper should be 10-15 pages in length, and should follow the *Linguistic Inquiry* Style Sheet (with the exception of their stipulation that underlining be used to represent italics—use italics instead). If you prefer some other style sheet that is commonly used in linguistics, such as the Linguistic Society of America Unified Style Sheet, that's fine.
    - Steps and dat01
        - **Topic identification 02/26/23**: Submit a paragraph to Assignments in Canvas describing your proposed research topic and explain why it is of interest to you. You are most welcome to discuss with the instructor ahead of time. I will respond with feedback and suggestions.
        - **Abstract and list of references 02/15/23**: Submit an abstract identifying the research question, the type of data under consideration, the theoretical approach, and anticipated results, to Canvas. Include at least three academic references related to the topic.
        - **First draft 03/31/23**: Submit a first draft of your paper to Assignments in Canvas. The paper need not be complete, but should include at least the first two pages of the paper followed by an outline of how you plan to complete it.
        - **Final version 04/21/23:** Respond to any feedback from instructor on first draft, and submit completed paper to Assignments in Canvas.
        - **Presentation 04/24/23 or 04/26/23:** Present a summary of the main issues and findings, supported by data, from your research. Submit a copy of your slides to Canvas. The presentation should be 15-20 minutes, with an additional 5-10 minutes for questions from class members.
- The paper and associated steps will be assessed according to the following parameters. See also Research paper rubric in Section VI.
    - Identification of topic
        - Scope is clearly stated.
        - Reason for inquiry is clearly stated.
        - Goal of inquiry (research question) is clearly stated.
    - Selection and presentation of data
        - Appropriateness of data
        - Sufficient amount of data
        - Presentation of data follows format of *Linguistic Inquiry* Style Sheet or style sheet of your choice

- o Summary of previous research
- o Critique of previous research
- o Your own contribution to analysis of the topic
  - Data analysis
  - Insights
  - Strength of arguments
- o Conclusion
  - Summary of findings and their significance
  - Note what has been beyond the scope of your study, but merits future inquiry
- o Other
  - Footnoting/endnoting to expand on points of theoretical interest, or to provide other data, that are related but fall outside the scope of the current inquiry; to present opposing points of view that are noteworthy but not central to your discussion.
- o References follow format of *Linguistic Inquiry* Style Sheet or style sheet of your choice

III.   Annotated Weekly Schedule

Date	Topic	Assigned Readings	Exercises
MODULE 1 The sound system of Japanese			
All languages have a set of distinctive sounds that combine to create words within that language. In this module, we study the articulatory features of Japanese sounds, and examine several models that have been proposed to account for the Japanese sound system (the phonemes/set of distinctive sounds). Unlike English, which has a stress accent system that relies on the unit of the syllable, Japanese has a pitch accent system that consists of high and low tones. We find that both of the suprasegmental units mora and syllable are necessary to account for pitch accent placement in Japanese. We also examine vowel devoicing, and sequential voicing (rendaku 連濁) in compounds, areas of sound alternations that have proved to be challenging for analysis. In addition, we look at the phonology of loanwords. Finally, we study phrasal and sentential intonation patterns, and the ways in which these interface with the pitch accent system.			
Week 1			
M 01/02/23	Introduction	Introduction to course. Overview of required materials, assignments, and exams.	
W 01/04/23	Japanese phonetics	Hasegawa, Chapter 3: Sound system, p. 30-34 (3.1-3.2)	
F 01/06/23	Japanese phonology	Itō, Junko and Armin Mester. 1999. "The Phonological Lexicon," selection, p. 62-71, in *The Handbook of Japanese Linguistics*, edited by Natsuko Tsujimura, p. 62-71. Malden, Mass: Blackwell.	
Week 2			
M 01/16/23	Martin Luther King Jr. Day	Classes suspended	
W 01/18/23	Japanese moras and syllables	Hasegawa, Chapter 1: Sound system, p. 34-37 (3.3)	Exercise 1: Moras & Syllables
F 01/20/23	Pitch accent: Nouns	Kawahara, Shigeto. 2015. The phonology of Japanese accent. In *Handbook of Japanese phonetics*	

		and phonology, edited by Haruo Kubozono, p. 445-464. Boston: DeGruyter Mouton.	
Week 3			
M 01/23/23	Pitch accent: Verbs	Kawahara, Shigeto. 2015. The phonology of Japanese accent. In *Handbook of Japanese phonetics and phonology*, edited by Haruo Kubozono, p. 464-483. Boston: DeGruyter Mouton.	
W 01/25/23	Vowel devoicing	• Hasegawa, Chapter 3: Vowel devoicing (3.4), Rendaku (3.7), p. 37-38, p. 41-42. • Fujimoto. Masako. 2015. Vowel devoicing. In *Handbook of Japanese phonetics and phonology*, edited by Haruo Kubozono, p. 167-214. Boston: DeGruyter Mouton. (Note: Read only to p. 193).	Exercise 2: Rendaku
F 01/27/23	Loanword phonology; word length	Tsujimura, Natsuko. 2014. Length requirements, Loanwords, Mimetics—Palatalization. In An Introduction to Japanese Linguistics, p. 75-85; 104-109. Wiley Blackwell.	
Week 4			
M 01/30/23	Intonation	Igarashi, Yosuke. 2018. Intonation. In The *Cambridge Handbook of Japanese linguistics,* edited by Yoko Hasegawa, p. 181-201. Cambridge: Cambridge University Press.	

MODULE 2 History, Dialects, Writing System

The origins of Japanese, i.e., whether or not is related to any other languages, continue to be debated. We explore the leading theories. As a nation of many islands and mountains, limited mobility gave rise to many dialects, some of which are not mutually intelligible. We will examine some of the key differences from Standard Japanese. Modern Japanese is written with three distinct scripts. We will study their history and how they are used.

W 02/01/23	History of the Japanese language	Hasegawa, Chapter 1: Typological and historical overview, p. 3-16.	**Topic for Research paper due**
F 02/03/23	Okinawan dialect	Hasegawa, Chapter 2: Dialects (Introduction and Okinawan dialects), p. 17-21. • Recommended reading: Jarosz, Aleksandra. 2014. Miyako-Ryukyuan and its contribution to linguistic diversity. *JournaLIPP* 3:39-55.	GROUP Presentation 1: Okinawan or Ryukyuan dialect
Week 5			
M 02/06/23	Dialects	Hasegawa, Chapter 2: Dialects (Mainland dialects), p. 21-29.	
W 02/08/23	Writing system	Hasegawa, Chapter 4: Writing system, p. 43-57. • Recommended reading: Coulmas, Florian. 2018. Writing and literacy in modern Japan. In The *Cambridge Handbook of Japanese linguistics,* edited by Yoko Hasegawa, p. 114-132. Cambridge: Cambridge University Press.	Exercise 3: Romanizatioon systems
F 02/10/23	**Exam 1**	**Covers all material in Modules 1 and 2**	

MODULE 3 Word formation and the lexicon

The basic unit of word formation is the morpheme, the minimal distinctive unit of grammar. Morphemes can bear lexical meaning, such as *oyog-* 'swim', or grammatical meaning, such as *-u* 'non-past tense.' We will study the processes of affixation that are used to create new words and to inflect verbs and adjectives in context. Another major type of word formation is compounding, and we will see that Japanese has a rich system of both noun and verb compounds. We will also look at templates commonly used to coin new words in the casual and pop culture domains. We will also analyze the ways in which word meaning across Japanese and English often fails to map in a one-to-one sense correspondence. Finally, we will investigate the ways in which antonymy in adjectives is acquired intuitively, and how such pairs are used to structure discourse.

Week 6			
M 02/13/23	Lexical categories	Hasegawa, Chapter 5: Vocabulary, p. 61-74	
W 02/15/23	Word formation	Hasegawa, Chapter 6: Word structure, p. 75-87.	**Abstract and References due**
F 02/17/23	Word formation	Continuation of Hasegawa, Chapter 6.	--Exercise 4: Compounding & lexical categories --GROUP presentation 2: Affix
Week 7			
M 02/20/23	Innovative word formation	Akita, Kimi. 2012. Register-specific morphophonological constructions in Japanese. *Annual Meeting of the Berkeley Linguistics Society*, 38, p. 3-17. Doi: http://dx.doi.org/10.3765/bls.v38io.3267.	
W 02/22/23	Lexical semantics	Kunihiro, Tetsuya. 1970. A contrastive study of vocabulary: With special reference to English and Japanese. In *Studies in General and Oriental Linguistics: Presented to Shirō Hattori on the occasion of his sixtieth birthday*, ed. By Roman Jakobson and Shigeo Kawamoto, 325-347. Tokyo: TEC Company.	GROUP presentation 3: Lexicon
F 02/24/23	Antonyms in context	Muehleisen, Victoria and Maho Isono. 2009. Antonymous adjectives in Japanese discourse. *Journal of Pragmatics* 41, 2185-2203.	

MODULE 4 Grammatical foundations

World-wide, languages rely on word orders and/or case markings of some sort to indicate the roles played by the different elements, such as nouns and adverbs, in a sentence. Case particles and post-positions, along with word order, play such a role in Japanese. In addition, in many languages, verbs add affixes to indicate the relative time of the action or event, and the stage of inception or completion. We will study the ways in which Japanese accomplishes this. In addition to marking of case in nouns, and of tense and aspect in verbs, many languages employ grammar to structure information management. In the case of Japanese, we will see that one way this is accomplished is by

the use of the topic particle *wa*, the subject/agent particle *ga*, and the ways in which the pair with certain sentence types.

Week 8			
M 02/27/23	Arguments and adjuncts; transitivity	Hasegawa, Chapter 7: Grammatical relations and case marking, p. 131-141	Exercise 5: Verb transitivity identification
W 03/01/23	Subjects and topics	Hasegawa, Chapter 8: Subjects and topics, p. 102-114	Exercise 6: Subjects & topics
F 03/03/23	Tense and aspect	Hasegawa, Chapter 9: Tense, aspect and taxis, p. 115-127	

MODULE 5 Syntax and major clause types
Human languages have means for expressing events in terms of who the affected party or who the recipient of an action is. In Japanese, such situations are expressed by means of verbal affixation and change in case marking (passive) or verbal constructions (Verbal gerund + verb of giving/receiving). Languages can also express one person causing another person or persons to act in some way, and this is accomplished through the causative in Japanese. The property of recursivity, argued early on by Noam Chomsky to be a distinctive property of human language, is accomplished through the embedding of relative clauses that modify nouns. Human languages also have needs for expressing relative time, reasons, caveats, and hypothetical situations. This module investigates the structures that accomplish these needs in Japanese.

Week 9			
M 03/06/23	Measurement and comparison	Hasegawa, Chapter 10: Measurement and comparison, p. 131-141.	
W 03/08/23	Causatives	Hasegawa, Chapter 11: Causatives, p. 142-151.	GROUP presentation 4: Causatives
F 03/10/23	Passives	Hasegawa, Chapter 12: Passives, p. 152-163.	

Week 10			
03/13/23-03/17/23	Spring break	Classes suspended	

Week 11			
M 03/20/23	Benefactives	Hasegawa, Chapter 13: Benefactives, p. 164-174.	
W 03/22/23	**Exam No. 2**	**Covers all material in Modules 3, 4 and 5 through "Benefactives"**	
F 03/24/23	Relative clause types	Hasegawa, Chapter 14: Noun modification, p. 175-187	

Week 12			
M 03/27/23	Nominalization	Hasegawa, Chapter 15: Nominalization, p. 188-197.	
W 03/29/23	Temporal clauses	Hasegawa, Chapter 16: Temporal clauses, p. 201-211.	GROUP presentation 5: Temporal clauses

F 03/31/23	Cause and concession; Conditionals	• Hasegawa, Chapter 17: Causal and concessive clauses, p. 212-222. • Hasegawa, Chapter 18: Conditional clauses, p. 223-239	**First draft of Research paper due**

MODULE 6 Pragmatics
Pragmatics has to do with the use of language in social interaction. Both parties in a conversation have particular goals and expectations. What these entail, and how they are accomplished are a focus of analysis in pragmatics. At the same time, in order to keep interactions running smoothly, due attention to the needs and desires of the other must be paid. These needs are addressed in Japanese through such systems as politeness, deixis, and sentence-final particles.

Week 13			
M 04/03/23	Speech acts	Hasegawa, Chapter 19: Speech acts, p. 243-254.	
T 04/05/23	Compliment responses	Suzuki, Ryoko. 2022. Creativity in compliment responses in Japanese everyday talk. *East Asian Pragmatics* 7:3, 365-394.	GROUP presentation 6: Responding to compliments
F 04/07/23	Politeness and Honorifics	Hasegawa, Chapters 20 and 21: Politeness and Honorifics 1 and 2, p. 255-268.	
Week 14			
M 04/10/23	Style shift	Hasegawa, Chapter 22: Speech style shift, p. 282-292.	GROUP presentation 7: Speech styles in anime
W 04/12/23	Sentence-final particles	Hasegawa, Chapter 23: Sentence-final particles, p. 293-306.	
F 04/14/23	Modality and evidentiality	Hasegawa, Chapter 24: Modality and evidentiality, p. 307-318	
Week 15			
M 04/17/23	Backchanneling (*aizuchi)*	Hasegawa, Chapter 25: Backchanneling, p. 319-330.	
W 04/19/23	Demonstratives and Quotation	Hasegawa, Chapter 26: Demonstratives, p. 331-343; Hasegawa, Chapter 27: Represented speech, p. 344-354.	
F 04/21/23	Gendered language	Hasegawa, Chapter 28: Gendered language, p. 355-368.	**Research paper due**
Week 16			
M 04/24/23	Various	Graduate student research presentations	LIN 6571 Research paper findings presentations
W 04/26/23	Various	Graduate student research presentations	LIN 6571 Research paper findings presentations

IV.   Student Learning Outcomes (SLOs)

At the end of "The Structure of Japanese," students will be able to…

1. Identify, describe and explain the basic concepts used to analyze the sound system, word formation processes, and sentence structures of Japanese (N), and how these align with or contrast with universal properties of human language as well as languages such as English that differ typologically (S). Identify, describe and explain distinctive aspects of Japanese sound structure such as pitch accent, devoiced vowels and sequential voicing (N) that are not common in languages worldwide (S). Identify, describe and explain cultural attributes that shape certain pragmatic systems of Japanese such as gendered language, politeness, and speech acts (N). These outcomes will be assessed through participation in classroom activities, assigned exercises, a group presentation, and three exams. Content SLOs for Gen Ed S and N are available [here](#).
2. Apply formal qualitative and quantitative analysis effectively (S) to data at various levels of language, from sound to discourse level. Assess and analyze competing theoretical models (S) to account for selected properties of Japanese, such as its phonemic system (N). Independently identify new data apart from course materials that illustrate key concepts (S,N). These outcomes will be assessed in classroom discussion, a group presentation, and three exams. Critical thinking SLOs for Gen Ed S and N are available [here.](#)
3. Communicate knowledge, thoughts and reasoning about the structure of Japanese clearly and effectively. Communicate the results of individual or group analysis of linguistic data and phenomena clearly and effectively. Organize information effectively for maximal ease of understanding and processing. The outcomes will be assessed in a group presentation. Communication SLOs for Gen Ed S and N are available [here.](#)

V.   Required Policies

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 with disabilities 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 Evaluations 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 https://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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://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 (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/ , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

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.

VI.   Course Rubrics

Participation grading rubric

Category	50 Excellent	45 Very good	40 Satisfactory	35 Needs improvement	30 Poor	Score
Engagement	Always came prepared to class and participated actively in class discussions and activities.	Usually came prepared to class and often participated actively in class discussions and activities.	Showed some preparation for class but did not actively participate in class discussions unless called upon.	Showed little preparation for class. Did not participate in class discussions and took a silent role in class activities.	Lack of preparation for class. Did not participate in class discussions and activities due to absences or online attendance.	___/50
Attentiveness and impact	Always listened attentively when others spoke; picked up the thread of class inquiries and led it in interesting directions; asked questions if uncertain.	Listened attentively when others spoke; contributed to ongoing dialog about the concepts under discussion.	Sometimes inattentive to class discussion; participated only when called upon.	Distracted, usually did not follow the thread of class discussions.	Inattentive, disengaged from class discussions and materials. Detracted from class with negative attitude.	___/50
Total						___/100

Group Presentation Rubric

Category	40 Excellent	35 Very good	30 Satisfactory	25 Needs improvement	20 Poor	
Data analysis	A robust set of data was identified; the analysis was sound and thorough; concepts from the reading	An appropriate set of data was identified; the analysis was sound; concepts from the reading	A limited set of data was identified; the analysis was sound but incomplete; concepts from the reading	A limited set of data was identified with some errors; the analysis was sound but incorrect in some	Data was not suitable to the topic under consideration; there was misunderstanding of key concepts; no comparison	___/40

	were clearly explained; comparison with English or other language was instructive.	were clearly explained; comparison with English or other language was instructive.	were introduced; comparison with other languages was lacking.	portions; some concepts from the reading were missing; no comparison with other languages.	with other languages.	
Exposition and style	Visual aids were clear and engaging; visual aids supported and added to the understanding of the presentation; all members of the group participated; the presentation flowed well, with good eye contact, ease of delivery, and appropriate idiom.	Visual aids were clear; visual aids supported the understanding of the presentation; several members of the group participated; the presentation flowed well, with occasional lapses in eye contact, ease of delivery, and appropriate idiom.	Visual aids were clear; with a few errors; visual aids for the most part supported the understanding of the presentation; member participation was uneven; the flow of presentation was disrupted by occasional lapses in delivery, and appropriate idiom.	Visual aids were clear but minimal; visual aids for the most part supported the understanding of the presentation; one group member dominated the participation; the presentation had lapses in eye contact, ease of delivery, and appropriate idiom.	Visual aids were confusing; there was an error or errors that impeded understanding of the presentation; one or more members of the group was absent or late; flow of the presentation was disjunctive.	___/40
	20	15	10	05	00	
Posing and handling questions	Posed questions to the class that allowed for expansion of the material; when responding to class member questions, were able to introduce new information and perspectives through your answers; effectively guided discussion back to the	Posed a question to the class that allowed for expansion of the material; when responding to class member questions, were able to respond with pertinent information; guided discussion back to the material as you fielded questions and comments.	Posed a question to the class that probed understanding of key concepts; when responding to class member questions, were able to respond in a supportive fashion; responded appropriately to questions and comments.	Did not pose any question to class members, but responded appropriately to questions.	Did not pose any questions to class members, and were unable to respond to class member questions.	___/20

	material as you fielded questions and comments.					
Total						___/ 100

Research paper rubric

Category	Excellent	Very good	Good	Needs improvement	Score
Topic identification and reason for selection (e.g., theoretical, empirical foundations, gaps). Scope of inquiry and goals of the study are clearly explained.	5 Explicit and clear	4 Clear	3 Minimally explained	3 Scope and purpose are not clear	___/05
Summary and critique of previous research	30 Robust and insightful	25 Covers key points	20 Thin coverage, some gaps	15 Marginally related to topic	___/30
Your own contribution to the analysis of the topic (e.g., proposed experimental design and rationale, or analysis of data)	40 Elaborated, robust, and richly explained	35 Data are sufficient and are clearly explained	30 Data illustrate key points, but are minimal	25 Data are insufficient	___/40
Data selection and presentation follows established style. Quantity of data is sufficient.	10 Without error	08 A few errors or inconsistencies in presentation	06 Errors and inconsistences are numerous.	04 Data presentation lacks conformity to an established style	___/10
Conclusion (summary of findings, and gesture to what is beyond the scope of this study but might merit future investigation)	5 Robust	4 Hits all the main findings	3 Minimal	2 Missing	___/05
Writing (flow, spelling, grammar, mechanics; References follow established style sheet)	10 Without error	08 A few errors impede readability	06 Many errors impede readability	04 Many errors impede readability; does not follow established style sheet	___/10
Total					___/100