LIN 6932-25250 (section GRS1)
GRADUATE RESEARCH SEMINAR
SYLLABUS SPRING 2025

GENERAL CLASS INFORMATION

Classroom:	**MAT 0102**
Time:	Tuesday (10:40 AM - 11:30 AM); Thursday (10:40 AM - 12:35 PM)
Prereqs:	LIN graduate status, or instructor's permission.

INSTRUCTOR INFORMATION

Instructor:	Dr. Edith Kaan
	Office: 4127 Turlington Hall.
Office Hours:	Tuesday 1:55-2:45 pm; Thursday 9:35-10:25 am 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 deeper understanding (with a hands-on approach) of scholarly writing, particularly in the broad field of linguistics.

Aims of this course:
On completion of this course, students should be able to:
- Develop and complete a full piece of scientific writing such as a scientific paper for publication (including a pre-registered report, an article intended as a comprehensive literature review, an empirical paper with data) or a grant proposal.
- Find references to work in any area of linguistics, using library and internet resources
- Behave as an ethical member of the research community
- write a portfolio consisting of an updated CV, and cover letter, and research and teaching statements for post-doctoral or job applications.

PLEASE BRING A LAPTOP TO CLASS!!!

READINGS

- Macaulay, Monica (2011) *Surviving linguistics. A guide for graduate students*. Somerville, MA: Cascadilla Press, second edition (other editions are ok as well), chapters 3-4-5
- Additional (on-line) readings will be provided in class or on the class website.
- Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

ASSESSMENT, GRADE SCALE AND POLICIES

MAIN WRITING PRODUCT (60%)
The main assignment for this course is to complete a full piece of academic writing by the end of semester. This assignment is split into the following:

- WRITING PLAN FOR MAIN PRODUCT (6%)
  For this assignment you will need to prepare a detailed writing plan that you will use as a canvas for your main writing product. Keep in mind that you will need to submit 4 drafts throughout the semester. Please be mindful of preparing a writing plan that is doable in 4 drafts (+ the final submission). In the draft, you will also need to add a one page summary of what your writing project will be. After discussion with the entire class, we will decide whether to write a grant proposal or a journal article.

- 4 DRAFTS (6% each)
  During the semester you will need to hand in parts of the writing product in the form of 4 drafts. For the drafts deadline see Canvas. Details and steps for this assignment (and help with a personal plan) will be discussed in class. The main writing product and its drafts will be peer reviewed by your fellow students during in-class sessions.

- FINAL PRODUCT (30% of this assignment)
  Needs to be submitted on or before the last day of the class.

OTHER WRITING PRODUCTS (20%)

- ACADEMIC CV (5%)
  For this assignment you will need to prepare your own updated CV. For this assignment you will first need to find (or ask to people you know) for six examples of academic CVs. Three of the examples will be from scientists in your very specific field of research (i.e., formal linguistics, syntax, psycholinguistics, language documentation etc..). The other three will need to be from scientists who are still in your broader field of research, but yet have a different specialty. For each triad, one CV will need to be from someone who is at your level of career, the other one should be from a junior academic but more senior than you are (i.e., post-doc), and one should be from a more senior researcher (i.e., assistant professor). If you will ask to receive the CVs via email, you should ask to be ok for the CV to be shared with other people (we will use them during class). The goal of finding these CVs will be have a sense of how CVs in different fields of linguistics compare and how differences might be found in structure, and or requirements. These

will be discussed in class. The second goal, is for you to have examples of CVs in your field at different levels of career to help you understand how to further structure and improve your CV. As part of the assignment you will need to upload an updated version of your CV on Canvas.

- RESEARCH STATEMENT (5%)

Similar to the previous assignment you will first need to find (or ask to people you know) for <u>four</u> examples of research statements. Two of the statements will be from scientists in your very specific field of research who have applied for post-doctoral positions or academic jobs in your specific field of research. The other two examples will be from people who have applied for post-graduate jobs in your broad field of research, but partly different than yours. For each of the two, one should be for a post-doctoral position application, and one should be for an assistant professor position (tenure-track). The learning goals are very similar to the previous assignment. Second, to prepare your research statement, you should find a potential job posting that you could be interested in, and follow the guidelines they give for the application, and prepare your research statement accordingly, using tips and suggestions from the examples you found.

- COVER LETTER (5%)

Similar to the previous assignment you will first need to find (or ask to people you know) for <u>four</u> examples of cover letters . Two of the cover letters will be from scientists in your very specific field of research who have applied for post-doctoral positions or academic jobs in your specific field of research. The other two examples will be from people who have applied for post-graduate jobs in your broad field of research, but partly different than yours. For each of the two, one should be for a post-doctoral position application, and one should be for an assistant professor position (tenure-track). The learning goals are very similar to the previous assignment. Second, to prepare your cover letter, you should find a potential job posting that you could be interested in, and follow the guidelines they give for the application, and prepare your cover letter accordingly.

- TEACHING AND OTHER STATEMENTS (5%)

Similar to the previous assignment you will first need to find (or ask to people you know) for <u>four</u> examples of teaching and diversity statements. Two of the statements will be from scientists in your very specific field of research who have applied for post-doctoral positions or academic jobs in your specific field of research. The other two examples will be from people who have applied for post-graduate jobs in your broad field of research, but partly different than yours. For each of the two, one should be for a post-doctoral position application, and one should be for an assistant professor position (tenure-track). The learning goals are very similar to the previous assignment. Second, to prepare your teaching and diversity statement, you should find a potential job posting that you could be interested in, and follow the guidelines they give for the application, and prepare your teaching and diversity statement accordingly. If you do not have any teaching experience at all, please contact me in advance.

PRESENTATIONS (10%)

- (GROUP) PRESENTATION ON ACADEMIC WRITING TOPIC (5%)

During the course of the semester, together with one of your peers (depending on class-size) you will prepare a presentation and discussion session on one special topic relevant for academic

writing. Groups, materials and due dates for presentation will be posted on Canvas. If you are not due for a presentation, you will need to still read the material and prepare and post two questions for each topic.

- PRESENTATION ON YOUR OWN RESEARCH (5%)

Each student will be asked to give a short presentation on their own research and what drives them to do research. This presentation can overlap in content with the main writing project.

CLASS PARTICIPATION 10%

- GETTING TO KNOW YOU (0%)

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

- ACTIVE PARTICIPATION (3%)

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 may negatively impact your participation grade (see 'Other Policies' below).

- PEER REVIEW (4%)

You are expected to provide timely peer-review of the drafts assigned to you. Details will be provided in class.

- POSTING OF DISCUSSION QUESTIONS (3%)

In preparation of the (group) presentations, those who are not presenting are expected to have read the readings to be discussed and to have posted at least one discussion item on the discussion board on Canvas before the deadline.

Grading:

92-100 = A	89-91.9 = A-	86-88.9 = B+	82-85.9 = B
79-81.9 = B-	76-78.9 = C+	72-75.9 = C	69-71.9 = C-
66-68.9 = D+	62-65.9 = D	58-61.9 = D-	Below 58 = E

Note: a C- is not a passing grade. For UF grading policies, see:
https://gradcatalog.ufl.edu/graduate/regulations/#grades

OTHER POLICIES

- Cell-phone use is not allowed during class unless this is part of the course assignments. Use a laptop in class only 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 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. Attendance is mandatory. If you are absent or more than 15 minutes late for more than two classes, you will get a warning. If absences persist the instructor can prohibit further attendance and assign a failing grade for excessive absences.

- You may use Generative AI tools to help you in the writing process as an assistant, such as with developing ideas, outlining, and feedback. You may not use Generative AI for generating long chunks of text (several sentences or more). You should also not rely on Generative AI for researching information. Students need to disclose any use of AI in their assignments, and need to indicate their prompts and their critical (content) edits of the AI output. AI output without prompts or critical edits will not be accepted. AI needs to be properly cited (https://apastyle.apa.org/blog/how-to-cite-chatgpt).
- 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 (https://disability.ufl.edu/students/get-started/) 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.

Other campus resources: See course website.

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.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/.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

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 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 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*.*

Week	Topics	Readings and assignments
1. Jan 14-6	Intro to course; discussion of goals and expectations. Academic writing in all stages of career and types of writing.	
2. Jan 21-3	The making of an academic CV. In class activity and discussion	**-Submit WRITING PLAN and DRAFT/outline of your final main writing product.**
3. Jan 28-30	in-class review of CV	**Submit updated academic CV**

	elevator speeches individual presentation(s)	
4. Feb 4-6	individual presentation(s)	**-SUBMIT DRAFT 1 (~Feb 4)**
5. Feb 11-13	Review Draft 1 individual presentation(s)	**-Prepare peer-review to discuss in class for DRAFT 1**. Prepare written feedback for each of your assigned peer's files with constructive feedback that will be discussed in class with your colleagues.
6. Feb 18-20	(group) presentation	**-Read and submit <u>two</u> discussion questions for assigned reading**
7. Feb 25-27	individual presentation(s)	**-SUBMIT DRAFT 2 (~Feb 25)**
8. Mar 4-6	Review Draft 2	**Prepare peer-review to discuss in class for DRAFT 2**. Prepare written feedback for each of your assigned colleague files with constructive feedback that will be discussed in class with your colleagues
9. Mar 11-13	The process of moving forward: post-doc/job applications. COVER LETTER, RESEARCH STATEMENT, and TEACHING STATEMENT	**-SUBMIT DRAFT 3 (~March 11)**
10.	SPRING BREAK	
11. Mar 25	(no class March 27) Review Draft 3 Review cover letter	**-Submit COVER LETTER** **-Prepare peer-review to discuss in class for DRAFT 3**. Prepare written feedback for each of your assigned colleague files with constructive feedback that will be discussed in class with your colleagues.
12. Apr 1-3	Review research statement	**-Submit RESEARCH STATEMENT**
13. Apr 8-10	Review teaching/diversity statement	**-Submit TEACHING AND DIVERSITY STATEMENT** **-SUBMIT DRAFT 4 (~April 8)**
14. Apr 15-7	Review Draft 4	**-Prepare peer-review to discuss in class for DRAFT 4**. Prepare written feedback for each of your assigned colleague files with constructive feedback that will be discussed in class with your colleagues.
15. Apr 22	(group) presentation, wrap up	**-Read and submit <u>two</u> discussion questions for assigned reading**
April 29		**-Submit FINAL writing product**

		(due at 11:59PM)