

**LIN 6932: GRADUATE RESEARCH SEMINAR  
SYLLABUS, SPRING 2020**

**Classroom:** 105 Classroom building 0230  
**Time:** Tuesday 8:30-11:30AM  
**Instructor:** Dr. Eleonora Rossi  
Office: 4107 Turlington Hall.  
**Office Hours:** By appointment; Thursdays 2-4PM  
**Contact info:** [eleonora.rossi@ufl.edu](mailto:eleonora.rossi@ufl.edu)

**Prereqs:** LIN graduate status, or instructor's permission.

**Description:**

This course is designed to provide a deeper understanding (with a hands on approach) for scholarly writing and understanding scientific approaches to graduate 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 in the research community
- Part of the semester will be dedicated to starting to write a portfolio consisting of an updated CV, and cover letter, and research and teaching statement for post-doctoral or job applications.

**Textbooks:**

None, but some are suggested:

Li, P., & Marrongelle, K. (2012). Having success with NSF: a practical guide. John Wiley & Sons.

**Assignments:**

All assignments are due on the scheduled day at 8AM. All assignments will need to be posted on Canvas. All assignments will have a total score of 200 points. Please see Canvas for the specific break down of each assignment.

• **WRITING PLAN FOR MAIN PRODUCT**

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 pager summary of what your writing project will be.

• **MAIN WRITING PRODUCT**

This is the main assignment and goal of this course. For this assignment you will need to complete a full piece of academic writing by the end of the final semester deadline. 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. You will have the opportunity to choose among one of the following formats (depending on what will be most useful for you).

-Publishable review/metanalysis article

-Publishable empirical article

-Ready to submit grant proposal (i.e., NSF Doctoral Dissertation grant, or other existing type of proposal)

-Ready to submit pre-registered report for publication

Details and steps for this assignment (and help with a personal plan) will be discussed in class.

- **Discussion of academic CVs and preparation of Updated CV**

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.

- **Discussion, and preparation of Cover letter**

Similar to the previous assignment you will first need to find (or ask to people you know) for four 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.

- **Discussion and preparation of Research statement**

Similar to the previous assignment you will first need to find (or ask to people you know) for four 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.

- **Discussion and Preparation Teaching and diversity statement**

Similar to the previous assignment you will first need to find (or ask to people you know) for four 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 have not at all gotten any teaching experience (in any shape) we can discuss how to make this assignment.

- **Discussion and presentation of a special topic in academic writing (group assignment)**

During the course of the semester, together with one of your colleagues you will prepare a presentation and discussion session on one special topic relevant for academic writing. Groups, materials and due dates for presentation are below. There will be three special topics presentations (two people per group). 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. Questions can be posted on Canvas.

- **Active participation**

You are expected to have completed the readings due in class and to participate in class discussions.

**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>

**Policies:**

- Cell-phone or computer activity 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.

**Required Readings:**

No required materials. Readings will be provided by the instructor, and uploaded on Canvas.

## 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.

WEEK	Date	Class Topic and activities	Readings and Assignments Due
<b>Week 1</b>			
WEEK 1	Tuesday 7 Jan	-Intro to course; discussion of goals and expectations for you and for me.  -Choice of your main writing product -Review/metanalysis article -Empirical article -Grant proposal -Pre-registered report	
<b>Week 2</b>			
WEEK 2	Tuesday 14 Jan	NO CLASS (work on assignment)	<b>-Submit WRITING PLAN and DRAFT/CANVAS your final main writing product. You will need to have 4 intermediate stages (besides the final submission). Prepare a schedule and goals for what you will prepare for the 4 intermediate writing stages.</b>
<b>Week 3</b>			
WEEK 3	Tuesday 21 Jan	-Academic writing in all stages of career and types of writing. What it takes to make it. <b>-Presentation and discussion of topic "Less is better?" by Pamir and Yucheng</b>	<b>-Read Frith 2019, and Benedictus &amp; Biedema 2016 submit <u>two</u> discussion questions before class</b>
<b>Week 4</b>			
WEEK 4	Tuesday 28 Jan	-The Making of an academic CV. In class activity and discussion	<b>-SUBMIT DRAFT 1</b>
<b>Week 5</b>			
WEEK 5	Tuesday 4 Feb		<b>-Submit updated academic CV</b>
<b>Week 6</b>			
WEEK 6	Tuesday 11 Feb	-Different types of publication opportunities. Preregistration and registered reports <b>-Presentation and discussion of topic "The pre-registration revolution" by Mel and Megan</b>	<b>-Read and submit <u>two</u> discussion questions for Roettger 2019, and Nosek et al 2018. Submit discussion questions before class.</b>

Week 7			
WEEK 7	Tuesday 18 Feb	A grant's life: making it happen!	<b>-SUBMIT DRAFT 2</b>
Week 8			
WEEK 8	Tuesday 25 Feb		
Week 9			
WEEK 9		SPRING BREAK	SPRING BREAK
Week 10			
WEEK 10	Tuesday 10 March	The process of moving forward: post-doc/job applications. -Discussing of COVER LETTER, RESEARCH STATEMENT, and TEACHING STATEMENT	<b>-SUBMIT DRAFT 3</b>
Week 11			
WEEK 11	Tuesday 17 March		<b>-Submit COVER LETTER</b>
Week 12			
WEEK 12	Tuesday 24 March		<b>-Submit RESEARCH STATEMENT</b>
Week 13			
WEEK 13	Tuesday 31 March		<b>-Submit TEACHING AND DIVERSITY STATEMENT</b>  <b>-SUBMIT DRAFT 4</b>
Week 14			
WEEK 14	Tuesday 7 April		
Week 15			
WEEK 15	Tuesday 14 April	<b>-Presentation and discussion of topic "TBA" by Courtney and Robert</b>	<b>-Read and submit <u>two</u> discussion questions for XXX</b>
Week 16			
WEEK 16	Tuesday 21 April		<b>-Submit FINAL writing product (due at 11:59PM)</b>