

CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: II-2020

DOCUMENTO: Programa de curso semestral

CURSO: IO5310 Lingüística **GRUPO** 01

REQUISITO: IO5309 Fonología **CO-REQUISITO:** ninguno

CRÉDITOS: 03

HORAS POR SEMANA: 04 **HORARIO:** Lunes 7:00 a.m. a 10:50 a.m.

AULA: Mediación Virtual (sincrónico/Asincrónico)

NIVEL: VI Ciclo, 3er año

DOCENTE: Luz Marina Vásquez, Ph.D.

MODALIDAD: 100% virtual

TIPO DE CURSO: teórico-práctico

HAE: Jueves 14:00 a 16:00 (las HAE se realizarán por medio de la aplicación WHTASAAP; de ser necesario, se coordinarán sesiones individuales o grupales a través de la Plataforma ZOOM).

DESCRPCIÓN DEL CURSO: Curso teórico-práctico de nivel intermedio, donde el/la estudiante se inicia en el estudio de los conceptos teóricos y descubrimientos importantes en el campo de la lingüística.

El curso será impartido en forma 100% virtual en la plataforma de METICs; incluirá sesiones sincrónicas y asincrónicas para cada tema. En esta se incluirán las guías didácticas para cada clase, así como prácticas y evaluaciones en línea. Además, la docente utilizará otros medios virtuales complementarios, como por ejemplo, Zoom y WhatsApp.

OBJETIVOS:

GENERALES	ESPECÍFICOS
Al finalizar el curso, el/la estudiante será capaz de:	Al finalizar el curso, el/la estudiante será capaz de:
1. Conocer el desarrollo de la corriente lingüística y los aspectos básicos del estudio de los diferentes componentes del lenguaje. (cognitivo)	1. Comprender el desarrollo de la lingüística como ciencia. (cognitivo) 2. Analizar diferentes teorías sobre el origen del lenguaje humano. (cognitivo/actitudinal) 3. Comprender los fundamentos básicos de las diferentes disciplinas lingüísticas. (actitudinal) 4. Comprender diferentes propiedades y

<ol style="list-style-type: none"> 2. Identificar y describir los componentes del estudio lingüístico (Ej. sintáctica, morfología, semántica, pragmática). (cognitivo) 3. Identificar y describir teorías sobre la adquisición y el desarrollo del lenguaje como medio de comunicación. (cognitivo) 	<p>componentes de la lengua. (actitudinal)</p> <ol style="list-style-type: none"> 5. Distinguir los aspectos que hacen del lenguaje un sistema versátil y permeable. (cognitivo/actitudinal) 6. Analizar los aspectos de cambio del lenguaje. (actitudinal)
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CONTENIDOS:

1. The nature of human language
2. Animal communication systems
3. Semantics: The Meanings of Language
4. Morphology: Word structure and formation
5. Syntax: The sentence Patterns of Language
6. Social aspects of Language/Pragmatics
7. First Language Acquisition
8. Second language acquisition
9. Brain and language

METODOLOGÍA

La metodología es una metodología participativa por medio de la cual, las unidades de estudio se desarrollarán, en primera instancia, por parte de la docente durante el periodo de clase (sesión sincrónica por medio de la Plataforma Zoom); en segundo lugar, de manera asincrónica, las y los estudiantes recibirán una serie de tareas para cada tema, a fin de que puedan realizarlas en grupos pequeños; estas tareas deberán ser entregadas/presentadas durante la siguiente sesión. Cada estudiante deberá leer el material asignado ANTES de la clase, de tal manera que pueda participar en la discusión de cada tema y hacer preguntas ya sea durante las sesiones sincrónicas o a posteriori. **Solamente se permitirá reemplazar tales tareas con una justificación médica la cual debe ser presentada a más tardar 5 días hábiles después de que el/la estudiante se re-integre al curso (Ver apartado de Reglamentos abajo).**

ACTIVIDADES

Aunque la docente estará a cargo de explicar en detalle los conceptos principales de cada contenido, los y las estudiantes participarán activamente en discusiones y mesas redondas sobre los varios temas a tratar y llevarán a cabo pequeñas investigaciones acerca de algunos de los temas por tratar, mismas que deberán ser reportadas de manera oral.

Papel de la persona estudiante: Se espera que cada estudiante realice la lectura del material asignado antes de cada clase sincrónica, pues esto le permitirá realizar preguntas aclaratorias acerca de cada tema, a fin de poder realizar las tareas asignadas. Asimismo, se deberá trabajar en grupos en los cuales la evaluación se hará de manera individual, por lo que cada estudiante deberá tener participación comprobada. Además de realizar algunos ejercicios de comprensión de lectura, se asignarán ejercicios prácticos e investigaciones cortas grupales, según el contenido.

Papel de la persona docente: La docente, como experta en el tema, llevará a cabo una clase sincrónica donde explicará los conceptos básicos para cada contenido. Asimismo, asignará tareas concretas de comprensión de lectura o de resolución de problemas sobre cada tema, y pequeñas investigaciones sobre temas específicos. Durante cada sesión, procurará la reflexión acerca de las interrelaciones entre cada aspecto de la lengua y los procesos de adquisición/enseñanza de una lengua.

Componente ético: En las diferentes discusiones, se abordará la ética tanto en los procesos de enseñanza-aprendizaje de una lengua como en los procesos de investigación que se asignen para cada contenido.

EVALUACIÓN:

Formativa: Para cada tarea/presentación oral, los y las estudiantes recibirán retroalimentación individual y grupal y tendrán oportunidad de corregir algunas de las tareas asignadas. Específicamente, en aquellos trabajos de tipo ensayístico donde las y los estudiantes obtengan una nota baja (menor a 7), se dará oportunidad de corregir y presentar de nuevo, a fin de garantizar un aprendizaje formativo y corregir conceptos básicos. Asimismo, se proporcionará retroalimentación con relación a las presentaciones grupales, específicamente sobre conceptos medulares que se relacionen directamente con el aprendizaje-enseñanza de una lengua.

Sumativa:

Se asignarán trabajos semanales; a saber:

1. Assignment #1: Reading comprehension (key introductory terms on linguistics; essay-type of questions) (10%)
2. Assignment #2: Semantics (problem-solving and key concepts; essay-type of questions) 10%
3. Assignment #3: Morphology (problem-solving and key concepts; essay-type of questions) 10%
4. Assignment #4: Syntax (problem-solving and key concepts; essay-type of questions) 10%
5. Oral presentation #1: Non-Human communication systems: In small groups, students research about how specific animals and plants communicate (bees, birds, chimpanzees, dolphins, plants) 20%
6. Oral presentation #2: First Language Acquisition: In small groups, students conduct a mini-Research Project whereby they observe and analyze the language developmental stage of at least five children of comparable ages. 20%
7. Oral presentation #3: Brain & Language: In small groups, students research about how brain disorders affect language development (15%).
8. Student feedback on group presentations: each student will write a comment, question, or recommendation for each video uploaded by his/her classmates. (5%)

TOTAL

100%

NOTES:

En las tareas que incluyen respuestas ampliadas tipo ensayo, así como en las investigaciones para realizar presentaciones orales, NO SE PERMITIRÁ el “plagio”; por tanto, las personas estudiantes deberán proporcionar sus propias definiciones de conceptos clave, o bien citar las referencias según los lineamientos establecidos en APA (Ver lineamientos acerca del plagio en el apartado de Reglamentos abajo).

En caso de que el estudiante obtenga una nota de 6.00 o 6.50, este(a) tendrá derecho a hacer un examen de ampliación. Este examen será de toda la materia estudiada en el semestre. Si aprueba este examen, su nota final será de 7.00.

BIBLIOGRAFÍA OBLIGATORIA:

O’Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2017). *Contemporary Linguistics: An Introduction*. (7th Edition). Massachusetts: Bedford, Saint Martin’s Press. (410.C761c7)

O'Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2011). Chapter 17: Animal Communication. In *Contemporary Linguistics: An Introduction*. (6th Edition). New York: Bedford, Saint Martin's Press. (pp.547-580) (Available on PDF format at the Language Lab)

BIBLIOGRAFÍA COMPLEMENTARIA:

Lyons, J. (1981). *Language and Linguistics*. USA: Cambridge University Press.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., and Spencer, A. (1999). *Linguistics: An Introduction*. United Kingdom: Cambridge University Press.

Yule, G. (2000). *The Study of Language*. USA: Cambridge University Press.

REGLAMENTOS

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación:

ARTÍCULO 20. Las pruebas parciales o finales orales, que no dejen constancia material, deben efectuarse en presencia de un tribunal de profesores de la disciplina por evaluar. El tribunal podrá fungir como evaluador o como observador. Con una semana de anticipación, el estudiante deberá conocer cuándo se realizará la prueba, el tipo de tribunal y su conformación. Únicamente se puede prescindir de la conformación de un tribunal, evaluador u observador, con el consentimiento, por escrito, de todos los estudiantes matriculados en el grupo, decisión que debe ser comunicada por escrito al director de la unidad académica. Los miembros del tribunal evaluador deberán indicarle al estudiante los objetivos y criterios por evaluar, al inicio de la realización de la prueba. El estudiante o el profesor tendrán la opción de realizar una grabación de la evaluación para utilizarla como prueba, en caso de reclamo. Una vez finalizada la evaluación oral, el tribunal deberá entregar al estudiante una constancia donde se indica el lugar, hora y fecha de la realización de la prueba y la calificación obtenida, debidamente fundamentada, de acuerdo con lo establecido en el Artículo 22, inciso b) de este Reglamento.

ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá

ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

REGLAMENTO DE ORDEN Y DISCIPLINA DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE COSTA RICA

ARTÍCULOS 4 y 9. El plagio es una falta muy grave, según el Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica; de ser comprobada, se penaliza con suspensión del estudiante regular “no menor de seis meses calendario, hasta por seis años calendario”.

SCHEDULE OF ACTIVITIES	
Week 1: August 10	<ul style="list-style-type: none"> • Teacher introduction and welcoming message • Presentation and approval of course syllabus and course policies • Introductory Video • Reading assignment: O'Grady, Archibald, Arnoff, and Rees-Miller (2017), Chapter 1: Language: A Preview (p.1-15) • Assignment #1 (10%): students are given a series of reading-comprehension questions which they will answer in small groups. The questions will be presented orally during the next session. The written assignment will be handed in for grading. DUE August 31
Week 2: August 17	Holiday
Week 3: August 24	<p style="text-align: center;"><i>Human Language</i></p> <ul style="list-style-type: none"> • Introductory presentation by teacher • Student presentations on reading-comprehension questions. • Reading assignment for next class: O'Grady et al. (2011); Chapter 17: Non-human Communication Systems (p. 547-580)
Week 4: August 31	<p style="text-align: center;"><i>Non-Human Communication Systems</i></p> <ul style="list-style-type: none"> • Introductory video • Teacher introduction to the topic: animal versus human communication systems • Discussion questions for group work • Assignment #1 DUE • Oral presentation #1 (20%): In groups, students describe a non-human communication system previously assigned by the professor. The presentation should include the distinguishing features present in each non-human communication system. DUE September 7
Week 5: September 7	<p style="text-align: center;"><i>Non-Human Communication Systems</i></p> <ul style="list-style-type: none"> • Oral Presentation #1 DUE: Students present on non-human communication systems. • Student reactions on group presentations • Reading assignment for next class: O'Grady et al. (2017), Chapter 6: Semantics: The Analysis of Meaning (p. 217-260). • Reading comprehension questions for Chapter 6.

<p>Week 6: September 14</p>	<p>Holiday</p>
<p>Week 7: September 21</p>	<p><i>Semantics: How meaning is learned</i></p> <ul style="list-style-type: none"> • Teacher introductory activity • Teacher presentation on key concepts • Reading comprehension check up • Assignment #2 (10%): Semantics: problem-solving and key concepts; essay-type of questions). DUE September 28 • Reading assignment for next class: O'Grady et al. (2017). Chapter 4: Morphology: The Analysis of Word Structure (p. 121-165) • Reading comprehension questions for Chapter 4
<p>Week 8: September 28</p>	<p><i>Morphology: The Analysis of Word Structure</i></p> <ul style="list-style-type: none"> • Teacher introductory activity • Teacher presentation on word formation processes • Practice on word formation • Assignment #2 DUE • Assignment #3 (10%): Morphology (problem-solving and key concepts; essay-type of questions). DUE October 5 • Reading assignment for next class: O'Grady et al. (2017). Chapter 5: Syntax: the Analysis of Sentence Structure (p. 117-182) PART I • Reading comprehension guidelines for Chapter 5
<p>Week 9: October 5</p>	<p><i>Syntax: phrase, clause, and sentence structure</i></p> <ul style="list-style-type: none"> • Teacher formal presentation on the topic (phrase and sentence structure) • In-class exercises on phrase structure • Reading-comprehension check • Assignment #3 DUE • Reading assignment for next class: O'Grady et al. (2017). Chapter 5: Syntax: The Analysis of Sentence Structure (p. 117-182) PART II • Reading comprehension guidelines for Chapter 5
<p>Week 10: October 12</p>	<p><i>Syntax: phrase, clause, and sentence structure</i></p> <ul style="list-style-type: none"> • Teacher formal presentation on the topic (complementizers and movement) • In-class exercises on tree structures for simple clauses • Reading-comprehension check

<p>Week 11: October 19</p>	<p style="text-align: center;"><i>Syntax: phrase, clause, and sentence structure</i></p> <ul style="list-style-type: none"> • Syntax review • In-class exercises on tree structures for complementizers and movement • Assignment #4: Syntax (problem-solving and key concepts; essay-type of questions). DUE October 26 • Reading assignment for next class: O'Grady et al. (2017). Chapter 13: Language in Social Contexts (p. 483-530) • Reading comprehension guidelines for Chapter 13
<p>Week 12: October 26</p>	<p style="text-align: center;"><i>Sociolinguistics</i></p> <ul style="list-style-type: none"> • Motivational video • Group work based on discussion questions • Round table discussions • Reading assignment for next class: O'Grady et al. (2017). Chapter 9: First Language Acquisition (p. 347-388) • Reading comprehension guidelines for Chapter 9
<p>Week 13: November 2</p>	<p style="text-align: center;"><i>First Language Acquisition (FLA) PART I</i></p> <ul style="list-style-type: none"> • Motivational video • Teacher presentation of key concepts on FLA • Group work on FLA project • Oral Presentation #2 (20%): First Language Acquisition: In small groups, students conduct a mini-Research Project whereby they observe and analyze the language developmental stage of at least five children of comparable ages. DUE November 16
<p>Week 14: November 9</p>	<p style="text-align: center;"><i>First Language Acquisition (FLA) Part II</i></p> <ul style="list-style-type: none"> • Student group presentations on FLA • Reading Assignment for next class: O'Grady et al. (2017). Chapter 10: Second Language Acquisition (p. 389-423) • Reading comprehension guidelines for Chapter 10
<p>Week 15: November 16</p>	<p style="text-align: center;"><i>Second Language Acquisition (SLA)</i></p> <ul style="list-style-type: none"> • Teacher introduction to the topic • Student group discussions • Reading assignment for next class: O'Grady et al. (2017). Chapter 12: Brain and Language (p. 456-481) • Oral Presentation #3 (15%): Brain & Language: In small groups, students research about how brain disorders affect language development. DUE November 23

Week 16: November 23	<p><i>Brain and Language</i></p> <ul style="list-style-type: none">• Student group presentations on brain disorders
Week 17: November 30	<p><i>Holiday</i></p>
Week 18 December 7	<ul style="list-style-type: none">• <i>Final review</i>

General guidelines for Oral Presentations

Students will work in groups of three or four (depending on the size of the class) and they will prepare a 20 to 30-minute formal presentation on a topic previously assigned in class. For the presentation, students shall use **not only the information provided in the reading assigned** for each topic; they shall go beyond the basic reading to research on the topic assigned and will provide well-supported data to develop each topic (specific details are indicated for each presentation depending on the topic). Grades will be assigned on an individual basis, although the presentations should be designed as a group. Presentations will be pre-recorded by each group and hung on the Mediacion Virtual Platform for others to watch and react to. Each student will have to write a reaction to each video; such a reaction will include either questions, positive comments, or recommendations.

Oral Presentation 1: Non-Human Communication Systems

Each group will be assigned a non-human communication system to design a presentation on. In addition to getting information on the topic assigned from corresponding chapter, **students shall research on their own** to provide a detailed description of the communication system assigned. They will design a formal Power Point Presentation to be used as a way to make their presentation more interesting and easy to follow, NOT TO READ FROM! The Slides shall be free from grammatical and spelling mistakes; hence, they must be checked before the presentation is due. Pictures and short video clips might be inserted inside the presentation, if needed to reinforce a given sub topic. Student participation shall be balanced among group members. Student shall record their presentation and post it on Mediacion Virtual for the rest of the class to watch and comment on.

Each presentation must include the following sections:

- 1) **Introduction:** the communication system assigned is introduced by providing relevant background information.
- 2) **Development of the topic:** Development of the topic through well-supported information, statistical data, and any other materials required for a thorough understanding (videos, pictures, graphs, etc.)
- 3) **Conclusion:** arguments on whether or not the communication system described evidences human language features and why are thoroughly discussed.

Oral Presentation 1

Student's name: _____ Grade: _____
Percentage: _____

Evaluation Rubric: Non-Human Communication Systems (20%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: The student properly presents the topic by providing correct well-supported arguments, definitions, and concrete examples.	60 points		
Grammatical form: The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	20 points		
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	10 points		
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	10 points		

Oral Presentation 2: Child Language Development

Each group will analyze the acquisition of one language component (phonology, syntax, morphology, semantics, pragmatics) in the speech by three to five children of comparable ages.

In order to conduct this research project, students must read the chapter on first language acquisition as to identify the normal developmental patterns through which children acquire their L1. If needed, they shall read beyond the course reading material. Once you are knowledgeable about the FLA process, choose the topic which you would like to observe in the child data:

- a) Phonology: the acquisition of a specific phoneme, the acquisition of phonological process such as reductions and deletion, etc.
- b) Syntax: MMW (Mean Length of Utterance per Morpheme), word order patterns, information questions, complex structures, use of connectors, etc.
- c) Semantics: use or perception of meaning of various words, concepts, expressions, etc. (this topic is more appropriate for children younger than four)
- d) Morphology: conjugation of verbs, adjectives, nouns, pronouns, articles (subject-verb and number agreement); formation of new words.
- e) Pragmatics: appropriateness in the use of idiomatic expressions, sayings, etc.

Your analysis shall be thorough as to include multiple instances of that component.

Once you decide on the topic to be analyzed, design the instruments needed to collect the data for the analysis; you might use a naturalistic approach (i.e., observation of natural interaction) or an experimental approach (i.e., tasks designed to assess a specific linguistic component). You will coordinate this with your teacher well **before** the data collection takes place.

Now, find a group of at least four children of comparable ages to collect the data from (preferably children younger than 6). The children might be younger siblings, cousins, nieces and nephews, or other relatives or friends. If you look for children in a formal context such as a day care center, make sure that you design a proper *consent form*, as required. To ensure validity, and if possible, include boys **and** girls.

Once you have the group of children, schedule at least two sessions (at least 20 minutes each; the sessions shall include all the children at the same time or smaller sub-groups) wherein you will collect the data by using the instruments previously designed.

Once the data are collected, prepare a 30-minute oral presentation to present your findings to the class. Rely on the use of any audio-visual materials to portray the information (e.g., PP Presentation, videos, audio recordings, etc.). Prepare a video and post it onto the Mediacion Virtual Platform for other to comment on.

Each presentation shall include the following sections:

- 1) Introduction: A formal description on the acquisition of the linguistic component selected (e.g., how is word order normally acquired by Spanish speaking children?; what deletion processes are used by young children?).
- 2) Methodology:
 - a. Subjects and Context: a thorough description of the setting in which the data were collected as well as of the participating children (number, ages, gender, etc.).
 - b. Data collection: a thorough description as to *how* the data were obtained (i.e., the instruments used) and how they were analyzed.
- 3) Results: a thorough analysis of the data obtained based on the topics studied on FLA (e.g., stage of acquisition, patterns, violations to rules, evidence of learning, etc.)
- 4) Conclusion: A concluding statement regarding what you learned from this research project.

Evaluation Rubric: First Language Acquisition (20%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: The student properly presents the findings by providing a clear introduction to the topic, definition of key concepts, concrete examples from the data collected, and arguments supported not only through the data analysis but also through theoretical information.	65 points		
Grammatical form: The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	10 points		
Fluency: The student makes	10 points		

correct use of segmental and suprasegmental features throughout the presentation.			
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	15 points		

Oral Presentation 3: Brain and Language

Each group will be assigned a language or cognitive impairment (e.g., Specific Language Impairment, Language Savants, Aphasia, etc.) in order to analyze how language is represented in the human brain and how lesions to any area of the brain result in language impairment. Presentations will be 20-minutes long.

In order to conduct this research project, students must read the chapter on Brain and Language and research on the language or cognitive impairment assigned.

You are encouraged to design a PP Presentation and to include any other audio-visual resources (i.e., video-clips, pictures, graphs, etc.) to aid in the full understanding of your topic. You need to record your presentation and upload onto Mediacion Virtual for other students to comment on.

Each presentation shall include the following sections:

- 1) Introduction: A formal description of the language or cognitive impairment assigned.
- 2) Concrete examples to illustrate the language or cognitive impairment described.
- 3) Conclusion: A concluding statement regarding what you learned about how language is distributed throughout the human brain.

Evaluation Rubric: Brain and Language (15%)

Aspect Evaluated	Value	Points Obtained	Comments
Content Development: The student properly presents the topic at hand by giving relevant definitions, concrete examples, and data provided in the theoretical information and the literature reviewed.	65 points		
Grammatical form: The presentation is free from grammatical mistakes. The sentence patterns used include correct compound and complex sentences.	10 points		
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	10 points		
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	15 points		

Evaluation Rubric for Student Feedback on Oral Presentations (5%)

Each student must watch all the videos posted by their classmates (i.e., presentation on a non-human communication system; presentation on FLA; presentation on a language disorder). Upon watching each video, each student shall write either a question, a suggestion, or a comment for the group either on the topic or on the presentation itself. Grades will be assigned based on the number of videos (this will be determined depending on the class size; students will be informed about the total number of oral presentations). For each question, comment, or recommendation given, students will be given 3 points; the total number of points obtained will then be added up and divided by the total number of videos uploaded (for instance, if a total 5 groups are formed, then a total 15 videos will be uploaded; each student will then have to comment on 13 of them, as he/she will be part of 3 of them; for each comment, the student will obtain 3 points, which adds up to 39 points (39 points will equal 5%).