

DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES

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Fall 2010 - 2011 *MLCS 570 A1: Applied Linguistics*

Instructor: Dr. Alla Nedashkivska
Office: 437-D Arts
Fax: 492-9106
E-mail: alla.nedashkivska@ualberta.ca

Time: Tuesdays 2:00-5:00
Place: 430 Arts Bldg.
Office Hours: TBA

Course Prerequisite: Some prior linguistics courses or consent of instructor

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

- Yes ~~No, not needed, no such projects involved~~

Community Service Learning component

- Required ~~Optional~~ None

Past or Representative Evaluative Course Material available

- ~~Exam registry — Students' Union~~
http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams
- ~~See explanations below~~
- ~~Document distributed in class~~
- ~~Other~~
- NA (no exams)

Course Description and Objectives:

This course provides a general introduction to three areas of applied linguistics, namely sociolinguistics, conversation / discourse analysis, and second language acquisition. The purpose is to allow graduate students in applied linguistics to gain a thorough understanding of the field and select an area of specialization for their advanced studies. Special attention will be given to general questions of methodology.

Required Texts:

- selected articles bound in a course pack, available in the student book store in SUB

Grade Distribution:

Your final grade will be determined on the basis of the following aspects of the course:

Participation:	20%
Facilitated Discussion of a set of readings:	20%
Journal (weekly entries):	5%
Article presentation (in relation to your journal):	10%
Abstract: (due on 9 November)	10%
Final paper (presentation)	10%
Final paper (written, due 10 December)	25%

Explanatory Notes

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in a graduate course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. In this course, attendance and participation will be assessed according to the participation grid and rubric given on the first day of class.

Facilitated Discussions:

Each week we will discuss a different aspect of the course topic, and each week a different student will present the assigned readings to the other students. These presentations should not be in the form of a formally-prepared paper, but should instead be seen as "facilitated discussions." Everyone will have read the readings, so the student facilitator should simply summarize the content of the articles. (It helps to think of it as teaching rather than as a presentation.) Each student will be responsible for two facilitated discussions, which will take up forty-five minutes of the class period for that week. Following that presentation, the instructor will lead the class in a discussion of those readings' relevance to other readings, the students' own research, and to applied linguistics as a whole.

Journal:

You will be asked to keep a journal on a weekly basis and be ready to share *some* of your writing with the class every week. In addition, the journal will be collected on the last day of classes for a qualitative assessment.

As you learn more about linguistic phenomenon, you will be able to name them and witness them at times. The purpose of the journal is to record your thoughts, observations, and questions that relate to applied linguistics in general. For example, you might be sitting in a bus noticing that the driver uses a certain phrase that strikes you as odd or you might find that Uncle Jimmy speaks in a particular way when addressing your grandmother. Perhaps that girl who works at *Shopper's* keeps using the phrase «like, I mean» or an international student you know makes the same pronunciation mistake all the time even after you corrected her. Then again, your instructor for this course may be using a non-native phrase that you identify as coming from her first language! After recording that observation, the goal is for you to think about what it might mean or accomplish for the speaker.

Article Presentation:

As noted above, when you keep your journal and make your entries, you notice various linguistic phenomena. Pick one that interests/strikes you the most and think about how would you go about studying this phenomenon. First of all, you would need to find relevant literature on that phenomena/topic. Pick one article that you find the most pertinent to the study of your phenomenon and present a summary of this article in class. This presentation should be about 15-20 minutes long and include: an overview of your phenomena and a summary of the article you find (including reasons for your choice, various pros and cons etc.).

Abstract, Presentation, and Final Paper:

A considerable portion of your grade is based on an individual research project of your choice that is relevant to the course material. About halfway through the semester (you will be warned at the time!) you should decide on a paper topic and write an abstract of your paper, as if you were actually going to send it in for presentation in a scholarly conference. Several examples of abstracts will be provided at that time, and we will also discuss the format of a good abstract in class. The presentations will take place during two finals weeks of classes (if there are too many students enrolled to complete this within the six-hour class period, we will take that time off and reschedule the presentations for a day after classes are over for the semester), and should be in the format of an actual scholarly paper you would present at a real conference. In keeping with general procedure at linguistics conferences in North America, you should plan for twenty minutes for the presentation with ten minutes for discussion afterward. You may then incorporate any useful input you receive in the discussion into the revision that will become your final paper.

Your papers should be written in English and approximately 15-20 pages in length. The due date for the final papers is 10 December, 2010.

To facilitate your research efforts, you will choose one topic among the following, depending on your interests:

- 1) Conversation Analysis: Students will collect one hour or more of naturally-occurring conversation with an audio-tape recorder. Students will solicit 2 to 4 volunteers to record them in one of their habitual activities. They will then transcribe parts of that conversation in order to analyze one particular phenomenon (i.e., the notion of repair). They will offer a descriptive analysis of the repair sequences they will have found and do a fine-grain analysis of at least two conversational sequences.
- 2) Critical Discourse Analysis: After identifying a theme that has been discussed in length in recent months in the news, students will choose editorials written on that subject from four newspapers. They will choose the newspapers according to their divergent political stance and analyze the content of each editorial in terms of the rhetorical strategies used to convey the author's opinion. Then, students will compare and contrast the strategies used in each newspaper to demonstrate how the editorials reflect the newspaper's political line.
- 3) Sociolinguistics: After identifying one sociolinguistic variable, students will interview five males and five female volunteers (of approximately the same age) on a subject designed to elicit the chosen variable. The interview will include spontaneous speech as well as a formal reading style. After collecting the data, students will analyze the results in terms of gender, education attainment (if relevant), and attention to speech.
- 4) Second Language Acquisition: Students will test the input flood hypothesis for grammar acquisition using a pre-test / post-test design. They will prepare a reading task under two different conditions: one with enhanced forms and one without. They will solicit 5 second-language participants per condition (enhanced, non-enhanced, and control) and analyze the results.

Policy for Late Assignments:

Students who consult in advance with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, all written assignments turned in late will be penalized with a 10%-per-class-day penalty assessed for each class-day of lateness. Students may also skip no more than one journal entry during the course of the semester.

Grades:

A+ 97-100	Excellent
A 93-96	Excellent
A- 90-92	Excellent
B+ 87-89	Good
B 79-86	Good
B- 74-78	Satisfactory
C+ 68-73	Satisfactory
C 63-67	Failure
C- 58-62	Failure
D+ 54-57	Failure
D 50-53	Failure
F 00-49	Failure

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003). “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

Plagiarism and Cheating:

All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

Students involved in translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.”

Students not writing in their native language should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

Weekly outline for MLCS 570:

The readings are listed according to the last name of the author.

Week 1: 14 September	Introduction Some definitions of applied linguistics, discussion of interests and possible paper topics
Week 2: 21 September	Sociolinguistics and Variation 1 Readings: Chambers, Labov
Week 3: 28 September	Sociolinguistics and Variation 2 Readings: Dailey-O’Cain, Blake and Josey
Week 4: 5 October	Sociolinguistics and Variation 3 Readings: Fought, Heller
Week 5: 12 October	Discourse 1 Readings: Lam, Hutchby and Wooffitt
Week 6: 19 October	Discourse 2 Readings: Egbert, Maheux-Pelletier, Schegloff/Jefferson/Sacks
Week 7: 26 October	Discourse 3 Readings: Van Dijk, Fairclough, Guendouzi [suggested]
Week 8: 2 November	Discourse 4 Readings: van Leeuwen, Nedashkivska, Le
Week 9: 9 November	Second Language Acquisition 1 ABSTRACTS DUE Readings: Doughty and Long, Gass, Foster and Snyder Ohta
Week 10: 16 November	Second Language Acquisition 2 Readings: Zapata and Bolger, Izumi Hulstijn –[suggested]
Week 11: 23 November	Second Language Acquisition 3 Readings: Kost, de la Fuente
Week 12: 30 November	Final Presentations
Week 13: 7 December	Final Presentations

Final paper due date: 10 December, 2010

MLCS 570 Coursepack

Defining applied linguistics

Identifying sociolinguistic variables

- Chambers, J.K. "Studying Language Variation: An Informal Epistemology." The Handbook of Language Variation and Change. Eds. J.K. Chambers, P. Trudgill & N. Schilling-Estes. Oxford: Blackwell, 2002. 3-14.
- Labov, William. "The Stratification of (r) in New York City Department Stores." The Social Stratification of English in New York City. Ed. W. Labov. Washington, D.C.: Center for Applied Linguistics, 1966. 63-89.
- Dailey-O'Cain, Jennifer. "The sociolinguistic distribution of and attitudes toward focused like and quotative like." Journal of Sociolinguistics 4/1 (2000): 60-80.
- Blake, Renée & Meredith Josey. "The /ay/ Diphthong in a Martha's Vineyard Community: What Can We Say 40 Years after Labov?" Language in Society 32 (2003): 451-485.
- Fought, Carmen. "Ethnicity." The Handbook of Language Variation and Change. Eds. J.K. Chambers, P. Trudgill & N. Schilling-Estes. Oxford: Blackwell, 2002. 444-472.
- Heller, Monica. "The Politics of Codeswitching and Language Choice." Codeswitching. Ed. Carol M. Eastman. Clevedon: Multilingual Matters, 1992. 123-143.
- Lam, Yvonne. "The Straw that Broke the Language Back: Language Shift in the upper Necaxa Valley of Mexico." International Journal of Sociology of Language 195 (2009): 219-233.
- Hutchby, Ian and Robin Wooffitt. "Introduction. What is conversational analysis?" Conversation Analysis. Eds. I. Hutchby and R. Wooffitt. Cambridge, UK: Polity Press, 2008. 1-40.

Analyzing discourse

- Egbert, Maria. "Other-Initiated Repair and Membership Categorization – Some Conversational Events that Trigger Linguistic and Regional Membership Categorization." Journal of Pragmatics 36 (2004): 1467-1498.
- Maheux-Pelletier, Genevieve. "Repair as a conversational resource for (dis)affiliation in the negotiation of linguistic identity." Nottingham French Studies, vol. 50, no. 2 (in press).
- Schegloff, Emanuel, Gail Jefferson, & Harvey Sacks. "The Preference for Self-Correction in the Organization of Repair in Conversation." Language 53.2 (1977): 361-382.
- van Dijk, Teun A. "The study of discourse." Discourse Studies: A Multidisciplinary Introduction, vol. 1 Discourse as Structure and Process. Ed. Teun A. van Dijk. London: Sage (1997). 1-34.
- Fairclough, Norman. "A Dialectical-Relational Approach to Critical Discourse Analysis in Social Research." Methods of Critical Discourse Analysis. Eds. R. Wodak and M. Meyer. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage, 2009. 162-186.

- Guendouzi, Jackie. “‘You’ll Think We’re Always Bitching’: The Functions of Cooperativity and Competition in Women’s Gossip.” Discourse Studies 3.1 (2001): 29-51.
- Van Leeuwen, Theo. “Discourse as the Recontextualization of Social Practice: A Guide.” Methods of Critical Discourse Analysis. Eds. R. Wodak and M. Meyer. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage, 2009. 144-161.
- Nedashkivska, Alla. “Presidential Speech and Processes of Language Democratization in Contemporary Ukraine.” Australian Slavonic and East European Studies, vol. 20, 1-2 (2006): 39-65.
- Le, Elisabeth. “Editorials’ Genre and Media Roles: Le Mondes’ Editorials from 1990 to 2001.” Journal of Pragmatics 41 (2009): 1727-1748.

Acquiring a second language (SLA)

- Doughty, Catherine J. & Long, Michael H. “The scope of inquiry and goals of SLA.” The Handbook of Second Language Acquisition. Eds. C.J. Doughty & M.H. Long. Oxford: Blackwell, 2003. 3-16.
- Gass, Susan. “Input and Interaction.” The Handbook of Second Language Acquisition. Eds. C.J. Doughty & M.H. Long. Oxford: Blackwell, 2003. 224-255.
- Foster, Pauline & Amy Snyder Ohta. “Negotiation for Meaning and Peer Assistance in Second Language Classrooms.” Applied Linguistics 26.3 (2005): 402-430.
- Bolger, Patrick A. and Gabriela C. Zapata. “Semantic Categories and Context in L2 Vocabulary Learning.” Language Learning (in press).
- Izumi, Shinichi. “Output, Input Enhancement, and the Noticing Hypothesis: An Experimental Study of ESL Relativization.” Studies in Second Language Acquisition 24 (2002): 541-577.
- Hulstijn, Jan H. “Theoretical and Empirical Issues in the Study of Implicit and Explicit Second-Language Learning.” Studies in Second Language Acquisition 27 (2005): 129-140.
- Arnold, Nike, Lara Ducate and Claudia Kost. “Collaborative Writing in Wikis: Insights from Culture Projects in German Classes.” The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning. CALICO Monograph. Eds. L. Lomicka and G. Lord. vol. 8, 2009. 115-144.
- de la Fuente, María J. “Is SLA Interactionist Theory Relevant to CALL? A Study on the Effects of Computer-Mediated Interaction in L2 Vocabulary Acquisition.” Computer Assisted Language Learning 16.1 (2003): 47-81.