

Class time: Tuesday 11:30 a.m. - 1:30 p.m.  
Thursday 1:30 p.m. - 2:30 p.m.  
Classroom: UCC 66

**Instructor:** Dr. Karen Pennesi

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Office Hours: Thursdays 2:30-3:30 pm

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Office Hours: Tuesdays 1:30-4:30 pm

**Credit Value:** 0.5

**Prerequisite:** ANTH 1027A/B or LING 2288A/B. It is recommended that students take ANTH 2247A/B and ANTH 2248A/B prior to this course.

"Unless you either have the prerequisites for this course or have written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Note: This syllabus may be adjusted as required throughout the term. All students are responsible for attending class and checking the course web site for information in this regard.

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### ***Course Objectives and Learning Outcomes***

In this course, students will explore several areas where linguistic research contributes to real-world problem-solving. This survey of practical applications of linguistics includes the relevance of linguistic research to language teaching and learning; communication disorders; psycholinguistics intercultural communication; business; language revitalization, and social justice. Students will work in small groups to research topics and present findings to classmates, complete individual research projects, participate in class discussions, and read primary linguistics literature alongside non-academic texts about linguistic issues. Upon successful completion of this course, students will be able to:

- critically evaluate linguistic theories in specific contexts of application
- identify a variety of applications for linguistic research
- conduct research on a linguistic topic in groups and individually
- effectively communicate research findings using appropriate audio-visual supports

### ***Course Requirements***

As is the case for other linguistics courses, you learn best by doing. While some of your learning will come from reading and listening to the instructor present material in class, much of it will come from working on assignments inside and outside of class, and interacting with your peers.

## Summary of Marks

- Participation 10%
- Poster on language myths 15%
- Mini essay 15%
- Group presentation and summary 25%
- Research essay 35%

### 1. Required Readings

There is no text book for this course. Required readings assigned for the whole class are listed at the end of this syllabus and can be downloaded from OWL through the Course Readings tab. Students will participate in thematic group discussions and will be responsible for additional readings related to their chosen theme. These will also be posted to OWL as they are selected. To prepare for the group presentations, students will be expected to do additional reading of sources that the group identifies as relevant.

### 2. Participation 10%

Attendance and participation in class activities and group discussions is fundamental to the learning experience for both you and your classmates. Expectations for participation include attending all classes, reading the assigned material and completing any other preparations, and engaging in discussions and other activities in a meaningful way. Lectures will not simply repeat the content of the readings, but instead will be designed to get you thinking about the ideas and apply what you have learned. Instructor-led classes will also serve as models for student-led learning activities.

To facilitate participation and learning, you are encouraged to make notes on the readings to aid your understanding and in preparation for class discussions and assignments. You should have these notes with you in class and they should contain:

1. *statements of the main arguments and ideas, with major supporting points*
2. *definitions of new or important concepts*
3. *a brief description of methodology, when mentioned*
4. *any questions or comments you have about the ideas, concepts or methods.*

You may find it helpful to organize your notes following the organization of the articles, using the same subheadings, for example. You can also use the abstracts to get the main ideas and then fill in the points. Preparing a good set of notes will be helpful in completing the other assignments for this course and in developing your academic reading and note-taking skills more generally.

In class, you will be seated in small groups. There will be many occasions for interacting with your classmates and discussing the work. You are expected to actively participate in all learning activities whether led by the instructor or other classmates. The instructor and the TA will make note of student attendance and participation each day. Sustained lack of participation or engaging in distracting behaviour will count against your participation mark. **A score out of 10 will be entered on OWL every three weeks so you can monitor your performance.** Your final score will be the average of these scores.

### 3. Poster Due 28 September 15%

For this assignment, you will find a news item or current popular debate on social media which perpetuates myths about language. Write a 500 word commentary in which you explain the linguistic facts that debunk the myth(s). Choose examples to effectively illustrate both the myths and the facts. You will need to draw on your existing knowledge of linguistics and you may need to do further research to find sources that support your claims. Cite all sources you use, including the original news item(s). Your writing style should be accessible and interesting to a non-academic audience. Create a poster to present your commentary, which can be used to inform the general public. Guidelines and templates for posters as well as examples of myths are available on OWL. This assignment gives students the opportunity to apply their linguistics knowledge to everyday issues and to communicate their ideas to different audiences. A selection of the best posters may be printed for use by the Linguistics Program or the Department of Anthropology to showcase student work.

### 4. Mini Essay Due 26 October 15%

Write a mini-essay comparing an article from one of the class readings to another article on applied linguistics, such as those found in the following journals or other journals more specific to the topic:

- *Applied Linguistics*
- *International Journal of Applied Linguistics*
- *Journal of Applied Linguistics and Professional Practice*
- *Annual Review of Applied Linguistics*

The purposes of this assignment are to (1) get you thinking early about a topic for your research essay and start the literature search; (2) to give you an opportunity to apply class material to an issue that interests you; (3) to develop critical thinking; (4) to practise writing a thesis statement.

Look through the course readings and find an article that interests you (you may end up reading something we have not yet covered in class, but then you'll be ahead of the game later). Browse through the journals listed above (or a similar journal) and find a relevant comparison article. (You have access to these journals through Western Libraries>Electronic Journals.) Copy and paste the abstract of your selected journal article at the beginning of your mini-essay. If the article does not have an abstract, you will have to write a one paragraph summary of its main arguments, methods and conclusions so that the person marking your essay will know what is about. Following the abstract, write a short discussion of how this article relates to the chosen reading from class. Including the abstract and references, the assignment should not be longer than **3 double-spaced pages**. Your mini-essay must have a thesis statement or argument which you will support in your comparison of the two articles. Here are some questions you *may* address in your mini-essay:

- Do the claims in the class reading and the chosen article support each other?
- Do the claims in the class reading and the chosen article contradict or challenge each other?
- Are the methodologies similar or different? How does that affect the conclusions?
- Which article do you think makes a better argument? Explain.
- Are they analyzing a similar problem from different perspectives OR are they using similar approaches to analyze different problems?
- What research questions can you think of that neither article addressed? Suggest ways that question could have been answered.

*You do not need to address all of these questions.* They are suggestions to get you thinking critically. Since I am familiar with the class readings and you will provide an abstract of the one you find, you **do not need to summarize the readings in the essay**. Instead make sure to compare, contrast, or critique the two readings in order to demonstrate your own ideas and analysis of the issues. Note that some of the class readings are review articles or text book chapters, which present the research of many other people rather than making a specific argument. In that case, you may want to discuss some particular ideas mentioned in the article rather than comment on the entire article.

Your mini essay should be double-spaced, 12 pt. font, with 2.5 cm margins. It should have a title page with a descriptive title (i.e. not "Homework #1), your name, the professor's name, the course title and number. Number all pages except the title page. Use the Chicago Manual of Style (posted on OWL) for references.

## **5. Group Presentation and Summary 25%**

Working in a group of 4 or 5 students, you will give a one-hour presentation on one of the weekly topics. Presentations will be scheduled in Weeks 7, 8, 9, 10, 11 and 12. The instructor will lecture on the assigned reading in the class before your presentation so you must not simply summarize or repeat that material. Your group will identify supplementary readings to inform the presentation and submit a list of references to the instructor. Your group will prepare learning activities for the class to participate in so they will achieve the learning outcomes specified by the instructor. Groups are encouraged to meet with the professor to discuss the plan and receive guidance before the presentation day. Presentations will be on Tuesdays. One week after your group presents, you must submit (1) a completed **peer evaluation form**, and (2) your own written **summary** (500 words) of your contribution to the group work and a reflection on what you learned from the assignment. Evaluation criteria will be posted on OWL. The total mark is broken down into the following components:

- 50% group presentation in class
- 40% individual work (partly based on peer evaluation)
- 10% individual written summary

Further instructions are available on OWL.

## **6. Research Essay Due 30 November and 7 December 35%**

You will write a 10-12 page essay (2500-3000 words) following the guidelines below.

- Format: double-spaced, 12 point font, 2.5 cm margins, separate title page, references cited according to Chicago Manual of style
- Cite sources in text body and in reference list
- Evaluation criteria are posted on the course website; be sure to read them and prepare your essay accordingly
- A draft of your essay must be submitted electronically and in class on **30 November**. This will be used in a peer evaluation exercise designed to provide you with constructive feedback for the final version. The draft will be marked for completeness (at least 8 pages or 2000 words of prose—not point form, excluding reference list) and together with the completion of the peer-review activity, the draft is worth **10%** of the final grade.
- Submission: A paper copy of the final version of your essay must be submitted in class. Additionally, you must submit your essay electronically through the "Assignments" tab on OWL so that it can be checked by Turnitin.com. The electronic version must be submitted

by 11:00 a.m. on **7 December**. The final version of your essay will be worth **25%** of your grade.

- When you submit your paper in class, you will be expected to discuss your research findings with your classmates. No extra preparation is required; however, *if you do not come to class and participate in this exchange, up to 5 points will be deducted from your paper grade.*

You may choose a topic from the course to investigate further as long as you have not already prepared a group presentation on that same topic. Other topics in applied linguistics that we have not discussed in depth but which may interest you include:

- language in news media
- translation and interpretation
- first language acquisition (monolingual or multilingual)
- language planning and policy (e.g. language education, official languages)
- psycholinguistic analysis (as psychotherapy)

Write a research paper on your chosen topic from an applied linguistics perspective. Your essay may be a review of existing literature or you may include your own analysis of a publicly available data set (e.g. from the internet, published texts, films, etc.). This course does not have Research Ethics Board approval for you to collect your own data by audio or video recording.

You must use **at least 8 peer-reviewed scholarly sources** (i.e. journals and books, not web pages, blogs, etc.) in addition to relevant course readings. It can be helpful to check the references cited in the course readings as a place to start your literature search. You must have a **research question** in mind that you are trying to answer so that you can evaluate the potential answers found in what you read. Your essay must demonstrate a **critical evaluation** of the ideas presented in these works, not merely describe or summarize the content. In other words, you must explain which ideas, methods, theories, approaches work the best for the case or topic you are investigating.

You are strongly encouraged to discuss your topic and sources with the professor before submitting the essay. In particular, it is advisable to have your thesis statement checked. Please do not send essay proposals via e-mail; a face-to-face conversation is more effective and efficient. Remember that no appointments are needed for office hours. If you cannot come to office hours, we can arrange another time to meet.

### ***Other Course Information***

Back-ups: Make sure to regularly **back up all your work** on an external site (such as the SSC Network H: drive, external hard drive, send it to yourself in e-mail, cloud, etc.) in case your computer crashes or is stolen. This should be standard practice for anything you do on your computer. *No extensions for any assignments will be granted because of computer malfunctions or lost files.*

### Plagiarism and Scholastic Offences

Students must write their assignments in their own words. Plagiarism is a major scholastic offence. Students should read Western's policies regarding scholastic offences, which can be found here:

[http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html) .

### Missed Deadlines and Accessibility

Occasionally illness or other personal issues make it impossible to meet deadlines. All students should familiarize themselves with Western's current academic policies regarding medical accommodation and accessibility. These policies are described in full at:

[http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html) .

Providing such documentation is accepted by Academic Counselling, reasonable effort will be made to accommodate your situation. Without this, no accommodations will be made.

### Electronic devices

During regular classes, the only allowable electronic device is a laptop computer and it should be used solely for course-related purposes. Mobile phones, ipods, mp3 players etc. must be turned off during class. Remember that electronic distractions are inconsiderate to those seated around you. If you are causing distractions, you may be asked to leave and your participation mark will be lowered.

### ***Schedule of Readings and Assignments***

Check the course website at least once a week for announcements and further information on assignments. Answers to common questions may also be posted there in the Discussion Forum. The Discussion Forum is meant to facilitate your communication with other students and the instructor.

<b>Wk</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment</b>
1	7 Sept.	Introduction to Applied Linguistics	Syllabus Schmitt and Celce-Murcia 2010	
2	12 Sept.	Library Research Guidance Course Topics Myths		Choose groups for presentations
2	14 Sept.	Language in business	Delin 2005 Wong 2014	
3	19 Sept.	Language in business		
3	21 Sept.	Intercultural communication	Keating and Jarvenpaa 2016 (Intro. and Ch. 1) Jacquemet 2011	
4	26 Sept.	Intercultural communication		

4	28 Sept.	Poster viewing, evaluation		Poster Assignment Due
5	3 Oct.	Group Work Time Computational Linguistics	Liddy 2010 Schubert 2015 Uszkoreit 2000	
5	5 Oct.	Computational Linguistics (Text)		
6	10-12 Oct.	THANKSGIVING and READING WEEK		
7	17 Oct.	Computational Linguistics (Speech)		Group 1 Presentation
7	19 Oct.	Second language acquisition and teaching	Bingham Wesche and Skehan 2002  Piller 2016a	
8	24 Oct.	Second language acquisition and teaching		Group 2 Presentation
8	26 Oct.	Language Disorders in Children	Owens 2010  Peltier 2008 (read before Ball and Bernhardt)  Ball and Bernhardt 2008	Mini Essay Due
9	31 Oct.	Language Disorders in Children		Group 3 Presentation
9	2 Nov.	Psycholinguistics	De Bot and Kroll 2010  Other to be determined	
10	7 Nov.	Psycholinguistics		Group 4 Presentation
10	9 Nov.	Forensic linguistics	Schilling and Marsters 2015  Coulthard and Johnson 2007	
11	14 Nov.	Forensic linguistics		Group 5 Presentation
11	16 Nov.	Language Documentation and Revitalization	Hinton 2011  Other to be determined	
12	21 Nov.	Language Documentation and Revitalization		Group 6 Presentation
12	23 Nov.	Applied Sociolinguistics; Social Justice	Piller 2016b Ch. 3, 4  Bucholtz 2016	
13	28 Nov.	Applied Sociolinguistics;		

		Social Justice		
13	30 Nov.	Research Essay Workshop		Bring essay draft to class
14	5 Dec.	Current Event TBD		
14	7 Dec.	Review of topics, sharing student research with class		Research Paper Due in class and on OWL

## Required Readings

*Other required readings will be made available as they are selected by students during the semester.*

Ball Jessica and B. May Bernhardt (2008) First Nations English Dialects in Canada: Implications for Speech-language Pathology. *Clinical Linguistics and Phonetics*, 22(8):570-588.

Bingham Wesche, Marjorie and Peter Skehan (2002) Communicative, Task-Based, and Content-based Language Instruction. In *The Oxford Handbook of Applied Linguistics*. Robert Kaplan (ed.) New York: Oxford University Press. Pp. 207-228.

de Bot, Kees and Judith Kroll (2010) Psycholinguistics. In Norbert Schmitt (ed.) *An Introduction to Applied Linguistics*. New York: Routledge. Ch. 8.

Bucholtz, Mary (2016) On Being Called Out of One's Name: Indexical Bleaching as a Technique of Deracialization. In H. S. Alim, J. Rickford and A. Ball (eds.) *Raciolinguistics: How Language Shapes our Ideas about Race*. Oxford, Oxford University Press: 273-289.

Coulthard, Malcolm and Alison Johnson (2007) The Work of the Forensic Linguist. In *An Introduction to Forensic Linguistics: Language in Evidence*. New York: Routledge. Pp. 121-143.

Delin, Judy (2005) Brand Tone of Voice: A Linguistic Analysis of Brand Positions. *Journal of Applied Linguistics* 2(1):1-44.

Hinton, Leanne (2011) Revitalization of Endangered Languages. In P. Austin and J. Sallabank (eds.) *The Cambridge Handbook of Endangered Languages*. New York: Cambridge University Press. Pp. 291-311.

Jacquemet, Marco (2011) Crosstalk 2.0: Asylum and Communicative Breakdowns. *Text and Talk*: 31(4):475-497.

Keating, Elizabeth and Sirkka Jarvenpaa (2016) *Words Matter: Communicating Effectively in the New Global Office*. Oakland, CA: University of California Press. Introduction and Chapter 1.

Liddy, Elizabeth (2010) Natural Language Processing for Information Retrieval. In *Encyclopedia of Library and Information Sciences*, Third Edition. DOI: 10.1081/E-ELIS3-120008664

Owens, Robert Jr. (2010) A Functional Intervention Model. In *Language Disorders: A Functional Approach to Assessment and Intervention*. 5<sup>th</sup> edition. Boston: Pearson. Pp. 241-265.



Peltier, Sharla (2008) Preface. *Clinical Linguistics and Phonetics* 22(8):567-569.

Piller, Ingrid (2016a) The Real Problem with Linguistic Shirkers. Blog: Language on the Move. Posted 30 March. <http://www.languageonthemove.com/the-real-problem-with-linguistic-shirkers/>

Piller, Ingrid (2016b) Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics. New York: Oxford University Press. Ch. 3 and 4.

Schilling, Natalie and Alexandra Marsters (2015) Unmasking Identity: Speaker Profiling for Forensic Linguistic Purposes. *Annual Review of Applied Linguistics* 35:195-214.

Schmitt, Norbert (2010) An Overview of Applied Linguistics. In Norbert Schmitt (ed.) *An Introduction to Applied Linguistics*. New York: Routledge. Ch. 1.

Schubert, Lenhart (2015) Computational Linguistics. In Edward Zalta (ed.) *The Stanford Encyclopedia of Philosophy*. Available at: <https://plato.stanford.edu/archives/spr2015/entries/computational-linguistics/>

Olga Solomon (2008) Language, Autism and Childhood: An Ethnographic Perspective. *Annual Review of Applied Linguistics* 28:150-169.

Hans Uszkoreit (2000) What is Computational Linguistics? Available at: [http://www.coli.uni-saarland.de/~hansu/what\\_is\\_cl.html](http://www.coli.uni-saarland.de/~hansu/what_is_cl.html)

Wong, Andrew (2014) Branding and Linguistic Anthropology: Brand Names, Indexical Fields, and Sound Symbolism. *Practicing Anthropology* 36(1):38-41.