ANTHROPOLOGY 3243G-001

Applied Linguistics

Department of Anthropology

COURSE OUTLINE

Winter 2022

Version date: July 7, 2021

Class day/time: Tuesday 9:30-11:30 am; Thursday 9:30-10:30 am

Classroom: UC-1110

Instructor: Dr. K. Pennesi

Office: SSC 3404

Office hours:

Email: pennesi@uwo.ca

Course Teaching Assistants: See OWL for contact.

Credit Value: 0.5

Requisites:

Antirequisites: none.

Prerequisites: Enrolment in third or fourth year, Linguistics 2247A/B or Linguistics 2248A/B.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The 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.

Course Description:

In this course, students will explore several areas where knowledge of linguistics is applied to real-world situations, contexts and problems in which language is central. This survey of practical applications of linguistics includes the relevance of linguistic research to language teaching and learning; communication disorders; intercultural communication; business; language revitalization, language creation, and social justice initiatives. 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. 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 others.

Learning Outcomes:

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 Materials:

Required Readings

There is no textbook 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. To prepare for assignments, students will be expected to do additional reading of sources that they identify as relevant.

Evaluation:

Timeline and Summary of Assignments

Weekly – Participation (10%)

Weekly – Quizzes (10%)

29 January – Poster on Language Myths (15%)

Once in Week 6, 8, 9, 10, 11 or 12 – Group Presentation and Summary (30%)

1 April – Research Essay (35%)

Participation – 10%

You are expected to come prepared to every class and to participate meaningfully in all learning activities, whether led by the instructor or other classmates. Consistent class participation will help you process the material most effectively, which will in turn enable you to get the most (learning, marks) out of the assignments. On the weeks when student groups are presenting, your participation will include completing a peer review of the presentation.

There will be many occasions for interacting with your classmates, as you will be seated in small groups. The instructor will make note of student attendance and participation each day. Sustained lack of participation or distracting behaviour will count against your participation mark. A mark out of 10 will be entered on OWL every four weeks so you can monitor your performance. Your final mark will be the average of these marks. Participation (and your participation mark) is not based solely on knowing the material, but rather on being engaged with it. In addition to offering interpretations, insights and opinions, your participation includes disagreeing with course material and asking questions when you do not understand it. Interacting with guest speakers also counts towards participation.

Your participation will be graded daily and given a score from 0 to 2.

2 = engages fully in class activities; contributes insights and helpful questions; stays on task

1 = minimal engagement with class activities; sometimes distracted or distracting to others; sometimes involved in irrelevant discussion

0 = absent; does not participate in class activities; disruptive

If you are unable to attend class, please notify the professor beforehand. Seek assistance from Academic Counselling if it is an excusable absence.

Quizzes – 10%

There will be an open-book, online quiz on the readings in Week 2, 3, 5, 6, 7, 8, 9, 10, 11 and 12. Note that the quiz due in week 2 will be on the reading for week 1. All other quizzes will be on the readings assigned in the same week the quiz is due. The purpose of the quizzes is to encourage you to do the readings so that you will be prepared for class discussions, and to assess whether you have understood the main points of the

readings. The quiz questions will be multiple choice or true/false. Quizzes will be open from Thursday night to Tuesday at 9:00 a.m. prior to the class. No make-up quizzes will be offered but the lowest quiz grade will be dropped, for a total of 9 quizzes counting toward your final mark. Your score out of 9 will be weighted as 10% of the course grade.

Poster – 15%

Choose one of the myths about language from the list provided. Write a 500-750 word commentary in which you debunk the myth with reference to linguistics research. Choose examples from popular culture or daily life to effectively illustrate both the myths and the facts. You will need to draw on your existing knowledge of linguistics and you need to find sources that support your claims. Create a poster to present your commentary, which can be used to inform the general public. Detailed instructions, 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. You will present your poster on screen to the class on 29 January.

A selection of the best posters may be printed for displays in the Linguistics Program or the Department of Anthropology to showcase student work.

Group Presentation and Summary – 30%

Working in a group of 3 students, you will give a one-hour presentation on one of the topics in Week 6, 8, 9, 10, 11 or 12. The instructor will lecture on the assigned reading in the first half of the class befor9e 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 must meet with the professor to discuss the plan and receive guidance before the presentation day.** One week after your group presents, each student must submit (1) a completed peer evaluation form, and (2) a written summary (500 words) of your individual 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 comprises the following components:

- 50% group presentation in class

- 40% individual work (partly based on peer evaluation)

- 10% individual written summary

Further instructions are provided on OWL>Course Materials>Assignment Instructions.

Research Essay – 35%

You will write a 10-12 page essay (2500-3000 words) on a topic of your choice from an applied linguistics perspective. 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:

speech pathology and communication disorders

first language acquisition (monolingual or multilingual)

linguistic social justice

language planning and policy (e.g. language education, official languages)

intercultural communication in workplaces and institutional settings

psycholinguistics

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 prior Research Ethics Board approval for you to collect your own data by audio or video recording. Contact the professor as soon as possible if you wish to collect and analyze your own data.

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 can also make an appointment with a reference librarian at Weldon for guidance on a specific 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 and approaches work the best for the case or topic you are investigating and support your argument with references from the literature.

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 necessary for office hours. If you cannot come to office hours, we can arrange another time to meet.

Evaluation criteria are posted on the course website; be sure to read them and prepare your essay accordingly.

A paper copy of your essay must be submitted in class on 1 April. 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 1:00 p.m. on 1 April.

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 knowledge exchange, up to 5 points will be deducted from your paper grade.

Course Specific Statements and Policies

Statement on Seeking Special Accommodations:

A range of support services is available at the Student Development Centre. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds. No accommodations will be granted retroactively more than 10 days after an assignment's due date.

Statement on Essay Course Designation:

As an essay-designated course, both short analysis papers as well as the essay describing the student's own performance must receive passing grades in order to pass this course.

Guidelines for Written Assignments:

All written assignments should follow the guidelines below.

- Formatting: double-spaced, 12 point font, 2.5 cm margins, separate title page, number all pages except the title page.
- The title page must include your first and last name, the course number, the date of submission, the professor's name and a relevant title (e.g. not "Homework 1"). Writing a descriptive title actually helps you clarify what your essay is about!

- Number all pages after the title page. The title page does not have a number. The first page after the title page is page 1 (not 2).
- Cite references according to the Author-Date version of the Chicago Manual of Style. There is a Style Guide with examples of how to do this posted on OWL in Course Materials under Writing Resources.
- Paper copies of all assignments (except Reading Notes) should be submitted in class on the day they are due. If you are unable to do this, you must submit your assignment to the Anthropology drop box outside the main office in SSC 3326 by 4 p.m. Friday in the week the assignment is due. This grace period eliminates the need to ask for extensions and ensures that we have enough time to mark the assignments and return them to you within one week. Assignments sent by e-mail will not be accepted. Assignments submitted after Friday will not be accepted without recommendations for accommodation from Academic Counselling.
- Electronic versions of assignments must also be uploaded to OWL by 1 p.m. on the due date so they can be checked by Turnitin.com for plagiarism. Do not send your assignments by e-mail. Only the paper copy will be marked. If you do not submit a paper copy, you will not receive a grade.
- Evaluation criteria will be provided by the professor for each assignment; be sure to consult these when completing your work

Statement on Backing up Your Work:

Make sure to regularly back up all your work on an external site (such as the Western One Drive, an 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.

Statement on Problems with Using OWL:

If you encounter any problems using OWL, such as downloading and uploading documents or taking a quiz, try solving it by reading the OWL Help pages (OWL Help). If that doesn't work, contact Western Technology Services Helpdesk by phone, in person or online (WTS website). The professor cannot offer any computer-related assistance. Efforts to seek help from WTS must be documented if you are planning to request accommodations due to problems with OWL.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Policy on Laptops and Cellphones in Class:

Laptops and electronic devices are permitted for note-taking in class but if it is observed that students are on social networking sites, or using their devices for anything other than course activities, they will be asked to turn off the device and will not be permitted to use it for the remainder of the class. If you are causing distractions, you may be asked to leave and your participation mark will be lowered. Be sure that all cellphones are turned off at the beginning of class.

Institutional Statements and Policies:

Occasionally illness or other personal issues make it impossible to meet deadlines, even with the grace period. All students should familiarize themselves with Western's current academic policies regarding medical accommodation, accessibility, plagiarism and

scholastic offences. [Western's Academic Policies](#) are outlined, with links to the full policies, on the Anthropology website.

Required Readings (all available through "Course Readings")

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

Baugh, John (2018) Ch. 3 Linguistics, Injustice and Inequality; and Ch. 10 Linguistic Contributions to the Advancement of Justice. In *Linguistics in the Pursuit of Justice*. New York: Cambridge University Press. Pp. 44-57; 151-182.

Bingham Wesche, Marjorie (2010) Communicative, Task-Based, and Content-based Language Instruction. In The Oxford Handbook of Applied Linguistics. 2nd ed. Robert Kaplan (ed.) New York: Oxford University Press. 19 Pp.

Coulthard, Malcolm and Alison Johnson (2019) The Work of the Forensic Linguist. In An Introduction to Forensic Linguistics: Language in Evidence. New York: Routledge. Pp. 105-128.

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.

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

Peterson, David (2015) The Art of Language Invention: From Horse-Lords to Dark Elves, the Words Behind World-Building. New York: Penguin Books. Pp. 18-23; 89-96; 199-207; 259-265.

Robinson, Douglas (2003) Chapter Eight: Languages. In Becoming a Translator: An Introduction to the Theory and Practice of Translation. Taylor and Francis Group. Pp. 141-158.

Schmitt, Norbert and Marianne Celce-Murcia (2010) An Overview of Applied Linguistics. In Norbert Schmitt (ed.) An Introduction to Applied Linguistics. New York: Routledge. Ch. 1.

Watt, Dominic (2018) Applied Dialectology: Dialect Coaching, Dialect Reduction and Forensic Phonetics. In C. Boberg, J. Nerbonne and D. Watt (eds.) The Handbook of Dialectology. Hoboken, NJ: John Wiley and Sons. Ch. 12.

Weekly Schedule of Topics and Readings:

Week	Date	Topics	Readings	Assignments
1	4, 6 Jan.	Introduction to Applied Linguistics	Syllabus Schmitt and Celce-Murcia 2010	
2	11, 13 Jan.	Language Myths Library Research Guidance *Dan Sich*		Quiz 11 Jan. Choose groups for presentations
3	18, 20 Jan.	Language in Marketing *Laurel Sutton*	Delin 2005	Quiz 18 Jan.

Week	Date	Topics	Readings	Assignments
4	25, 27 Jan.	Poster Viewing Group Work on Presentation		Poster 25 Jan.
5	1, 3 Feb.	Language Creation *Christine Schreyer*	Peterson 2015	Quiz 1 Feb.
6	8, 10 Feb.	Translation and Interpretation	Robinson 2003 Ellcessor 2015	Quiz 8 Feb. Group 1 Presentation
7	15, 17 Feb.	Second Language Acquisition and Teaching *Douglas Severo*	Bingham Wesche 2010	Quiz 15 Feb. Group 2 Presentation
	22, 24 Feb.	READING WEEK	NO CLASS	
8	1, 3 Mar.	Dialect Coaching and Accent Training	Watt 2018	Quiz 1 Mar. Group 3 Presentation
9	8, 10 Mar.	Natural Language Processing *Douglas Severo*	Liddy 2010 *Kay 2011*	Quiz 8 Mar. Group 4 Presentation
10	15, 17 Mar.	Forensic Linguistics	Coulthard and Johnson 2019	Quiz 15 Mar. Group 5 Presentation
11	22, 24 Mar.	Language Documentation and Revitalization	Hinton 2011	Quiz 22 Mar. Group 6 Presentation
12	29, 31 Mar.	Linguistics and Social Justice; Sharing student research with class	Baugh 2018	Quiz 29 March Research Paper due 31 Mar.

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