

Department of Anthropology

ANTH 3243F-001 - Applied Linguistics

COURSE OUTLINE

Fall 2023-2024

Version date: 29 August 2023

Instructor and course information:

Instructor: Dr. K. Pennesi

Email: pennesi@uwo.ca

Credit value: 0.5 credit

Antirequisites: None

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

Course Description:

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, marketing, 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 during and outside of class, and interacting with others.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- identify a variety of applications for linguistic research
- conduct research on a linguistic topic in groups and individually
- critically evaluate linguistic theories in specific contexts of application
- 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 below and can be downloaded from OWL through the Course Readings tab. To prepare for assignments, students will identify and read additional relevant sources. These will also be made available on OWL.

Avineri, Netta, Eric Johnson, Bernard Perley, Jonathan Rosa, and Ana Celia Zentella (2021) Applied Linguistic Anthropology: Balancing Social Science with Social Change. In *Extending Applied Linguistics for Social Impact: Cross-Disciplinary Collaborations in Diverse Spaces of Public Inquiry*. Doris Warriner and Elizabeth Miller (eds.) Bloomsbury. Pp. 171-194.

- 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 (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.
- Ellcessor, Elizabeth (2015) Is there a sign for that? Media, American Sign Language Interpretation, and the Paradox of Visibility. *Perspectives: Studies in Translatology* 23 (4):586-598.
- Gerald, JPB (2022) Are you tired of people asking, 'Where are you from?': On the Inherent Deceit of 'Accent Reduction'. Blog post. Belonging, Identity, Language, Diversity Research Group. 16 January. Available at: <https://bild-lida.ca/blog/uncategorized/are-you-tired-of-people-asking-where-are-you-from-on-the-inherent-deceit-of-accent-reduction-by-jpb-gerald/>.
- Kelly-Holmes, Helen (2019) The Linguistic Business of Marketing. In *The Business of Words: Wordsmiths, Linguists and Other Language Workers*. New York: Routledge. Pp. 36-50.
- King, Stephen (2000) *On Writing: A Memoir of the Craft*. New York: Scribner. Pp. 103-107.
- 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.
- Robb, Michael (2017) Chapter 1: Communication Disorders and the Professions. In *A Guide to Communication Sciences and Disorders*. Plural Publishing. Pp. 3-29.
- 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 (2020) 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.

Evaluation:

Participation	10%
Quizzes on readings	10%
Homework Assignments	20%
Group Presentation	30%
Research Essay	30%

The evaluation methods described in this course outline are essential requirements to meet the learning objectives of the course.

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. Your participation will also contribute to the learning experience of your classmates as you will be seated in small groups to discuss material and work on learning activities together.

The instructor will make note of student attendance and participation each day. 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 taking notes for the group, disagreeing with course material, and asking questions when you do not understand it. Participation marks can also be earned by completing tasks in OWL (e.g. survey, poll, comments) when directed to do so by the instructor. Sustained lack of participation or distracting behaviour will count against your participation mark.

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; completes OWL tasks
- 1 = minimal engagement with class/OWL activities; sometimes distracted or distracting to others; sometimes involved in irrelevant discussion
- 0 = absent; does not participate in class activities; disruptive

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.

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 course material every week except Week 6. The quizzes will cover the assigned readings for the upcoming week. The purpose of the quizzes is to encourage you to do the readings so that you will be prepared for class discussions. The quiz questions will mostly be multiple choice or true/false. Quizzes will be open approximately five days before they are due. No make-up quizzes will be offered but the lowest quiz grade will be dropped, for a total of 10 quizzes counting toward your final mark. Your score on the ten quizzes will be averaged for 10% of the course grade.

Homework Assignments – 2 x 10 = 20%

Most weeks the instructor will post a homework assignment on OWL that gives students an opportunity to explore the week's topic more deeply by engaging in a further learning activity. Often, this will involve finishing and writing up a learning activity that was started in class. You will be required to complete two of these homework assignments: one from Weeks 2-7 and one from Weeks 8-12. You may choose which assignments to complete in each half of the course, and they must be submitted within two weeks after the topic was presented in class. Your choice should take into account the distribution of your workload over the semester as well as your interest in the topic. You are encouraged to complete the assignments as soon as possible after the topic was discussed, while the material is still fresh in your mind. Evaluation criteria for each assignment will be posted on OWL with the instructions for that week.

Group Presentation and Summary – 30%

Working in a group of 3 or 4 students, you will give a one-hour presentation on one of the topics in Week 7, 8, 9, 11, or 12. The instructor will lecture on the assigned readings before your presentation so you must not simply summarize or repeat that material. Your group will identify supplementary readings to inform the presentation and one of these will be chosen for the whole class to read. This must be submitted the week before your presentation so it can be posted for the class to read and included in the quiz. Your group will prepare learning activities for the class so they will achieve the learning outcomes you specify in collaboration with the instructor. **Groups must meet with the instructor 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. The group must also submit a list of references and any slides or other presentation materials. 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 – 30%

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:

- first language acquisition (monolingual or multilingual)
- language planning and policy (e.g. language education, official languages)
- intercultural communication in workplaces and institutional settings
- psycholinguistics and psychotherapy
- language documentation and revitalization

Your essay will be a review of existing literature that you critically evaluate to make your own argument about the issue.

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.

Detailed instructions and evaluation criteria are posted on OWL; be sure to read them and prepare your essay accordingly.

You must submit your essay in class on 6 December AND through the "Assignments" tab on OWL by 1:00 p.m. on 6 December.

In our last class on 6 December, 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. This is meant to be an informal exchange of ideas and a chance to share your findings with other interested peers.

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 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 I have enough time to mark the assignments and return them to you in a timely manner. Assignments sent by e-mail will not be accepted. Assignments submitted after Friday day will not be accepted without recommendations for accommodation from Academic Counselling.
- Electronic versions of assignments must also be uploaded to OWL by 11 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.

Academic Statements and Policies:

Academic Integrity - 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.

Academic Rights and Responsibilities

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness, accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

Academic Consideration for Student Absences and Missed Work

Occasionally illness or other personal issues make it impossible to meet deadlines, even with the grace period described above in "Guidelines for Written Assignments". If you have missed, or will miss, any course work, whether it be for medical related or non-medical related, please read the details and instructions on "[What is Academic Consideration?](#)"

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

All missed work must be made up by the end of the exam period in the applicable term.

Accessible Education

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

Course Specific Conditions Required to Pass this Course

The research essay and both homework assignments must receive passing grades in order to pass this course.

Use of OWL

Western’s online course management program, will be used for providing the final course outline and weekly schedule (using the Syllabus page), completing weekly quizzes (using the Test and Quizzes tool), providing, submitting and returning assignments (using the Assignments page), and communications with the class (using the Announcements tool). All grades will be posted in the OWL Gradebook.

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. If that doesn’t work, contact the [Western Technology Services Helpdesk](#) by phone, in person or online. 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 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.

Policy on Laptops and Cellphones in Class

Laptops and tablets are permitted for note-taking in class but if it is observed that students are using their devices for anything other than course activities, they will be asked to put them away and will not be permitted to use it for the remainder of the class. Anyone causing distractions may be asked to leave. All cellphones should be turned off at the beginning of class.

Weekly Schedule of Topics and Readings:

Week	Date	Topics	Readings	Assignments
1	4 Sept. 6 Sept.	NO CLASS THIS WEEK – TERM STARTS 7 SEPTEMBER		
2	11 Sept.	Introduction to Applied Linguistics	Syllabus; Schmitt and Celce-Murcia 2020	Quiz

Week	Date	Topics	Readings	Assignments
	13 Sept.	Library Research Guidance		
3	18 Sept.	Language in Marketing/Business Communications	Delin 2005; Kelly-Holmes 2020	Quiz
	20 Sept.	<i>Joyce Leung?</i>		Choose groups
4	25 Sept.	Knowledge Translation <i>Joey Windsor</i>	King 2000; Pinker 2015 (link to video on OWL)	Quiz
	27 Sept.			
5	2 Oct.	Language Creation	Peterson 2015; Canadian Language Museum	Quiz
	4 Oct.			
6	9 Oct.	NO CLASS - THANKSGIVING		
	11 Oct.	Group Work on Presentation		
7	16 Oct.	Second Language Acquisition and Teaching	Bingham Wesche 2010	Quiz
	18 Oct.	<i>Guest?</i>		Group Presentation
8	23 Oct.	Translation and Interpretation	Robinson 2003 Ellcessor 2015	Quiz
	25 Oct.			Group Presentation
	30 Oct.	NO CLASS THIS WEEK - READING WEEK		
	1 Nov.			
9	6 Nov.	Dialect Coaching and Accent Training	Watt 2018 Gerald 2022 (link on OWL)	Quiz
	8 Nov.			Group Presentation
10	13 Nov.	Linguistics and Social Justice	Avineri et al. 2021	Quiz
	15 Nov.	NO CLASS THIS WEEK - COMPLETE LEARNING ACTIVITIES ON OWL		
11	20 Nov.	Natural Language Processing <i>Jasmine Shanto</i>	Liddy 2010; Crash Course Linguistics (link to video on OWL)	Quiz
	22 Nov.			Group Presentation
12	27 Nov.	Forensic Linguistics	Coulthard and Johnson 2019 (p. 105-128)	Quiz
	29 Nov.			Group Presentation
13	4 Dec.	Communication Disorders <i>Alexandra Caputo?</i>	Robb 2020; Ball and Bernhardt 2008	Quiz

Week	Date	Topics	Readings	Assignments
	6 Dec.	Sharing student research with class		Research Essay

END