

# LANG / LING 2100 Languages in Society (BSS)

Spring semester 2016

## SYLLABUS

Instructor: **Karin deJonge-Kannan**, Ph.D.      email [karin.dejongekan@usu.edu](mailto:karin.dejongekan@usu.edu)

Office Phone: 435-797-8318 (but email works much better)      Office Location: Old Main 002-J

Office hours: Tues 11:00 AM – 12:00 noon, or other times by appointment.

### **Course Goals:**

Wherever humans live together, they communicate with language. You may think you know all about language, because you are, after all, a fluent speaker of at least one language. But how much do you really understand about languages and their role in society? Language is both a “mental thing” and a “social thing”. To address language as a phenomenon of the human mind, we will look at human language as a system with certain features enabling users to communicate. To address language as a phenomenon with profound impact on human societies, we will examine language situations around the world, focusing in particular on communication among groups of people in distinct historical contexts with varying power relationships.

### **Instructor Philosophy:**

Students are motivated to learn (and therefore learn better and more) in student-centered classrooms that provide them with freedom to make choices and direct their own learning. This class is for students who are ready to learn and who like to choose their own learning topics and goals. It is for people who take initiative and don't wait for someone else to tell them what to do and how to do it. Students are expected to be generators of questions as well as seekers and synthesizers of information. If you are intellectually curious and enjoy pursuing answers to your own questions, this is a course for you. If you prefer to be told facts and then memorize those to recast on exams, this course will not be to your liking. No textbook has been chosen for this class; students are expected to find their own sources of information to learn what they want to learn. No tests, quizzes or exams will be administered in this course; students will demonstrate their understanding of course topics in face-to-face class discussions, online discussions, five ‘products’, and a final reflection paper.

### **Course Objectives:**

Utah State University uses the IDEA Center Student Evaluation process to assess the extent to which students believe that a course has helped them learn. The objectives selected as “Essential” or “Important” for LANG / LING 2100 are:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Learning how to find and use resources for answering questions or solving problems
- Acquiring an interest in learning more by asking my own questions and seeking answers
- Developing expressive skills, orally or in writing

**Course Format:**

In this class, students will pursue their own topics related to the course theme of “Languages in Society”, then share with the rest of the class what they are learning, thus enabling classmates to learn from one another. Students may choose to work individually or with one classmate. The approach to learning will follow a Layered Curriculum<sup>®</sup> design (Nunley, 2001). This means that on the topic of their choice, students do some lower-level assignments first, followed by increasingly more complex assignments. There are options to choose from at each level. The top level of the Layered Curriculum<sup>®</sup> is a ‘product’ that serves to demonstrate the student’s learning. Examples of products include but are not limited to:

- making a short video,
- recording a TED-type talk with PowerPoint support,
- designing and producing a children’s book,
- writing/performing/recording a poem, skit, or song,
- creating a poster for presenting at an academic conference,
- developing a board game or card game,
- and so forth.

If students are more comfortable with the framework of a traditional paper, they are free to compose that type of product for one of their projects. Ask instructor for guidelines.

The course will begin with a round of modeling and guided work on a broad topic of the instructor’s choice (Project #1). For Projects #2, 3, and 4, students will choose their own topic. For Project #5, another broad topic (Language Planning & Language Policy) will enable students to incorporate much of what they have learned over the course of the semester.

Following the second week of class, students will start pursuing their own topics for Project #2. Beginning the 4<sup>th</sup> week of class, students will share what they are learning. They do so by presenting updates orally and/or on the Canvas page for our class. The instructor will supplement with additional materials on the topics of the students’ choice. Over the course of the semester, each student will investigate a total of 5 topics and go through the Layered Curriculum<sup>®</sup> for that topic, sharing with the class what s/he is learning. Students will keep a learning log for each topic and turn this in with their final product for each topic. They will also write a reflection paper at the end of the course, articulating what they discovered in this course about their own learning styles and strategies, what challenges they encountered and how they overcame them, and what they advise future students to do for success in this class.

The topics selected must fit under the general umbrella of “Languages in Society”. It is best to approach a topic with a question in mind. While students should pursue questions that captivate them, the instructor will offer examples to help students jump-start their thinking. To find answers to their questions, students are expected not only to use academic sources such as books, journal articles, and websites, but also to collect and analyze their own data, interview experts in the community, and so forth, as the topic warrants.

To convey what a Layered Curriculum<sup>®</sup> looks like, a rubric showing the menu of options for working on Project #1 is shown on the next page.

**Assignments:**

Points are earned by attending class, contributing to our in-class conversations, responding online (in Canvas) to one another’s products, and completing 5 learning cycles (i.e., developing 5 products) using the Layered Curriculum<sup>®</sup> approach (Nunley, 2001). The learning log is an integral component of the framework for this course. See below for further details on learning logs.

## **Learning Log**

If you have ever kept a researcher's notebook for a science project, you will be familiar with my concept of 'learning log'. This notebook is not only a record of the assignments you complete, but also a place to record everything related to your inquiry and what you are learning in class in general. Every Tuesday and Thursday after class, write down 2 things you learned in class that day and what it's relevant or meaningful to you. When you read an article, record where you found it and what you learned. When you interview someone, write down who, when, where, and what you learned. When you hear something relevant on the news, write down what you remember so you can refer back to it later. Every time you have an idea, write it in this learning log so you can keep track of it. The notebook is designed to keep you honest in your account of your learning: you must number all the pages of the notebook before you start recording anything; and you always write the date for each entry. No flinging it all together at the last minute and making stuff up!

## **Class time**

What will we be doing in class, since there are no readings to 'go over' as a group? We will talk about languages in society. Based on explorations of the topic of their choice, students will share their findings, ideas, and questions. The instructor brings topics, materials, videos, and exercises as well. This is why it is crucial that everyone attends class every time. There is no way to recapture the conversations carried out in one's absence. Therefore, **attendance is mandatory**. If you cannot make it to class for a legitimate reason (the instructor is the judge of what constitutes 'legitimate'), you are expected to act like a responsible adult and inform the instructor immediately. Three absences are allowed without penalty; after that, absences will start affecting your final grade.

To learn from each other while we are together, it is mandatory that everyone arrive on time and put away electronic gadgets, newspapers, and other distractions. This is your class; make it interesting, **show respect, demonstrate attentiveness** to one another. Pretend, if you have to.

### **Grades:**

Attendance & Class Participation	15%
Online Review of Classmates' Products 2-4	6%
Project #1 Product "Language in Media"	4%
Learning Log#1	4%
Project #2 Product - student choice	5%
Learning Log#2	5%
Project #3 Product - student choice	7%
Learning Log#3	7%
Project #4 Product – student choice	9%
Learning Log#4	9%
Project #5 Product – "Language Policy"	11%
Learning Log#5	8%
Final Reflection Paper	<u>10%</u>
Total	100%

Before your appointment to go over the Learning Log, print and fill out the **self-assessment sheet** which shows the Layered Curriculum<sup>®</sup> for that project, the options you chose to do, and on which pages in the Learning Log it can be seen that you did specific tasks. **Be sure you have also recorded in the Learning Log the two main things you learned in each class period.**

## Layered Curriculum\* – Project 1 “Language in Advertising”:

<b>Level D – Complete both tasks below. By completing this level, you earn a D.</b>	
<input type="checkbox"/> Discuss with 2 classmates the topic you wish to pursue <input type="checkbox"/> Tell the instructor the topic you wish to pursue and why it matters to you	Maintain learning log
<b>Level C – To earn a C, complete level D plus the 3 of the 4 tasks below:</b>	
<input type="checkbox"/> Find one news article on your topic. Save it in Learning Log. <input type="checkbox"/> Find one magazine article on your topic. Save it in your Learning Log. <input type="checkbox"/> Find at least 5 printed advertisements that illustrate your topic. Save them. Use them in your product. <input type="checkbox"/> Find a video related to your topic. Write title, URL, and one-sentence description in your Learning Log.	Keep your learning log up to date
<b>Level B – To earn a B, complete level C plus 3 of the 5 tasks below.</b>	
<input type="checkbox"/> Find an article on your topic in a scholarly journal. Summarize the main points. Write 3 questions for the author about the findings reported in the article. <input type="checkbox"/> Find a scholarly book on your topic. Read 2 chapters in this book and summarize what you learn from each. List 3 new sources that you found in this book that you now want to go and read. <input type="checkbox"/> Find a person on campus or in the community that you can interview on this topic. Summarize the interview. List 3 important things you learned from this person about your topic. <input type="checkbox"/> Find an expert online that you could interview about this topic. Describe who this person is and what qualifies her/him as expert. Write ten interview questions that you could ask this person. <input type="checkbox"/> Find two TEDtalks related to your topic (see <a href="http://www.ted.com">www.ted.com</a> and <a href="http://www.tedxtalks.ted.com">www.tedxtalks.ted.com</a> ) and describe the important things that you learned from watching them.	Keep your learning log up to date
<b>Level A – To earn an A, complete level B plus one of the final products below. This final product should show what you have learned and what it means. Make your product public by posting it in Canvas in a format that is supported by Canvas.</b>	
<input type="checkbox"/> make a short (2-3 min) video <input type="checkbox"/> record a TED-type talk (8-10 min) with PPT support <input type="checkbox"/> design and produce a children’s book (text & images, min. 15 pages) <input type="checkbox"/> write, perform, and record a poem, skit, or song <input type="checkbox"/> create an academic poster (conference-worthy) <input type="checkbox"/> write, design, and produce a brochure <input type="checkbox"/> develop a board game or card game <input type="checkbox"/> other product.... ask the instructor first!	Keep your learning log up to date and turn it in with final product

“Layered Curriculum” is a registered trademark belonging to Kathie Nunley.

## Calendar

Week	Date	Topic in Class	To do
1	Jan 12	Introductions, course overview	Think about topic ideas. Start Learning Logs in class.
	Jan 14	What is language?	Maintain Learning Log.
2	Jan 19	Meaning beyond words. Discourse analysis.	Bring one or more glossy magazines with many advertisements. Maintain Learning Log.
	Jan 21	Language in Advertising.	Bring example of printed DTCPA. Choose a topic to pursue for Project #1: "Language in Advertising". Begin work on Project #1. Maintain Learning Log.
3	Jan 26	World languages	Continue work on Project #1. Maintain Learning Log.
	Jan 28	Pidgins & Creoles	Continue work on Project #1. Maintain Learning Log. Final Product for Project #1 due by 2:30 PM on Feb 3. Arrange meeting (face-to-face or virtual) with instructor to go over Learning Log.
4	<b>Feb 3</b>	Share learning products for Project #1	<b>Final Product for Project #1 due by 2:30 PM on Feb 3.</b> Start work on Project #2. Maintain Learning Log. Keep up with online comments on each other's products in Canvas.
	Feb 5	Language origins & structure	Continue work on Project #2. Maintain Learning Log.
5	Feb 10	History of English	Continue work on Project #2. Maintain Learning Log.
	Feb 12	National languages	Continue work on Project #2. Maintain Learning Log.
6	Feb 16	<b>No Class</b> – USU follows Friday schedule.	
	Feb 18	Words & dictionaries	Continue work on Project #2. Maintain Learning Log.
7	<b>Feb 23</b>	History of Writing	<b>Final Product for Project #2 due by 2:30 PM on Feb 23.</b> Arrange meeting (face-to-face or virtual) with instructor to go over Learning Log. Start work on Project #3. Maintain Learning Log. Enter feedback on classmates' Product #2 in Canvas.
	Feb 25	"The Greatest Invention" (DVD on writing)	Continue work on Project #3. Maintain Learning Log. Enter feedback on classmates' Product #2 in Canvas.
8	Mar 1	Texting	Continue work on Project #3. Maintain Learning Log. Enter feedback on classmates' Product #2 in Canvas.
	Mar 3	"The linguists" (DVD about field linguistics)	Continue work on Project #3. Maintain Learning Log. Enter feedback on classmates' Product #2 in Canvas.
	Mar 7-11	<b>No Class</b> – Spring Break	

9	<b>Mar 15</b>	Share learning products for Project #3	<b>Final Product for Project #3 due by 2:30 PM on Oct 27.</b> Start work on Project #4. Maintain Learning Log. Enter feedback on classmates' Product #3 in Canvas.
	Mar 17	DVD "Speaking in Tongues"	Continue work on Project #4. Maintain Learning Log. Enter feedback on classmates' Product #3 in Canvas.
10	Mar 22	Disappearing languages	Continue work on Project #4. Maintain Learning Log. Enter feedback on classmates' Product #3 in Canvas.
	Mar 24	Foreign/Second Lang Learning	Continue work on Project #4. Maintain Learning Log. Enter feedback on classmates' Product #3 in Canvas.
11	Mar 29	Dual-Language Immersion in UT	Continue work on Project #4. Maintain Learning Log. Enter feedback on classmates' Product #3 in Canvas.
	Mar 31	Multilingual societies	Continue work on Project #4. Maintain Learning Log. Enter feedback on classmates' Product #3 in Canvas.
12	Apr 5	Esperanto	<b>Final Product for Learning Project #4 due by 2:30 PM on Apr 5.</b> Start Project #5 "Language Planning Policy". Maintain Learning Log. Enter feedback on classmates' Product #4 in Canvas.
	Apr 7	Hong Kong; Singapore	Continue work on Project #5. Maintain Learning Log. Enter feedback on classmates' Product #4 in Canvas.
13	Apr 12	Indigenous languages -Sami	Continue work on Project #5. Maintain Learning Log. Enter feedback on classmates' Product #4 in Canvas.
	Apr 14		Enter feedback on classmates' Product #4 in Canvas.
14	Apr 19	TBD	Continue working on Project #5. Maintain Learning Log. Enter feedback on classmates' Product #4 in Canvas.
	<b>Apr 21</b>	TBD	<b>Final Product for Learning Project #5 due by 2:30 PM on Apr 21.</b> Keep coming to class. Keep up with online comments in Canvas.
15	Apr 26	DYSA - North	Keep coming to class. Start Final Reflection Paper
	Apr 28	DYSA - South	Keep coming to class. Start Final Reflection Paper
	Tues May 3, 1:30 PM		<b>Reflection Paper</b> instead of a final exam; due in Canvas at our designated Final Exam time