



School of Modern Languages  
LING 3100 Applications of Linguistics  
MW 3:30 pm - 4:45 pm  
Cherry Emerson 322

**Instructor**

Hongchen Wu, Ph.D.

Email: hongchen.wu@gatech.edu

Office Hours: Monday, Friday 10:00 am – 11:00 am

(Book a meeting slot at <https://calendly.com/hongchen-wu/15min>)

**Course Description and Objectives**

This course is taught in-person. I will also try to make it available synchronously on BlueJeans and record the lecture part of each session, in case that anyone in this class cannot make it in-person for some sessions for legitimate reasons.

This course (which satisfies an Institute-wide Humanities requirement) explores the relation of language (and linguistic theories) to real-world domains including but not limited to language learning, education, gender, advertising, politics, law, and medicine.

After finishing this course, you are expected to:

- Articulate major research questions, theories, and findings related to each of the unit topics: first/second language acquisition, language and its relation to education, law, medicine, politics/power, advertising, food, and gender.
- Explain the empirical methods that researchers use to study these issues.
- Propose and critique research-based recommendations for real-world policymakers/practitioners.
- Develop scholarly literacy by reading, presenting, critiquing, and responding to academic articles, building valuable skills for many life pursuits.
- Sharpen humanistic and scientific skills by working at their intersection.
- Enhance portfolio by pursuing a self-designed final project.
- Contribute to and benefit from a vibrant socio-intellectual community through student-driven online and in-person discussions of course content.

## **Class materials**

Reading materials, lecture notes and class assignments will be posted on Canvas.

## **Course Requirements**

### **Participation 15%**

- You are expected to participate the class discussions actively.
- You are encouraged to ask questions in class.
- Participating your classmates' presentations is worth 5% of your entire grade. For each student presentation other than your own presentation, you will be asked to fill out a peer review form for the presentation, to provide your feedback and suggestions on the presentations.

### **Research paper presentation (Leading class discussion) 15%**

- All students will choose one of the class readings to present to the class. Selection of readings and dates will be on a first-come, first-serve basis.
- Each presenter will be responsible for leading a 20-25-minute presentation-discussion session based on the selected reading.
- The student should prepare the following:
  - a presentation of the reading, accompanied by electronic slides and/or handouts (approx. 10 minutes)
  - at least 2 questions based on the reading, which the students will work on in small groups, and then discuss as a large group (approx. 10-15 minutes).

### **Class Reflection and Reading Responses 25%**

- Class reflection and reading response questions will be posted on Canvas → Discussion
- You need to first indicate what you learned from the class lectures and the reading materials [150 - 250 words]. Then please read and reply, specifically and thoughtfully, to at least two other classmates' reading responses [~1 detailed sentence each].
- Your responses can include (but are not limited to):
  - What is the main claim of the article?
  - What data/arguments are used to support it?
  - what you found interesting about the paper/ class material and why
  - things you agree with the authors on (data, analysis, etc.) and why
  - things you disagree with the authors on (data, analysis, etc.) and why
  - counterexamples to the paper's analysis
  - how the paper might be related to something else we've discussed in class
  - how you feel about the author's writing style or clarity
  - things you understood
  - things you did not understand or want to know more about
- Note that "I liked / didn't like ...." does not count as a solid response, and neither does simply rephrasing the abstract of the papers/ class notes.

### Paper Review 15%

A central part of professional life is reviewing papers/reports for conferences, journals and proposals. Review writing has some unique challenges because it is rarely discussed in (grad) schools, and there are few opportunities to write and read reviews. Review writing is rewarding in the sense that you get the great opportunity to practice your critical-thinking and formal writing skills.

You need to submit two paper reviews (one by end of week 6; one by end of week 10). You can choose one paper from the class reading materials and one paper beyond the scope of the class reading materials (such as, recent article published/written in 2000-2021 and addressing a research question in the field of linguistics and its applications). You may not write literature review for the paper which you selected for oral presentation.

Your submission will be graded for understanding of the concepts discussed in the article, clarity and thoroughness of the response, and written presentation (clear organization, few grammatical errors, no obvious typos).

Two samples of paper review will be posted on Canvas. You should follow the general template for paper reviews:

- One paragraph summary of work to demonstrate that you understood it and are thus qualified to review it
- Overall evaluation of work in 1 to 2 paragraphs, with a clear recommendation to the editor:
  - Reject
  - revise and resubmit
  - accept with major revisions
  - accept with minor revisions
  - accept as is
- You should also give a justification for your recommendation (novelty of work, soundness and relevance of results, and so on)
  - discussion of major shortcomings (in presentation, evidence, or argumentation) as well as suggestions for improvement
  - optionally a final section with page-by-page discussion of minor points

### Final project 30%

- Outline of your final project 10%
  - By the end of week 12, you need to submit a one-page outline of your final project with a list of references related to the topic of your final project and your plan for the final project.
  - Your final project can be but not limited to:
    - Literature Review: insightfully synthesize what's known, what's debated, what's unknown, and what's important about a given topic. You're

expected to provide a critical review of at least 7 scholar publications if you decide to write a literature review.

- Research Proposal: motivate & design a study/experiment/argument; provide a research question/hypothesis/claim and some preliminary data/arguments; discuss how the data/arguments can be expected to illuminate the question/hypothesis or support the claim and how the study would advance our knowledge on a given topic.
- Oral presentation of your final project 10%
  - During week 14 to week 15, you will present your work-in-progress with your final project in class. Presentation days will be randomly selected.
- Write-up of your final project 10%
  - 750-1500 words, with sub-headers, intro, body, conclusion, and a bibliography, describing your final project and integrating feedback from the prospectus presentation.
  - It could be a literature review
  - and your Motivate & design a study/experiment/argument; provide a research question/hypothesis/claim and some preliminary data/arguments; discuss how the data/arguments can be expected to illuminate the question/hypothesis or support the claim and how the study would advance our knowledge on a given topic.

#### Extra Credit (up to 5%) through research practicum

You have many opportunities to earn extra credit throughout this semester. The most important ways are to Attend a talk or participate in a language-related study on campus. I will also announce in class if there is an event you can attend and earn extra credit. You need to submit a report on what you learn.

Each event/research engagement... is one “practicum” and earns you 2 points on top of your total grade. In your practicum report (about 150-250 words), you will need to keep the record of the time and place of each practicum, briefly introduce what the practicum is about, and list specifically what you learn through the practicum.

#### **Grading Policy**

A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: below 59

#### **Statement on Academic Integrity**

Cheating, plagiarism, and all forms of academic dishonesty are expressly forbidden in this class, and by the university’s Honor Code (<http://honor.gatech.edu/content/2/thehonor-code>). The first instance of cheating on quizzes, tests, or exams will lead to an automatic zero for the assignment; the second cheating will immediately earn you a failing grade for the entire course. I will also pursue further disciplinary actions according to Georgia Tech’s policies and procedures (see <http://honor.gatech.edu/plugins/faq/> for more information on this).

## **Recordings of Class Sessions and Required Permissions**

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Students may not record or share the materials or recordings, including screen capturing or automated bots, unless the instructor gives permission. Digitally proctored exams may require students to engage the video camera, but those recordings will not be shared with or disclosed to others without consent unless legally permitted.

- Written consent must be obtained before sharing the recording with persons outside of currently enrolled students in the class.

## **E-mail and meeting etiquette**

E-mail correspondence and virtual office visits are very strongly encouraged. If the virtual office hours listed above do not work for your schedule, please make an appointment via e-mail. If you wish to meet with me in-person, I request that you wear a face mask when in my office. If you are uncomfortable or do not wish to wear a mask for any reason, I am happy to meet with you via BlueJeans or meet outdoors on campus.

Please kindly be reminded that emails out of business hours (i.e., emails between 5:00pm to 8:30am or on weekends or on school breaks) may not receive a very prompt response. Within business hours, if you do not get a quick response from me, feel free to email me again and I will not be annoyed.

To communicate effectively, your e-mail (either in the subject line or the email body) should contain the following things:

- First name and last name (e.g., Hongchen Wu)
- Course number and section (e.g., LING 3100)
- Specific questions that you want to ask

Similarly, during virtual/ in-person office hours, you need to come prepared with questions.

## **Health Resources and Student Services**

The [CARE Center](#) and the [Counseling Center](#), Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. Student Center services and operations are available on the [Student Center](#) website. For more information on these and other student services, contact the Dean of Students or the [Division of Student Life](#).

### **Information Related to Covid-19**

Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find campus operational updates, Frequently Asked Questions, and details on campus surveillance testing and vaccine appointments on the [Tech Moving Forward site](#).

### **Accommodations for Disabilities**

Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the Disability Services (<http://disabilityservices.gatech.edu/>) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

### **Diversity, Equity, and Inclusivity**

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are welcome and important, and you should feel free to share them as they become relevant to our discussion. No student in this class is ever expected or believed to speak for all members of a group. I am committed to maintaining a welcoming and inclusive classroom. If you find that there are aspects of my instruction, course subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

## Course Plan

	Monday	Wednesday	<i>By end of the week</i>
Week 1 8/23/2021-08/27/2021	Introduction	L1 acquisition	Sign up for article presentations for next 5 weeks
Week 2 08/30/2021-09/03/2021	L2 acquisition	Student presentations [L1, L2 acquisition]	Discussion due [L1, L2 acquisition]
Week 3 09/06/2021-09/10/2021	<i>Labor Day</i>	Bilingualism and language education	
Week 4 09/13/2021-09/17/2021	Student presentations [bilingualism & education]	Language & advertising	Discussion due [bilingualism & education]
Week 5 09/20/2021-09/24/2021	Student presentations [advertising]	Language & law	Discussion due [advertising]
Week 6 09/27/2021-10/01/2021	Language & law	Student presentations [law]	Discussion due [law] Paper review #1 due
Week 7 10/04/2021-10/08/2021	Language & politics/power	Language & politics/power	Sign up for article presentations for next 5 weeks
Week 8 10/11/2021-10/15/2021	<i>Fall Break</i>	Student presentations [politics/power]	Discussion due [politics/power]
Week 9 10/18/2021-10/22/2021	Language & gender	Student presentations [gender]	Discussion due [gender]
Week 10 10/25/2021-10/29/2021	Language & medicine	Language & medicine (speech pathology)	Paper review #2 due
Week 11 11/01/2021-11/05/2021	Student presentations [medicine]	Language & technology	Discussion due [medicine]
Week 12 11/08/2021-11/12/2021	Student presentations [technology]	Language & names	Discussion due [technology] Outline of final project due
Week 13 11/15/2021-11/19/2021	Language & food	Student presentations [food, names]	Discussion due [food, names]
Week 14 11/22/2021-11/26/2021	Final project presentations	<i>Student Recess</i>	
Week 15 11/29/2021-12/03/2021	Final project presentations	Final project presentations	
Week 16 12/06/2021	Q&A session		

**Write-up final project submission due time:** Wednesday, December 15, 5:30 PM

- Consult announcements on Canvas for any changes and details.
- Check your email and the course website (Canvas) frequently for additional information.