## SYLLABUS

**LING 3100: Applications of Linguistics**

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| Georgia Institute of Technology  School of Modern Languages | Instructor: Dr. Kyoko Masuda Email: kyoko.masuda@modlangs.gatech.edu Office: Swann 316 |

**Course Objectives**:

This is an introductory course in Applied Linguistics designed for deepening your knowledge of human language. The course objectives consist of the followings:

* Obtain a general understanding of historical linguistics, writing systems, psycholinguistics, first- and second-language acquisition, and theories of foreign language teaching.
* Demonstrate critical, logical and analytical skills by looking at data from English as well as other different languages.
* Gain insights into linguistic diversity and human linguistic capacity by interpreting linguistic data and by appreciating the linguistic practices in various settings around the globe.

### Synthesize your understanding of first- and second-language acquisition and present your interpretation and critical thinking of published research papers by writing a project paper in the format of proposal, where you define a central linguistic concept involved, interpret and discuss previous published findings, and propose your own research design—how you would undertake to examine this linguistic phenomenon.

**Prerequisites:**

LING 2100 or equivalent knowledge of LING 2100

### Required Materials:

William O’Grady, John Archibald, Mark Aronoff, & Janie Rees-Miller, *Contemporary Linguistics: An Introduction, Six Edition, Bedford St. Martin’s* 2010. Available at the bookstore.

Some other readings are uploaded on T-square.

**Grading Scale:**

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

**Assessment strategies**:

* Exams: 3 worth 50%, constituting a blend of multiple choice, short answer questions and essay
* Homework Assignments: 10%, utilizing online resources, textbook and class discussion
* Spot-check quizzes: 10%, reflecting upon online resources, textbook, and class discussion in previous classes
* Active Participation: 10%; 5% active discussion in class, ; 5% active participation in-class exercises; assessed weekly
* Project work\*: 20%, consisting of presentation (5%), peer review (5%), project report (10%)

\* Project work: Use the American Psychological Association (APA) style. Your paper should be **a 6-7 single-space report** consists of Introduction (1-2 pages) Background/Literature review (2-3 pages), and your proposed study including hypothesis, methodology and possible findings (2pages). You will have peer-review and presentation, too. Ask questions like this: Why is your proposed study important (new contribution to the field and how significant to our life)? Are the key concepts presented in the study clearly defined? Does your review clearly summarize a minimum of two empirical studies? Did you sufficiently discuss the literature and lend support to the research question? Did you clearly discuss your proposed study? (Note: you will not collect/analyze the data for this class. In class, the suggested reading list will be provided).

**Homework Policy:**

* Homework will be available at least a week before due dates. Download and print out homework sheets. Work on them and submit them by the due dates.
* Every homework is graded for its quality. The amount of time you spend is not an issue. Most of them require you to ‘think’. These assignments do not involve simple and repetitive work. Be ready to dedicate a few hours to each. **Take it seriously** as if these assignments were take-home quizzes because similar questions may appear on the exams. Homework will be collected at the beginning of the class; if you arrive late for class, you will not be allowed to hand in homework late.
* All assigned work must be completed on time. **No late work will be accepted**. No assigned work should be submitted via e-mail. **If you will not make it to class on the day an assignment is due, it is your responsibility to make sure your instructor receives it prior to the due date.**

**Make-up Policy:**

* **There are no make-ups** **for classroom work/quizzes without a valid reason.** If you have to miss a class when there is a quiz due to medical reason or job interview, submit a doctor’s note or an appropriate evidence of the interview (email/plane ticket, etc.) immediately after the class you have missed. You will not be penalized for these legitimate reasons.

**Course Requirements:**

* LING 3100 requires attendance. Absences are governed by the Institute’s policies on attendance, <http://www.catalog.gatech.edu/rules/4/>.
* If you will be absent because of participation in approved Institute activities (such as class field trips and athletic events) you must submit a written proof of your participation from the Registrar’s office before the day of absence.
* In the event of a medical emergency or an illness that is severe enough to require medical attention, students are responsible for contacting the Office of the Dean of Students as soon as possible to report the medical issue or emergency, providing dated documentation from a medical professional and requesting assistance in notifying their instructors. The medical documentation will be handled confidentially within the Dean of Students Office and will inform a decision as to whether communication with instructional faculty will honor a request from the Office of the Dean of Students to excuse a medical emergency or illness and allow make-up of the work missed, including homeworks, quizzes, presentations, examinations, or other class assignments.
* **The School of Modern Languages allows a maximum of 2 non-excused absences during the semester**, which you should reserve for personal business. For each additional absence, you will lose one point from your final course grade.
* Any planned absence on a quiz/special project day should be discussed with your instructor in advance, and you should report an emergency absence as soon as possible afterwards. You are responsible for all material covered on days that you are absent.
* Arriving more than 20 minutes late to class or leaving 20 minutes early count as a full absence.
* Students must **participate actively** in class. Participation is not the same as attendance. Arriving late, failing to do the readings and/or homework, acting passively, and/or attending to your cell phone can cause your participation grade to drop to an F.
* **NO electronic devices are allowed** in class unless the instructor indicates so. This includes laptops, cell phones, i-phone, iPods, PDA’s, anything with an on/off switch. If you have one, please turn it **off**.

**Class Preparation:**

* For each class there will be assigned readings (see schedule). Students are responsible for reading in advance in order to follow the lecture and be prepared to participate in the discussions.

**Academic Integrity:**

* In some of the classroom activities in this course, you will be asked to work with other classmates; in addition, you are encouraged to study with others in order to help yourself and others in the class understand the information presented by the professor. However, **any written/oral work that forms the basis of your final grade in the class MUST be your (or your group’s) own original work.** This includes all exams and assignments.
* Any and all indications of academic dishonesty will be reported to the Dean of Students office. Should you have any questions regarding what constitutes "academic dishonesty" in this class, please see your instructor at once. See also: <http://www.honor.gatech.edu/>

**Disability Policy:**

* Any student with a documented disability (physical, learning, psychological) who needs to arrange reasonable accommodations must contact Disability Services (<http://disabilityservices.gatech.edu/>) at the beginning of the semester.

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | n/a |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | n/a |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | n/a |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | n/a |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | n/a |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspectives. | n/a |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will analyze how language change, how language is stored in our brain, how language is acquired/learned etc. Students will look at different languages as well as English to introduce the linguistic diversity as well as human linguistic capacity. |

Schedule: LING 3100, Reading, Homework and Exams

Dates show when an assignment/reading in due. Spot-check quizzes days are likely to be changed.

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| Week/Topic | | Reading | Homework | Notes |
| 1  2 | Jan 8 Introduction | pp. 1-12 |  |  |
| Jan 10 Introduction | pp. 1-12 |  |  |
| 22 | Jan 15 Language Change  sound change | pp. 245-289 |  | Spot-check Q 1 |
| Jan 17 Language Change  Sound change | pp. 245-289 | HW 1: Preview |  |
| 3 | Jan 22 Language Change  Morpho-syntax-semantics | pp. 245-289 |  | Spot-check Q 2 |
| Jan 24 Language Change  Morpho-syntax-semantics | pp. 245-289 |  |  |
| 4 | Jan 29 Language Change  Morpho-syntax-semantics |  |  |  |
| Jan 31 Language Family | pp. 245-289 |  | Spot-check Q 3 |
| 5 | Feb 5 Language Family | pp. 319-328 | HW 2 : Language Change |  |
| Feb 7 Writing System | pp. 545-566 |  |  |
| 6 | Feb 12 Writing System | pp. 545-566 | HW 3 : Language & System |  |
| Feb 14 **Exam 1** | pp. 456-480 |  |  |
| 7 | Feb 19 Language & Brain | pp. 456-480 |  |  |
| Feb 21 Language & Brain | pp. 456-480 |  | Spot-check Q 4 |
| 8 | Feb 26 L1 Acquisition | pp. 351-385  handouts | HW4 : Language & Brain |  |
| Feb 28 L1 Acquisition | pp. 351-385 |  | Spot-check Q 5 |
| 9 | March 5 L1 Acquisition | pp. 351-385 | HW 5 : L1 Acquisition |  |
| March 7 L1 Acquisition | pp. 351-385 |  |  |
| 10 | March 12 L1 Acquisition |  |  |  |
| March 14 **Exam 2** |  |  |  |
| 11 | **March 18 and 20 Spring break** |  |  |  |
| 12 | March 26 L2 Acquisition | pp.391-425 |  |  |
| March 28 L2 Acquisition | pp.391-425 |  |  |
| 13 | April 2 L2 Acquisition | pp.391-425 |  | Spot-Check Q 6 |
| April 4 L2 Acquisition | pp.391-425 | HW 6 : L2 Acquisition | **Project topic and references Due** |
| 14 | April 9 Language Learning Theories | Handouts |  |  |
| April 11 Language Learning Theories | Handouts | HW 7 : Teaching Theories | Spot-Check Q 7 |
| 15 | April 16 **Exam 3** |  |  |  |
| April 18 Presentation |  |  | First draft due |
| 16 | April 23 Presentation |  |  | Peer-review due |

**Project paper final version: Due on Exam Day. Bring a hard copy to Swann 316 by noon.**