

## Introduction to World Languages (FLNG 250)

<b>Instructor:</b> Dr. Tobias Barske	<b>E-Mail:</b> tbarske@uwsp.edu
<b>Time:</b> Monday and Wednesday, 14:00-15:15	<b>Location:</b> 303 CCC
<b>Office:</b> 480c CCC	<b>Phone:</b> (715) 346 4406
<b>Office Hours:</b> T 12-1pm, R 9-10am and by appointment	<b>D2L:</b> <a href="https://uwsp.courses.wisconsin.edu/">https://uwsp.courses.wisconsin.edu/</a>

### Course Description:

According to UWSP's course catalog, this course offers an introduction to the study of world languages and the role of language for social interaction. Specifically, course participants will grapple with basic ways to compare and contrast the structure of different languages including seemingly simple questions such as 'What is a language?' Course participants will determine the linguistic landscape of languages spoken in the US. Most importantly, this course aims to offer insight into what students stand to gain from studying another language.

(Note: Does not count toward foreign language requirement for the Bachelor of Arts degree type.)

### REQUIRED TEXTS

1. Pereltsvaig, A. (2017). *Languages of the World: An Introduction* (2<sup>nd</sup> edition). Cambridge, UK/New York: Cambridge University Press.
2. Selection of articles & readings on D2L

### Course Learning Outcomes:

- CLO1: Students will be able to describe one language in terms of a basic structure of sounds, words, and syntax. (COMPREHENSION)
- CLO2: Students will be able to discuss how one concept such an advertisement needs to take a different form to accommodate specific cultural contexts. (COMPREHENSION)
- CLO3: Students will be able to compare the pros and cons of adopting a national language in the US. (EVALUATION)
- CLO4: Students will be able to appraise how they benefit from speaking more than one language as it relates to their health, status as global citizens, and earning potential. (ANALYSIS)
- CLO5: Students will be able to sketch their language learning experience onto marketable skills. (APPLICATION)

### Evaluation Criteria:

Attendance/Participation	15 %
Responses to Readings	15 %
Paper: Compare/Contrast of Assigned Language/English (LO1)	12 %
Presentation: Advertising and Culture (LO2)	12 %
Town Hall Debate: National Language in US (LO3)	12 %
Video: Personal Reflection on Bilingualism (LO4)	12 %
Resume: Integrating Foreign Language Related Skills (LO5)	12 %
Final Exam	10 %

I use the +/- system when assigning grades. Your grades will be calculated in D2L. You have access to your grade at all times via D2L.

Ranges for Letter Grades					
A	> 94 %	B-	80 – 83 %	D+	68 – 69 %
A-	90 – 93 %	C+	78 – 79 %	D	64 – 67 %
B+	88 – 89 %	C	74 – 77 %	D-	60 – 63 %
B	84 – 87 %	C-	70 – 73 %	F	< 59 %

### Assignments:

#### ATTENDANCE/CLASS PARTICIPATION (15%)

Your regular attendance and participation in this class is expected and required, especially since the heart of the course is the discussions that arise in it. I expect that you will complete assigned readings before class and come prepared to discuss the material in a thoughtful manner that reflects your consideration of the readings. You are allowed two (2) absences without it affecting your final grade directly. However, not attending class will mean receiving 0 participation points for that session. Starting with the third absence, your final grade will drop by 2% for each missed course session (i.e., if you miss three course session, your final grade will be reduced by 2%, if you miss four course sessions, your final grade will be reduced by 4%, etc.).

Your attendance, preparedness, and participation for each course session are evaluated as follows:

1 pt.: attendance

1 pt.: participation in class demonstrates familiarity with assigned readings and awareness of ongoing discussion

#### RESPONSES TO READINGS (15%)

For each assigned reading/video, students are expected to compose a paragraph-length response. These responses need to focus on a specific aspect of the reading. For each response, you also need to pose one question intended to stimulate active engagement with the content of the reading. These questions need to go well beyond a yes/no answer or the surface level content.

#### PAPER: COMPARE/CONTRAST ASSIGNED LANGUAGE/ENGLISH (LO1) (12%)

Students will write 1 report comparing an assigned language with English. This report should be typed in Word using Times New Roman, 12-point font, and 1 inch margins. Writing assignments in this course will follow the guidelines established by the APA. Students are encouraged to reference this handbook online at <http://owl.english.purdue.edu/owl/resource/560/01/>. This report should accomplish the following:

- identify and describe various aspects of the non-English language (i.e., phonological features, morphology, word order)
- Where it is spoken and who speaks it?
- a description of what it sounds like based on watching some recordings
- relevance today
- similarities/differences to English

**NOTE ABOUT ACADEMIC WRITING:** Here are some specific aspects you need to focus on in terms of editing your writing.

- write a strong thesis statement for your paper
- begin each paragraph with a topic sentence
- end each paragraph with a summary sentence
- include transitions between sentences and at the beginning of each paragraph
- avoid the over-use of the verb 'to be'
- avoid the use of the passive voice
- choose specific subjects and verbs for each sentence

**PRESENTATION: LANGUAGE AND CULTURE (LO2) (12%)**

In groups of 3 or 4, students will present an example related to how an advertisement/humor/ a concept works in one cultural context and not in another. Starting point for this project will be a discussion of a famous car ad campaign, which, to this day, is cited as an example of how an ad campaign can go wrong. (CLO2)

**TOWN HALL DEBATE: NATIONAL LANGUAGE IN US (LO3) (12%)**

Students will be assigned specific roles. They will need to research their role and submit a video where they discuss, how they perceive/understand their role. In the debate, they need to participate in a town hall style debate to come to terms with a proposal - to adopt English and Spanish as official languages. This assignment serves to illuminate the different positions that exist in the US vis-à-vis other languages and cultures. (CLO3)

**VIDEO: PERSONAL REFLECTION ON BILINGUALISM (LO4) (12%)**

Each student produces a video about themselves and how they understand the benefits of bilingualism for themselves. (CLO4)

































**RESUME: INTEGRATING FOREIGN LANGUAGE RELATED SKILLS (LO5) (12%)**






























Students need to write a resume that integrates skills related to learning a second language. These resumes need to be tailored for a specific job or career. They have to translate benefits of studying a second language into skills required in the modern workforce. (CLO5)

**FINAL EXAM (10%)**

The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms covered in class and in readings. Both response papers and in-class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously.

## CLASS SCHEDULE

Date	Topic // Reading	Readings	Assignments
1/22	Nature of Language	---	---
1/24		 Pereltsvaig, A.: Chapter 1 – 1.1 (1-8)	 Response Paper + 1 Q  Update Terminology
1/29		---	 Complete „Explore the Web 1 (16)”
1/31		 Pereltsvaig, A.: Chapter 1.2 – 1.4 (9-15)	 Response Paper + 1 Q  Update Terminology
2/5		1-  Pereltsvaig, A.: Chapter 2-2.1 Indo-European Languages (20-25) 2-  Pereltsvaig, A.: Chapter 9.1 – Austronesian (247-251) 3-  Pereltsvaig, A.: Chapter 6.2.1 – Semitic Languages (163-167) 4-  Pereltsvaig, A.: Chapter 8.4 – Japanese and Korean (232-235)	 Response Paper + 1 Q  Update Terminology
2/7		---	 1 page paper (single spaced): Describe central components of an assigned language in comparison to English. (CLO1)
2/12		Culture and Language	LIBRARY WORKSHOP
2/14	---		 Find and describe an example of where 2 languages are different across cultures
2/19	 Golato, A. (2002): German Compliment Responses		 Response Paper + 1 Q  Update Terminology
2/21	---		 Group project - Presentations: Groups present why an advertisement/humor/a concept works in one cultural context and not in another. (CLO2)
2/26	Language and Public Policy	 Pereltsvaig, A.: Chapter 11 (305-319)	 Response Paper + 1 Q  Update Terminology
2/28		 Cornwell, R. (2006): At Last, America has an Official Language	 Response Paper + 1 Q  Update Terminology
3/5		 Galperin, K. (2015): Should we Simplify Spelling?	 Response Paper + 1 Q  Update Terminology
3/7		 Klein, A. (2016): The Every Student Succeeds Act	 Response Paper + 1 Q  Update Terminology
3/12		---	 Video: Description of Role for Town Hall Meeting

3/14		---	Town Hall: Students will be assigned specific roles. They will need to research their role and submit a video where they discuss, how they perceive/understand their role. In the debate, they need to participate in a town hall style debate to come to terms with a proposal - to adopt English and Spanish as official languages. (CLO3)
3/19	Multilingualism	 Fernald, A. (2014): Why Talking to Little Kids Matters	 Response Paper + 1 Q  Update Terminology
3/21		 Nacamulli, M. (2015): The Benefits of a Bilingual Brain	 Response Paper + 1 Q  Update Terminology
3/26-3/30	 <b>Spring Break</b> 		
4/2	Multilingualism (cont.)	 Bialystok, E., Craik, F. Klein, R. & M. Viswanathan (2004): Bilingualism, Aging, and Cognitive Control: Evidence from the Simon Task	 Response Paper + 1 Q  Update Terminology
4/4		 Yong, E. (2016): The Bitter Fight Over the Benefits of Bilingualism	 Response Paper + 1 Q  Update Terminology
4/9		 Bonaventura, M. (2015): The Benefits of Bi-lingual Education	 Response Paper + 1 Q  Update Terminology
4/11		---	 Video: Each student produces a video about themselves and how they understand the benefits of bilingualism for themselves. (CLO4)
4/16	RESUME WORKSHOP		
4/18	Resume	 LiveLingua (2018): Top 10 Careers if you are Bilingual	 Response Paper + 1 Q + 1 Job Ad Requiring a Foreign Language  Update Terminology
4/23		 Gray, Ch. (2018): The Smart Career Move You Haven't Considered: Working Abroad	 Response Paper + 1 Q
4/25		 Shorter, D.(2017): The Gentle Guide for Applying to Graduate School	 Response Paper + 1 Q
4/30		---	 Resume: Students need to write a resume that integrates skills related to learning a second language. (CLO5)
5/2	HEADHUNTER		
5/7	Review	 +  Review Readings	 Complete and Review Terminology
5/9		---	---

**Place / Time of Final Exam: 303 CCC / Thursday, May 17th (12:30pm-2:30pm)**