

Introduction to World Languages (FLNG 250) - Hybrid (On Line/In Person)

In this class we will follow the UWSP Covid-19 protocols. Current UWSP guidelines follow:

Face Coverings

At all UW-Stevens Point campus locations, the proper wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces.

Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.

Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors.

Failure to adhere to this requirement could result in formal withdrawal from the course.

(From Chancellor Gibson)

Face covering means a piece of cloth or other material that is worn to cover the nose and mouth completely. A face covering must be secured to the head with ties, ear loops or elastic bands that go behind the head and must fit snugly but comfortably against the side of the face. Cloth face coverings must be made with two or more layers of breathable fabric that is tightly woven (i.e., fabrics that do not let light pass through when held up to a light source). A face covering does not include bandanas, single layer neck gaiters, plexiglass barriers, face shields, goggles, scarves, ski masks, balaclavas shirt or sweater collars pulled up over the mouth and nose, or masks with slits, exhalation valves or punctures because public health experts have determined that these types of coverings are ineffective at preventing respiratory droplets from entering the air.

Instructor: Dr. Dan Breining	E-Mail: breinin@uwsp.edu All emails will be answered by the next day, excluding weekends, vacation days, and furlough days.
Classroom: 303 CCC	Office: 410 CCC
In Person Meeting Times: Wed. 2:00-3:15	Office Hours: M, W, F (9:30-10:00) Zoom

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. This course also carries a Critical Thinking Emphasis (01C) which means that we will pay stronger attention to the recognition of different types of reasoning, to the analysis and evaluation of ideas, as well as to the construction and communication of your own ideas.

(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* (2nd edition). Cambridge, UK/New York: Cambridge University Press.
2. Selection of articles & readings on Canvas

Critical Thinking Learning Outcomes (CT LOs) With diligent effort on their part, students will:

1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. Be able to do one or more of the following:
 - 2A. Identify reasoning as they apply it to general or discipline-specific questions or issues.
 - 2B. Analyze reasoning as they apply it to general or discipline-specific questions or issues.
 - 2C. Evaluate reasoning as they apply it to general or discipline-specific questions or issues.
 - 2D. Construct reasoning as they apply it to general or discipline-specific questions or issues.
- Course Learning Outcomes (CLOs):
- 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 & ANALYSIS)
 - 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:

Quizzes/Responses to Readings	30 %
Paper: Compare/Contrast of Assigned Language/English (LO1)	12 %
Group Presentations: Language 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 %
Attendance / Participation	10 %

Ranges for Letter Grades					
A	93-100	B-	80-82.99	D+	67-69.99
A-	90-92.99	C+	77-79.99	D	63-66.99
B+	87-89.99	C	73-76.99	F	00-62.99
B	83-86.99	C-	70-72.99		

Assignments:

QUIZZES/RESPONSES TO READINGS (30%)

For each assigned reading/video, students are expected to take a quiz or complete a written response to the reading where you 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 is it 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

GROUP PRESENTATIONS: 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 play specific roles in the debate. They will need to research their role and submit a Town Hall Debate Character Description (paper) where they discuss, how they perceive/understand their role. In the Town Hall Debate (video), each student needs 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 position 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 highlighting 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)

ATTENDANCE / PARTICIPATION (10%)

Your regular attendance and active participation are extremely important for success in this course. If you have more than four absences--with or without an excuse, your final grade will be lowered by one point for each absence exceeding four. If you are not in class, it is your responsibility to turn in all homework prior to the absence and to obtain the assignments from a classmate. To receive complete credit, you need to participate fully and voluntarily in class discussion, be respectful to others, arrive on time—not leave early, and not use your cell phone.

CLASS SCHEDULE

Date	Topic	Readings	Assignments
Week 1 9/3	Nature of Language	(Introduction to the course) Pereltsvaig, A.: Chapter 1 – 1.1 (1-8) Pereltsvaig, A.: Chapter 1.2 – 1.4 (9-15)	Quiz 1/Response Paper
Week 2 9/8			Quiz 2: Introduction to Critical Thinking
9/10		Pereltsvaig, A.: Chapter 2-2.1 Indo-European Languages (20-25)	Quiz 3/Response Paper
Week 3 9/15		Pereltsvaig, A.: Chapter 9.1 – Austronesian (247-251) Pereltsvaig, A.: Chapter 6.2.1 – Semitic Languages (163-167) Pereltsvaig, A.: Chapter 8.4 – Japanese and Korean (232-235)	Quiz 4/Response Paper
9/17			Quiz 5/Response Paper
Week 4 9/22	Culture and Language		
9/24			Paper, Compare and contrast a second language with English Quiz 6/Response Paper
Week 5 9/29			Quiz 7/Response Paper
10/1	Language and Public Policy	Read Kramersch, C. (2012): “Culture in Foreign Language Teaching”	Quiz 8/Response Paper
Week 6 10/6		Pereltsvaig, A.: Chapter 11 (305-319)	Group project - Power Point Presentations: In class groups will present why an advertisement/humor/a concept works in one cultural context and not in another.
10/8		Cornwell, R. (2006): At Last, America has an Official Language. Galperin, K. (2015): Should we Simplify Spelling? (Video)	Quiz 9/Response Paper

Week 7 10/13		Read Tom Humphries et al. (2014), "Ensuring language acquisition for deaf children: What linguists can do" Watch "Living Between Sound and Silence, captioned" (YouTube, 16 min, 2012)	Continue with Group projects from previous class period Quiz 10/Response Paper
10/15		Klein, A. (2015): No Child Left Behind: An Overview Klein, A. (2016): The Every Student Succeeds Act	Quiz 11/Response Paper
Week 8 10/20			Town Hall Debate Character Description (paper): Students will play specific characters/roles in the debate. They will need to research their role and submit a paper (Town Hall Debate Character Description) where they discuss, how they perceive/understand their role.
10/22		Fernald, A. (2014): Why Talking to Little Kids Matters (Video) Nacamulli, M. (2015): The Benefits of a Bilingual Brain" (Video)	Quiz 12/Response Paper
Week 9 10/27			
10/29	Multilingualism		
Week 10 11/3		(No class, time to work on Town Hall Debate video.)	Town Hall Debate: In the debate (video), students participate in a town hall style debate to come to terms with a proposal - to adopt English and Spanish as official languages.
11/5		Bialystok, E., Craik, F. Klein, R. & M. Viswanathan (2004): Bilingualism, Aging, and Cognitive Control: Evidence from the Simon Task Yong, E. (2016): The Bitter Fight Over the Benefits of Bilingualism	Quiz 13/Response Paper
Week 11 11/10			

11/12		Read Zimmeman, B.J., Paulsen, A.S. (1995): Self-Monitoring During Collegiate Studying: An Invaluable Tool for Academic Self-Regulation Bonaventura, M. (2015): The Benefits of Bi-lingual Education	Quiz 14/Response Paper
Week 12			
11/17			
11/19		Dewaele, J-M., Pieter Van Oudenhoven, J. (2009): The Effect of Multilingualism / Multiculturalism on Personality: No Gain Without Pain for Third Culture Kids?	Quiz 15/Response Paper
Week 13	Resume	LiveLingua (2018): Top 10 Careers if you are Bilingual	
11/24			
11/26		Thanksgiving Vacation	
Week 14		(No class, time to work on bilingualism video.)	
12/1		Gray, Ch. (2018): The Smart Career Move You Haven't Considered: Working Abroad	
12/3			Video: Each student produces a video about themselves and how they understand the benefits of bilingualism for themselves.
Week 15		(No class, time to work on resume.)	
12/8		Shorter, D. (2017): The Gentle Guide for Applying to Graduate School	
12/10			Resume: Students need to write a resume that integrates skills related to learning a second language