

Introduction to World Languages (FLNG 250 01C)

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Time: Tuesdays and Thursdays, 11:00-12:15	Location: CCC 303
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Office Hours: T 1-1:50 p.m., R 10-10:50 a.m. and by appointment	Canvas: https://uwstp.instructure.com/courses/281618

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.

Notes: 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 readings & viewings 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:

Attendance	5 %
Participation & Quizzes/ Responses to Readings	25 %
<u>Paper</u> : Compare/Contrast of Assigned Language/English (CLO1)	15 %
<u>Presentation</u> : Advertising and Culture (CLO2)	10 %
<u>Debate</u> : Town Hall Debate: National Language in US (CLO3)	15 %
<u>Poster</u> : Personal Reflection on Bilingualism (CLO4)	10 %
<u>Resume</u> : Integrating Foreign Language Related Skills (CLO5)	10 %
Final Exam	10 %

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

Ranges for Letter Grades					
A	≥ 93 %	B-	80 – 82 %	D+	67 – 69 %
A-	90 – 92 %	C+	77 – 79 %	D	63 – 66 %
B+	87 – 89 %	C	73 – 76 %	D-	60 – 62 %
B	83 – 86 %	C-	70 – 72 %	F	≤ 59 %

Assignments:ATTENDANCE (5%) & CLASS PARTICIPATION AND QUIZZES/ RESPONSES TO READINGS (25%)

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. For each assigned reading/video, students are expected to complete a quiz or a response paper. In your response to the course materials, you need to focus on a specific aspect of the reading/ viewing. For each response, you also need to pose one question intended to stimulate active engagement with the content of the reading. We will be using these questions for class discussion therefore make sure that your question aims to engage further deliberations by your peers. These questions need to go well beyond a yes/no answer or the surface level content.

PAPER: COMPARE/CONTRAST ASSIGNED LANGUAGE/ENGLISH (CLO1 & CT LO2B-D) (15%)

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 (CLO2 & CT LO2B&D) (10%)

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 (PowerPoint Presentation, Google Slides, or Prezi). 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.

TOWN HALL DEBATE: NATIONAL LANGUAGE IN US (CLO3 & CT LO2C) (15%)

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 position that exist in the US vis-à-vis other languages and cultures.

POSTER: PERSONAL REFLECTION ON BILINGUALISM (CLO4) (10%)

Each student produces a poster about themselves and how they understand the benefits of bilingualism for themselves.

RÉSUMÉ: INTEGRATING FOREIGN LANGUAGE RELATED SKILLS (CLO5) (10%)

Students need to write a résumé that integrates skills related to learning a second language. This résumé needs to be tailored for a specific job or career. Students have to translate benefits of studying a second language into skills required in the modern workforce.

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.

SCHEDULED FINAL EXAM: MONDAY, MAY 11, 2020 AT 12:30-2:30 PM

CLASS SCHEDULE

W1	T	1/21	<p>Course Introduction</p> <ol style="list-style-type: none"> 1) Read Pereltsvaig, A., Chapter 1 (1-20) 2) Watch “How language shapes the way we think Lera Boroditsky (YouTube, 14 min)” 3) Complete Quiz 1 – Nature of Language
	R	1/23	<p>Module 1: Nature of Language</p> <p>1.1 Introduction to World Languages</p> <ol style="list-style-type: none"> 1) Read Pereltsvaig, A.: Chapter 2-2.1 Indo-European Languages (20-25) 2) Watch <i>The Arrival</i> (Denis Villeneuve, 2016), 1h 56m [Swank Video] 3) Complete Quiz 2 – “Proper Introduction”
W2	T	1/28	<p>1.2 Linguistic Mission and Language Families (Indo-European Languages)</p> <ol style="list-style-type: none"> 1) Pereltsvaig, A.: Chapter 9.1 – Austronesian (247-251) 2) Pereltsvaig, A.: Chapter 6.2.1 – Semitic Languages (163-167) 3) Pereltsvaig, A.: Chapter 8.4 – Japanese and Korean (232-235) 4) Complete Quiz 3 – Language Families
	R	1/30	<p>1.3 Linguistic Gift and Language Families (Austronesian, Semitic, Japanese and Korean)</p> <ol style="list-style-type: none"> 1) Edit “Annotated Videography”: Find an interesting video/ Ted Talk, provide its link, describe the video in 100 words or less. 2) Watch “The Grammar of Happiness” (Michael O’Neill & Randall Wood, 2012), 52 min 3) Complete Quiz 4 – The Grammar of Happiness
W3	T	2/4	<p>1.4 Main Branches of Linguistics: Phonetics, Morphology, and Syntax</p> <ol style="list-style-type: none"> 1) Edit “Language Map”: add a link to the soundbite of your assigned language, provide a short description of the language’s phonetics, grammar, etc.
	R	2/6	<p>1.5 Main Branches of Linguistics: Semantics and Pragmatics</p> <ol style="list-style-type: none"> 1) Write a paper of 2-3 pages (double spaced): Describe central components of your assigned language in comparison to English. (CLO1) 2) Watch “Preserving Endangered Languages: Barry Mosses,” 11 min 3) Complete Quiz 5 – Preserving Endangered Languages
W4	T	2/11	<p>Module 2: Culture and Language</p> <p>2.1 Preserving Languages = Preserving Cultures</p> <ol style="list-style-type: none"> 1) Read Kramsch, C. <i>Language and Culture</i> (1998): Chapter 1 – “The Relation of language and culture” (3-14) 2) Read “Case Study Disney in France for Cross Culture Management” 3) Complete Quiz 6 – Language and Culture
	R	2/13	<p>2.2 Cultural Misunderstandings</p> <ol style="list-style-type: none"> 1) Group project - Presentations: Groups present why an advertisement/humor/a concept works in one cultural context and not in another. (CLO2)

W5	T	2/18	<p>2.3 Cultural Context and Advertisement (Group Presentations)</p> <ol style="list-style-type: none"> 1) Read Kramersch, C. (2012): “Culture in Foreign Language Teaching” 2) Complete Quiz 7 - Culture in L2 Teaching 3) Complete Survey – My Learning L2 Habits <p>R 2/20 2.4. Culture in L2 Teaching and Learning</p> <ol style="list-style-type: none"> 1) Read Cornwell, R. (2006): “At Last, America has an Official Language” 2) Watch Galperin, K. (2015): Should We Simplify Spelling? 3) Complete Quiz 8 – Official Language & Spelling
W6	T	2/25	<p>Module 3: Language and Public Policy</p> <p>3.1 National Language – National Identity</p> <ol style="list-style-type: none"> 1) Read Humphries, T. (2014): Ensuring language acquisition for deaf children: What linguists can do 2) Watch McDougal, F. (2012): Living Between Sound and Silence 3) Explore “American Deaf Culture” (URL) 4) Complete Quiz 9 - Between Sound and Silence <p>R 2/27 3.2 Silent Language and American Deaf Culture</p> <ol style="list-style-type: none"> 1) Read Klein, A. (2015): No Child Left Behind: An Overview 2) Read Klein, A. (2016): The Every Student Succeeds Act 3) Complete Quiz 10 – Everyone Succeeds
W7	T	3/3	<p>3.3 Impact of Public Policies on Languages</p> <ol style="list-style-type: none"> 1) Read “Understanding and Applying Basic Public Policy Concepts” 2) Read “Town Hall Meeting” <p>2) Research: 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)</p> <p>R 3/5 3.4 Public Policies on Languages: Who Defends What?</p> <ol style="list-style-type: none"> 1) Complete an argument map of your position for the upcoming debate 2) Make your video: Description of Role for Town Hall Meeting <p><i>Helpful hint: use your map to help with your video!</i></p>
W8	T	3/10	<p>Town Hall Debate (preparations)</p> <p>R 3/12 3.5 Town Hall Debate</p> <ol style="list-style-type: none"> 1) Watch Fernald, A. (2014): Why Talking to Little Kids Matters 2) Watch Nacamulli, M. (2015): The Benefits of a Bilingual Brain 3) Complete Quiz 11 – Language & Brain
W09		3/16-20	Spring Break

W10	T	3/24	Module 4: Multilingualism 4.1 Benefits of Bilingualism 1) Read Bialystok, E., Craik, F. Klein, R. & M. Viswanathan (2004): Bilingualism, Aging, and Cognitive Control: Evidence from the Simon Task 2) Read Yong, E. (2016): The Bitter Fight Over the Benefits of Bilingualism 2) Complete Quiz 12 - Benefits and Challenges of Bilingualism
	R	3/26	4.2 Challenges of Bilingualism 1) Watch Bonaventura, M. (2015): The Benefits of Bilingual Education 2) Read Zimmeman, B.J., Paulsen, A.S. (1995): Self-Monitoring During Collegiate Studying: An Invaluable Tool for Academic Self-Regulation 2) Complete Quiz 13 - Benefits of Bilingual Education
W11	T	3/31	4.3 Bilingual Education & Self-Monitoring in Learning 1) Prepare a poster: Each student produces a video about themselves and how they understand the benefits of bilingualism for themselves. (CLO4)
	R	4/2	4.4 Personal Reflection on Bilingualism Posters 1) Read Dewaele, J-M, Pieter van Oudenhoven, J. (2009): The effect of multilingualism/ multiculturalism on personality: no gain without pain for Third Culture Kids? 2) Complete Quiz 14 – Multilingualism
W12	T	4/7	4.5 Multilingualism and Multiculturalism 1) Prepare a brief 2 min informal presentation of your favorite activities that help you learn and maintain your languages. You may bring a food item to share. To get inspired, explore this brochure: “Activities to Support Multilingualism at School”
	R	4/9	Share Fair of Your Favorite Multicultural/ Linguistic Activities
W13	T	4/14	Module 5: Careers with Languages 5.1 Résumé Workshop 1) Read Live Lingua (2018): Top 10 Careers if you are bilingual
	R	4/16	5.2 Bilingual Careers 1) Read Gray, Ch. (2018): The Smart Career Move You Haven’t Considered: Working Abroad
W14	T	4/21	5.3 Working Abroad 1) Read Shorter, D. (2017): The Gentle Guide for Applying to Graduate School
	R	4/23	5.4 Graduate Schools 1) Explore ACTFL Advocacy (URL) 2) Read “Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers” 3) Complete Quiz 15 - Language Advocacy
W15	T	4/28	5.5 Language Advocacy 1) Write your résumé: Students need to write a résumé that integrates skills related to learning a second language. (CLO5)
	R	4/30	Terminology Review
W16	T	5/5	Readings Review
	R	5/7	Final Exam