

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2017-2018 GERM 316 A1: Introduction to German Applied Linguistics
(Fall Term)

Instructor: Professor Jennifer Dailey-O’Cain	Time: Tuesdays and Thursdays, 9:30am
Office: 309C Arts Bldg.	Place: HC 1-15
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E-mail: jenniedo@ualberta.ca	Office Hours: Tuesdays and Thursdays, 1-2pm, or by appointment
Personal Website: http://www.ualberta.ca/~jenniedo	Course Website: n/a

Course Prerequisite: GERM 212 or consent of department

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (templates for Exams 1 and 2 distributed and discussed in class)
- NA (no final exam)

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

Welcome to the first in our series of courses about German applied linguistics! This course will give you a broad overview of several key subfields within applied linguistics, including bilingualism, second language acquisition, sociolinguistics, and discourse analysis. Through this, you will learn about the theoretical underpinnings of the field. At the end of this course, successful students will be able to:

- explain the similarities and differences between these four subfields of applied linguistics
- read and critically analyze research articles in each of the subfields in both English and German

- using relevant scientific knowledge and vocabulary in both English and German, speak and write about topics such as contact between languages, language learning, the relationship between language and society, and language use
- apply their basic knowledge of each of the subfields to more advanced study of applied linguistics, and select among such advanced courses in the future based on their developing personal interests

Texts:

There is no textbook for this course. All required readings consist of academic/scientific articles that can be downloaded from eclass.

Grade Distribution (see “Explanatory Notes”):

Your end-of-semester grade will be calculated on the basis of the following:

Participation: 15% (throughout the semester)

Short writing-to-learn assignments, both at home and in class: 20% (throughout the semester)

Exam I: 20% (October 17th, 2017)

Exam II: 20% (November 28th, 2017)

Final paper and in-class presentation: 25% (presentations in final three class periods, final paper due Wednesday, December 13th, 2017)

The *Fall / Winter Exam Planner for the 2017-2018 academic year* can be found at the following site: <https://www.registrarsoffice.ualberta.ca/en/Examinations/Fall-2017-Winter-2018-Exam-Planner.aspx>

Date of Deferred Final Exam (if applicable): Not applicable.

Explanatory Notes on Assignments:

Participation:

This mark will be based on the *quality* and *quantity* of your participation in class discussion (both in whole-class discussion and in any ensuing work in small groups). Attendance does not figure directly into this mark, but has an inevitable influence on it in the case of frequent absences (since being absent means being unable to participate in class discussion).

Short writing assignments:

Most of writing you do in this class will be considered “low-stakes” writing or “freewriting”. This means that while you will turn the assignment in, it will simply be looked over briefly in terms of content, marked as done adequately (9/10 points), done especially well (10/10 points), done inadequately (5/10 points), or not done (0/10 points), and returned the following period. These assignments should be written in German, but my assessment will be based solely on the content of the assignment, and not at all on the writing itself. No late assignments will be accepted.

The two types of low-stakes writing assignments you will do will primarily involve your own response to our class readings:

1) Each class period, you should bring with you a short written (typed) response to the readings of around a page, double-spaced, in German (though feel free to throw in bits of English if you need/want to). In this response, you should be guided by these questions: *Haben Sie starke Reaktionen (positiv oder negativ) auf irgendetwas in dem Reading gehabt? Sind Ihnen beim Lesen vielleicht ein paar interessante Ideen eingefallen, worüber Sie noch mehr nachdenken wollen? Erinnern Sie sich beim Lesen vielleicht an etwas, was Sie selber schon mal erlebt haben? Was haben Sie beim ersten Lesen noch nicht so gut verstanden? Was müssen wir heute im Unterricht unbedingt besprechen?* You will turn these in at the end of each class period, and they will be returned the following period with short comments. You should plan to keep them with you during class discussions so that you can refer to them if you need a reminder of what you wanted to discuss or how to phrase an idea you've had.

2) Occasionally (sometimes at the beginning of class, sometimes in the middle of a discussion), you will be expected to respond to a short question that serves to focus our class discussion of the readings. You will turn these in on the spot, and they will also be returned the following period with short comments.

Any low-stakes writing assignments written at home should be typed, while in-class ones will of course be handwritten.

Exams:

The exams will consist of definitions, short-answer questions, and one longer essay question. Both exams will take the length of a regular class period. The second exam will not be cumulative, but will only cover the material discussed from the class period after the first exam onward. A template of the exam will be passed out and discussed in class before each exam, in order to give students a chance to see what the format of the exam will be like. The exams will both be written in German, but Dr. Dailey-O'Cain will not count language errors against your exam mark. You may use dictionaries during the exams; these will be provided in class (please do not bring your own).

Final paper and in-class presentation:

The paper ("Aufsatz"): The final paper is due on Wednesday, December 13th, after the semester is over. The paper should have to do with an aspect of the course material that interests you and which you would like to explore further. German majors are required to write their papers in German; the others may choose to write either in German or English. The paper should be about five pages long. While those writing in German are not expected to write in flawless grammatically and idiomatically correct language, your language use will form a part of the mark for this assignment, so please take more care in writing it than you do with the low-stakes assignments (the same goes for those writing in English!). More specifically, in contrast to your "low-stakes" freewriting assignments, the final paper is a "higher-stakes" writing assignment. This means that these will be read more carefully than the daily freewrites, and evaluated not only on the quality of your understanding of the material, but also on the quality of the writing/arguments/points you are trying to make. As a result, you should be sure to proofread them carefully in order to make sure you are being as clear as possible.

The presentation (“Vortrag”): The purpose of your presentation is to give you a chance to teach the other students (and Dr. Dailey-O’Cain!) something about what you have learned through working on your paper. This can consist of a straightforward, conventional presentation of some of the information you have learned, as one might in a lecture, but you can also choose to do some sort of in-class activity with the rest of the class to illustrate the points you will be making in your paper. Your presentation should be seven to ten minutes long, after which a short discussion period will follow, and it will be given on one of the final three days of class. It should be in the language of the paper, because you will be expected to develop this presentation into the final version of your paper after receiving feedback from Dr. Dailey-O’Cain and from the rest of the class.

In most cases, the presentation will be worth 10% of the final “paper/presentation” mark and the paper will be worth 15% of the final “paper/presentation” mark, for a total of 25%. In cases where there has been a serious misunderstanding of the material that becomes evident in the presentation and is corrected in the final paper, however, Dr. Dailey-O’Cain reserves the right to shift more of the weight to the final paper, in order to better reflect the process of the learning you have done.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Student Conduct & Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, if you cannot attend a regular class (i.e. non-exam or presentation) period, you will simply be required to *e-mail Dr. Dailey-O’Cain anytime before the beginning of that class period* to let her know that you will be absent (or, in an emergency where you cannot get to your email, please contact the main office at 780-492-4926 and leave a message for Dr. Dailey-O’Cain). If you do this, your absence will be marked as *excused*. You do not need to give the reason for your absence, but please remember that you can’t participate in discussions and other in-class activities if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark.

If you do *not* let Dr. Dailey-O'Cain know ahead of time that you will be absent, your absence will be marked as *unexcused*, and you will receive an automatic zero for any in-class activities or writing assignments that day, as well as for any at-home assignments due that day.

In cases of potentially excusable absences *on exam or presentation days* due to illness or domestic affliction, *notify Dr. Dailey-O'Cain by e-mail within two days*.

Policy for Late Assignments:

If your absence is excused (i.e. if you have notified Dr. Dailey-O'Cain before the absence that you will not be there, see the previous section for details), your late assignment should be turned in at the next class period. If your absence is not excused (i.e. if you have *not* notified Dr. Dailey-O'Cain before the absence that you will not be there), your late assignments will not be accepted. When you have an excused absence, you are responsible for asking Dr. Dailey-O'Cain of your own accord after the next class period what any missed assignments are, and for asking a fellow student for any in-class notes you have missed. You will not be reminded to do these things or prompted for your late assignments.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on “a combination of absolute achievement and relative performance in a class” (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that “a student’s level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned” (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92

<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

Unterrichtsplan:

Die Bücherauszüge/Artikel werden nach dem Autor und dem Thema genannt. Diese müssen für die folgenden Unterrichtstage gelesen werden:

Einführung: Was ist “angewandte Linguistik?”

September

5: Kurseinführung und “call for papers”

7: Schmitt/Celse-Murcia, An Overview of Applied Linguistics

12: Stevenson: German: Language, People, Place

Mehrsprachigkeit

14: Stevenson: German in Contact With Other Languages

19: Rasinger: Linguistic Landscapes in Southern Carinthia (Austria)

21: Androutopoulos: Networked Multilingualism: Some Language Practices on Facebook and Their Implications

Zweitspracherwerb

26: Spada/Lightbown: Second Language Acquisition

28: Spada/Lightbown: Second Language Acquisition

Oktober

3: Chavez: Students’ Accounts of Grammatical Forms of German That Are Difficult, Unattainable, and Irrelevant for Self-Expression

5: Glaap: Soll Literatur im Fremdsprachenunterricht gelesen werden?

10: Glaap: Soll Literatur im Fremdsprachenunterricht gelesen werden?

12: WIEDERHOLUNGSTAG

17: PRÜFUNG I

Soziolinguistik

19: Romaine: Language in Society, Society in Language

24: Stocker: The Impact of Foreign Accent on Credibility: An Analysis of Cognitive Statement Ratings in a Swiss Context

26: Wiese: “This Migrants’ Babble Is Not a German Dialect!”: The Interaction of Standard Language Ideology and ‘Us’/‘Them’ Dichotomies in the Public Discourse on a Multiethnic

Diskursanalyse

31: McCarthy/Matthiessen/Slade: Discourse Analysis

November

2: McCarthy/Matthiessen/Slade: Discourse Analysis

7: Gülich/Kastner: Rollenverständnis und Kooperation in Gesprächen in der Telefonseelsorge

9: Gülich/Kastner: Rollenverständnis und Kooperation in Gesprächen in der Telefonseelsorge

14: FALL BREAK

16: FALL BREAK

21: König/Zhu: Communicative Constructions of Space in Epistemic Asymmetry: The Case of German-Chinese University Placement Interviews

23: WIEDERHOLUNGSTAG

28: PRÜFUNG II

30: VORTRÄGE

Dezember

5: VORTRÄGE

7: VORTRÄGE

Your final papers are due Wednesday, December 13th, at 4pm.