

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

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

2018-2019 GERM 316 B1: Introduction to German Applied Linguistics
(Winter Term)

Instructor: Professor Jennifer Dailey-O’Cain

Time: 9:30am-10:50pm

Office: Arts 309C

Place: HC 2-22

Main Office Telephone: 780-492-4926, Fax: 780-492-9106

Office Hours: Tu & Th, 1-2pm

E-mail: jenniedo@ualberta.ca

or by appointment

Personal Website: <http://www.ualberta.ca/~jenniedo>

Course Prerequisite: GERM 212 or consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

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 (please specify) (templates for exam 2 and exam 2 distributed and discussed in class)

NA (no final exam)

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description, Objectives and Expected Learning Outcomes:

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 either directly from eclass (in most cases) or from the links in your syllabus (see below).

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% (February 26th, 2019)

Exam II: 20% (April 2nd, 2019)

Final paper and in-class presentation: 25% (presentations in final three class periods, final paper due Wednesday, April 17th, 2019)

Date of Deferred Final Exam (if applicable):

Please consult the following site:

[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_\(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))

For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Explanatory Notes on Assignments:

Participation: This mark will be based on the *quality* and *quantity* of each student's participation in class discussion (both in whole-class discussion and in any work in small groups)

Short writing assignments:

Most of the 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 (9.5 points), done especially well (10 points) done inadequately (5 points) or not done (zero points), and returned the following period. These assignments should be written in German, but your assessment will be based solely on the content of the assignment, and not at all on the quality of your German.

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 this response, you should be guided by the following questions: *Was haben Sie beim ersten Lesen noch nicht so gut*

verstanden? 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? Was müssen wir heute im Unterricht unbedingt besprechen? You will turn these in at the beginning of each class period, and they will be returned the following period with short comments.

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.

Low-stakes writing assignments will be worth ten points each. Any assignments written at home should be typed, while in-class assignments 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. They will both be written in German, but Dr. Dailey-O'Cain will not count language errors against your grade. You may use dictionaries during the exams; these will be provided in class (please do not bring your own).

Article summary (presentation and final paper):

About halfway through the semester, you will look for and find in the library a scientific article concerning an aspect of the course material that interests you. You will present that article in class during one of the two final class periods, and you will also write up a summary and evaluation of it as a final paper. The presentations should be approximately ten minutes in length. After the presentation, each speaker should expect to entertain questions from the class or from Dr. Dailey-O'Cain, so that you can get feedback on your work and use these ideas in your final paper if it is necessary. Your final paper is due Wednesday, April 17th at 4pm, and it should be delivered to Dr. Dailey-O'Cain's office. Students who have German as a major must write it in German; others may choose between writing it in German or English. It should be approximately five pages long, but it may be a bit longer or a bit shorter. This final paper counts as a "higher-stakes" writing assignment and will be turned in for a mark that involves both the quality of your understanding of the material and the quality of the writing/arguments/points you are trying to make—so please be sure to proofread it carefully in order to make sure you are being as clear as possible. 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!).

In most cases, the presentation will be worth 10% of the final mark and the paper will be worth 15% of the final 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 learning you have done.

Required Notes:

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

Student Responsibilities:

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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

Language courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language 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 Behaviour.

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](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

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. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, if you miss an exam or presentation day, please contact Dr. Dailey-O’Cain within two days to discuss the reasons for your absence and the next steps toward rectifying it. 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 computer or phone, 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.

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.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

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
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.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
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.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72

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.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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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?”

Januar

8: Kurseinführung und “call for papers”

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

15: Stevenson: German: Language, People, Place (chapter available for download at this link:

<http://login.ezproxy.library.ualberta.ca/login?url=http://www.taylorfrancis.com/books/9780203434659>

Mehrsprachigkeit

17: Stevenson: German in Contact with Other Languages (chapter available for download at this link:

<http://login.ezproxy.library.ualberta.ca/login?url=http://www.taylorfrancis.com/books/9780203434659>)

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

24: Androutsopoulos: Networked Multilingualism: Some Language Practices on Facebook and Their Implications

Zweitspracherwerb

29: Spada/Lightbown: Second Language Acquisition

31: Spada/Lightbown: Second Language Acquisition

Februar

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

7: Glaap: Soll Literatur im Fremdsprachenunterricht gelesen werden?

12: Glaap: Soll Literatur im Fremdsprachenunterricht gelesen werden?

14: WIEDERHOLUNGSTAG

19: KEIN UNTERRICHT (READING WEEK)

21: KEIN UNTERRICHT (READING WEEK)

26: PRÜFUNG I

Soziolinguistik

28: Romaine: Language in Society, Society in Language

März

5: Davydova/Buchstaller: Expanding the Circle to Learner English: Investigating Quotative Marking in a German Student Community (article available for download at this link:

<http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1215/00031283-3442128>)

7: 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 Multiethnolect

Diskursanalyse

12: McCarthy/Matthiessen/Slade: Discourse Analysis

14: McCarthy/Matthiessen/Slade: Discourse Analysis

19: Liebscher/Dailey-O'Cain: Code-Switching in the Content-Based Foreign Language Classroom

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

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

28: WIEDERHOLUNGSTAG

April

2: PRÜFUNG II

4: VORTRÄGE

9: VORTRÄGE

Your final papers are due on WEDNESDAY, APRIL 17th, at 4pm. Please *print* them (do not email them!) and deliver them to Dr. Dailey-O'Cain's office. If Dr. Dailey-O'Cain is not there, please slide them under the door. Thank you!