

SDLC 105 CALENDAR OF ACTIVITIES AND ASSIGNMENTS

Week One: Class on Tuesday, January 16

IN LECTURE:

Syllabus Presentation

Overview of Course Guidelines, Assignments, and Course Expectations
Language Tasks and Task-Based Learning
Introduction of Course Goals and Key Concepts

Discussion topics

What have your language learning experiences been like so far?
What is fluency and how to attain it?
How does fluency differ from proficiency?
Fluency and proficiency in a language-- What do these terms mean exactly?

FOR HOMEWORK:

- 1) Create a profile on the [SDLAP Ning](#), and join the appropriate group
- 2) Read "[How to Successfully Learn a Language This Year](#)"
- 3) Read "[12 Rules for Learning Foreign Languages in Record Time](#)"
- 4) Skim "[Learner Autonomy](#)" (from the EduTech Wiki)
- 5) Complete the [Learning Styles](#) and [Multiple Intelligences Survey](#)

6) Due by 5:00pm on Sunday, January 21

Complete Reflection Paper #1 and Post to Your Blog Profile on the Ning

Reflect on your previous experiences as a language learner. What did you enjoy? What did you dislike? Think about the [FIRE model](#) and the surveys you have just completed. What kind of learner are you? What kinds of language learning activities suit your learning style? How do you think you should expand your learning activities?

Week Two: Class on Tuesday, January 23

IN LECTURE:

Strategies for working effectively with language partners!

How can you frame interactions with language partners in different social, instructional, and service learning settings to realize mutually beneficial understandings and increased proficiency ?

Task-Based Language Learning

Small group meetings to develop tasks, thematic units, and linguistic concepts in your self-directed learning plans. See learning plan [template](#), but enhance and elaborate, as needed. What kind of learner are you? How do you study effectively? What tasks and goals are most important to you?

What tools and resources are available to you? Excursion of exciting websites and free language learning materials.

FOR HOMEWORK:

- 1) Read [Crystal, D.: *How the brain handles language*](#)
- 2) Read [Crystal, D.: *How we mean and How we analyse meaning*](#)

3) Due by 5:00pm on Sunday, January 28: Discussion Post #1 on the [Ning](#)

Reflect on the readings. Do you have any questions about the texts? Are there any claims that you find problematic? Do you think language is a purely biological phenomenon? What parts of the brain are most important for the production and comprehension of speech? How do you conceptualize or process meaning? Do these readings inspire any special insights or motivations that could help advance your foreign-language abilities, retention, and recollection?

4) Due by the start of class on Tuesday, January 30: Presentation #1

Complete first full draft of learning plan to present to a small group of classmates for a mini peer-reviewed presentation. If it would help to explain different topics, goals, and materials in your plan, feel free to prepare an associated PowerPoint/Google Slides/Prezi.

Week Three: Class on Tuesday, January 30**PRESENTATION #1: Learning Plan Presentations in Small Groups**

In class, you will be recording a short, timed presentation in groups (5-7 minutes)

Presentations are capped at 7 minutes. Your group members will stop the recording if you exceed this threshold

Complete peer assessment forms to exchange feedback with your classmates:

<https://goo.gl/forms/QpwcUx2o7zaGd1Ov2> (This form will also be distributed in hard copy)

Discussion Topics

Readings by D. Crystal, language in the brain, and the meaning of meaning

Group reflection, evaluation and debate of language learning journal entries

FOR HOMEWORK:

1) Read [*Figuring Foreigners Out*](#)

2) Skim Geert Hofstede Analysis:

- <http://www.cyborlink.com/besite/hofstede.htm>
- <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>
- <https://www.hofstede-insights.com/country-comparison/>

3) Preview the comparative culture tool: <https://www.hofstede-insights.com/product/compare-countries/>

4) Due by 5pm on Friday, February 2: Post your learning plan to your blog profile page on the Ning

In addition to posting your learning plan to the Ning, provide brief commentary describing how you have organized your self-directed learning plan. What have you learned so far? Have you identified resources and textbooks to promote your task-based objectives? How will your studies allow you investigate your target language and culture more deeply? What first prompted your interest, and motivated you to start learning? What feedback have you received from your classmates?

5) Due by 5pm on Sunday, February 4: Discussion Post #2 on the Ning

Summarize some of the main ideas behind *Figuring Foreigners Out* and the Hofstede Dimensions of Culture. Do you predominantly agree with these assessments? Are there any statements, generalizations, and opinions expressed in the reading that you find problematic? How do these ideas relate both to your own native culture, and the target culture associated with the language you are studying?

Week Four: Class on Tuesday, February 6

Discussion Topics

Talking About Culture

What qualitative categories did you engage in your readings?

Did *Figuring Foreigners Out* align with the Geert Hofstede Analysis tools?

Do you perceive any problems or biases in these descriptions?

What is [Culture Shock](#)?

Introduction to Language Structures

Why is language inherently systematic? What does this mean?

How will you apply your knowledge of structure to understanding and acquiring proficiency in your target language of study?

FOR HOMEWORK:

1) Read [D. Crystal, *How to Investigate Language Structure*](#)

2) Recommended: read [Jean Aitchison, *Aitchison's Linguistics*](#), pp. 1-38

Hard copy on reserve in the Global Studio

3) Due by 5pm on Sunday, February 11: Discussion Post #3 on the [Ning](#)

Refer to the diagram on page 9 in [Aitchison's linguistics](#). How do you combine different disciplinary perspectives to formulate a more holistic understanding of your target language? Do you give preference to one disciplinary approach over the others? How will your knowledge of language structures and disciplinary methodologies inform the trajectory of your learning plan?

Week Five: Class on Tuesday, February 13

Discussion Topics

General assumptions about language

Brief overview of how linguistics evolved as a professional field of scientific inquiry

An Introduction to Articulatory Phonetics!

How do humans produce speech sounds?

What verbal sounds can you make with your body?

How can we classify different sounds?

Where does one sound end and another begin?

What is the **International Phonetic Alphabet**?

What are the points of articulation?

What is meant by the terms, primary manner and secondary manner?

Practice transcriptions from English

FOR HOMEWORK:

1) Read [G. Hudson, "Phonetics" in *Essential Introductory Linguistics*, pp. 20-42.](#)

2) Due by 5pm on Sunday, February 18: Discussion Post #4 on the [Ning](#)

What is the difference between sound and spelling? Why is this distinction significant for your language-learning efforts? Describe the phonetic inventory of your target language. Are there sounds in your language that don't exist in American English? If so, provide several words and their phonetic transcriptions of words as examples to support your argument. What do you need to know about the sound system of your target language? How will you acquire the ability to discriminate differentiated segments in your listening, and to produce these sounds in your speech?

Week Six: Class on Tuesday, February 20

Discussion Topics

Continuation of articulatory phonetics and general assumptions about language

How do sounds come together to indicate meaning?

How do human languages differ from animal communicative systems?

What is the relationship between language and signs?

How do scholars investigate language in the study of linguistics, and how are speech signs presented in the fields of semiotics and semantics?

What structures are common to different languages?

How can we organize different types of language based on the systematic rules of their organizations, regions, and historical development?

FOR HOMEWORK:

1) Skim “[Communicative Competence](#),” pp. 218-243 from *Principles of Language Learning and Teaching* by H.D. Brown

2) Due by 5pm on Sunday, February 25: Discussion Post #5 on the [Ning](#)

Do some preliminary research on what interests you about the target culture and describe how this topic relates to language. Do you need any special vocabulary or linguistic knowledge to engage this topic? If so, have you included objectives in your learning plan to engage this topic?

This journal post is intended to help you formulate foundational preparation (scaffolding) for your final presentation.

Week Seven: Class on Tuesday, February 27

Concluding remarks on articulatory phonetics. Review questions for Test #1 on Tuesday, March 5

Discussion Topics

Language Structures Continued and Strategies for Acquisition

What is communicative competence?

What are the functions of language?

How should we understand the differences between various kinds of competence outlined in the H.D. Brown reading?

FOR HOMEWORK:

1) Read [“What is a Language Family”](#) by Kevin Morehouse

2) Read *NYT*: [“Family Tree of Language Has Roots in Anatolia, Biologists Say”](#) by Nicholas Wade”

3) Read, [“New insights into the origin of the Indo-European languages”](#) by the Max Planck Institute

4) Read structured abstract, [“Language trees with sampled ancestors support a hybrid model for the origin of Indo-European languages”](#) in *Science*

5) Due by 5pm on Sunday, March 3: Discussion Post #6 on the [Ning](#)

Reflect on the history of your target language. To what language family does it belong? What sounds, words, and structures exemplify periods of contact with other cultures? How do these considerations enhance your understanding of the target language and culture in terms of their associated historical origin, development, and contemporary realization? and pragmatic questions of usage? How do languages change over time? How do linguists track, predict, and extrapolate these changes?

6) **Prepare for short test #1 on articulatory phonetics on Tuesday, March 5.** See review handout from class.

Week Eight: Class on Tuesday, March 5

Test #1 on Articulatory Phonetics at the beginning of class on Tuesday, March 5

Language Families, Cultural Contact, and Linguistic Change

How are languages grouped?

What are language families? To which family does your target language belong?

How do the motivations and methods of historical linguistics differ from sociologists, biologists, archaeologists, etc.?

What makes linguistics unique compared to other fields?

Why is linguistics considered a scientific discipline?

Conclusions regarding phonology

How do linguists perform phonological analyses?

What is the difference between a phone and a phoneme? What is an allophone?

What is phonemic analysis?

Practice examples of phonological and phonemic analyses on several artificial corpora.

Week Nine: Class on Tuesday, March 12

SPRING BREAK

KEEP LEARNING

Week Ten: Class on Tuesday, March 19

Language structure continued: an introduction to grammar!

What is grammar?

What is morphology?

What is syntax?

What is a morpheme? What is an allomorph? How do linguists perform morphological analysis?

Review [NativLang](#)

1) Due by 5pm on Sunday, March 24: Discussion Post #7 on the [Ning](#)

Go back and watch the recording of your presentation of your learning plan on the class PanOpto collection on Blackboard. Comment briefly on how things are going. What has changed? How have you incorporated materials and insights from class into your efforts? Have discussions regarding language structures and learning strategies helped you to understand the target language and culture? If so, how?

Reflect on your language learning so far. How would you describe the relationship between language and culture? What do you need to do to improve your communicative competence? Based on the readings by H.D. Brown, what kinds of competence are emphasized in your plan?

2) Due by the start of class on Tuesday, March 26: Presentation #2, “You Never Really Know Something Until You Teach It.”

- Prepare a 5-10-minute lesson to teach your classmates a series of key concepts, or even a basic thematic unit from your target language. Would exercises help demonstrate your ideas? Feel free to deliver a short worksheet. Presentations may not exceed 10 minutes. Your classmates will be instructed to cut the recording right at the 10-minute mark.

Week Eleven: Class on Tuesday, March 26

PRESENTATION #2: “You Never Really Know Something Until You Teach It”

In class, you will be recording a short teaching demonstrations to share your linguistic knowledge with classmates.

** Presentations may not exceed 10 minutes. Your classmates will be instructed to cut the recording right at the 10-minute mark.**

Language Structure Continued: More on Morphology and Syntax

Let's practice morphological analysis from linguistic samples collected from several different languages.

Continued Review of [NativLang](#)

How should we understand the following concepts?

- Case
- Aspect, Mood, Tense, Voice
- Parts of Speech
- Syntactic Roles
- Sentence Diagrams

An Introduction to Orthography

How do you write or type in your target language? Where did the script, letters, or characters in your language originate? How did they develop over time?

1) Due by 5pm on Sunday, March 31: Discussion Post #8 on the [Ning](#)

Have you started writing in the target language? Do you prefer to type or write free hand? Have you started to see patterns emerge in the structures between words, clauses, and sentences? What is the relationship between simple and complex sentences? How does your knowledge of parts of speech, government, and agreement affect your ability to communicate in written contexts? Provide a sample of several short meaningful writing exercises from your target language.

2) Due by the start of class on Tuesday, April 2: Be ready to give elevator pitch of your final cultural presentation topic

Week Twelve: Class on Tuesday, April 2

Group feedback on final cultural research presentation topics

Review handout for exam #2 on grammar

Lecture and Discussion Topics

Semantics and semiotics

Learning strategies for vocabulary acquisition

Syntax continued; Sentence trees, topic-comment diagrams, clause and phrase structures

Continued Review of [NativLang](#)

Applied identification of morphological and syntactic structures from your target language

Contemporary Linguistics

What are the biggest challenges and unknowns currently facing linguists and second-language acquisition scholars?

Bilingualism, Language Extinction, and Linguistic Preservation Efforts

Review of Less Commonly Taught Languages

Class Review of Guidelines for Final Cultural Projects and Presentation to be Recorded During Week 14 and 15.

We will review the assignment guidelines, brainstorm topics, and create an assigned schedule for presentation order.

FOR HOMEWORK:

- 1) Read [ScienceLine, “Are Bilinguals Really Smarter?”](#)
- 2) Read: [NYT: “Why Bilinguals are Smarter”](#)
- 3) Read: NYT “Tribe Revives Language on Verge of Extinction”
- 4) Watch the 2007 Interview with David Harrison, “When Languages Die.”

5) Due by 5pm on Sunday, April 7: Discussion Post #9 on the [Ning](#)

How do languages go extinct? Respond to the readings, and reflect on what happens when a language dies? How can linguists help preserve a language? Can a ‘dead’ language ever be brought back to life? What efforts are currently underway to document linguistic diversity?

6) Prepare for the short exam on grammar- morphology, syntax, and pragmatics at on Tuesday, April 9

Week Thirteen: Class on Tuesday, April 9

TEST #2 on Grammar at the beginning of class on Tuesday, April 9

Lecture and Discussion Topics

Theories regarding bilingualism

Are all bilingual speakers the same? How do linguists classify them?
Are any of you bilingual? How would you describe your experiences?

Concluding course remarks before final cultural research presentations

1) Due by 5pm on Sunday, April 14: Discussion Post #10 on the [Ning](#)

Imagine that you have received a research grant to conduct a linguistic study of your target language and culture. How would you get started, and what would you investigate? How would different structural components presented in class appear in your work?

2) Due by the start of class on Tuesday, April 16

- Students must complete a research-based project on one cultural topic. For novice language learners, there is no expectation that the research will be conducted in the target language. However, students are expected to incorporate 10 – 20 words and expressions from the target language that are relevant to the topic. Students beyond the novice level will work with Dr. Marsh-Soloway to determine appropriate language-learning goals for their projects.

Students will identify their topic by the mid-point of the semester and incorporate progress toward the completion of the project in their weekly learning activities. Students are advised to be familiar with the grading rubric posted below as they choose their topics and set their goals. It is important to choose a topic where a language-culture link can be explored and through which cultural values are expressed. It is also important that research materials be fairly easy to find.

Students in SDLC 110 will share their cultural projects through brief presentations to the students of SDLC 105 during the last weeks of classes. Students in SDLC 111 and beyond may present to SDLC 105 students or other interested listeners.

Students will post a summary of their presentation, a list of source materials, and any supporting materials they use (slides, video links, etc.) to their blog on the Ning. See rubric for grading on page 14 of calendar.

Week Fourteen: Class on Tuesday, April 16

Cultural Presentations- Recording Presentation #3 before the entire class (10 minutes)

Week Fifteen: Class on Tuesday, April 23

Cultural Presentations- Recording Presentation #3 before the entire class (10 minutes)

Course conclusions, reflections, evaluations, and where do you go from here?

Due by 5:00pm on Thursday, May 2 Post Reflection Paper #2 to your blog in [Ning](#)

- Reflect on your learning experiences this semester.
 - (a) What insights have you gained about yourself as a language learner and cultural explorer? What did you find difficult? What have you enjoyed? How will you continue your learning?
 - (b) Which readings and learning activities did you find most useful? What would you like to learn more about?

If you are co-enrolled in SDLC 110, 111, 112, or 113, keep in mind that you are also responsible for completing the assignments and following the guidelines on the separate [syllabus document](#).

Rubric for Final Cultural Presentations

CATEGORY	Excellent	Very Good	Adequate	Poor
Topic 10 points	Topic is good choice for exploring target culture and making a language-culture connection. Topic is relevant to student's learning goals.	Topic lacks depth but there is a good language-culture connection. Topic is relevant to student's learning goals.	Topic is good for exploring target culture but less well related to language learning. Topic is relevant to student's learning goals.	Topic is fairly generic but interesting to the student.
Research 10 points	Student used appropriate resources (more than Wikipedia), was able to evaluate quality of sources, and documented them.	Student used appropriate resources (more than Wikipedia) and documented them but was uncertain about their quality.	Student did not go beyond Wikipedia-level resources and/or did not document them.	Inadequate resources and documentation.
Cultural Insight 10 points	Student explores topic in more than one of the ways of thinking about culture discussed in MLC 105, e.g. 'products, practices, perspectives' or 'cultural dimensions'. Student shows new understanding of target culture.	Student relates topic to one of the ways of thinking about culture discussed in MLC 105, e.g. 'products, practices, perspectives' or 'cultural dimensions'. Student shows new understanding of target culture.	Student shows new understanding of specific topic but does not relate it well to broader aspects of target culture.	Student describes product or practice without relationship to broader perspective on target culture.
Use of Target Language 10 points	Student incorporates in project 15 - 20 relevant words or expressions in the target language.	Student incorporates in project 11 - 14 relevant words or expressions in the target language.	Student incorporates in project 10 relevant words or expressions in the target language.	Student incorporates in project fewer than 10 words or expressions in the target language.
Organization 10 points	Presentation of project is well organized. There is a clear statement of what student has learned. Presentation engages the audience. Supporting materials enhance presentation.	Presentation of project is organized and statement of learning is clear. Presentation does not engage audience and/or supporting materials distract rather than enhance.	Organization and statement of learning are unclear. Audience may be engaged but are uncertain of main points of presentation. Supporting materials do not assist audience.	Organization is unclear, presentation does not engage audience, supporting materials are inadequate.
Response to Questions 10 points	Student is clearly well-versed in topic and able to respond to questions well beyond scope of presentation. Answers show cultural insight even when response is uncertain.	Student is able to respond to some questions beyond scope of presentation. Answers show cultural insight even when response is uncertain.	Student is able to respond only to questions about specific topic. Answers show cultural insight even when response is uncertain.	Student is unable to respond to questions beyond what s/he has presented. Answers show little cultural insight.
Peer Assessments and Feedback from Language Partners 40 points	After each presentation, students will be asked to evaluate presentations based on the criteria above, in addition to the level of engagement. The average of submitted scores will comprise 30% of the final presentation grade.			