# LIN 165: Applied Linguistics

**[Meeting times]**; [Location]
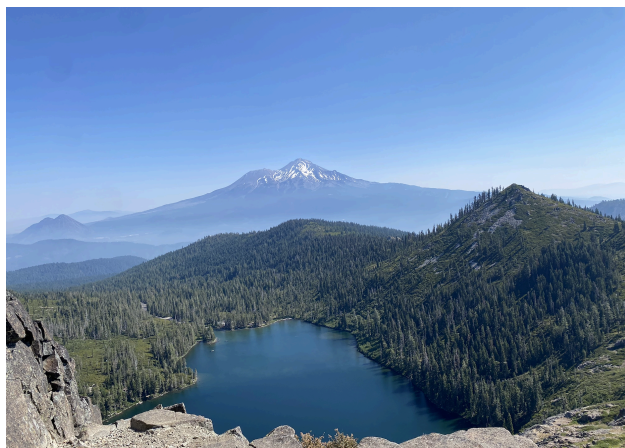


| Instructor: Sophia Minnillo | Office: [] |
|---|---|
| Pronouns: she/her/hers | Office Hours: [] |
| Email: [] | Canvas site: [] |

Welcome to LIN 165. The goals of this course are to help you better understand the field of Applied Linguistics and how linguistics can serve a variety of purposes, as well as to train you in the approaches and methodologies of the Applied Linguistics field.

## Course Learning Outcomes

By the end of this course, students will be able to:

1. describe the goals, foci, and methodologies of the Applied Linguistics field
2. utilize their knowledge of Applied Linguistics to serve their communities and enhance the field's knowledge through community-engaged work
3. identify and synthesize primary research in Applied Linguistics for academic and public audiences
4. compose multimodal texts individually and in groups and revise them on the basis of peer and instructor feedback and self-reflection

## Writing Experience Course

As this course counts for the Writing Experience General Education requirement, students will learn about written and multimodal communication practices that are common in the field of Applied Linguistics. This learning process will both include studying relevant genres and producing them, individually and collaboratively. Please come prepared with an interest in growing as a writer this term.

## Readings

Our course textbook is ***The Cambridge Introduction to Applied Linguistics*** (1st edition, 2020) by Susan Conrad, Alissa Hartig, and Lynn Santelmann. The textbook is available through the UCD Stores and [Equitable Access](). It is also available from various online booksellers' for around $43. Please purchase the textbook within the first few days of class in order to complete the assigned readings and relevant reading discussions. I will also post on Canvas copies of journal articles that we will read.

In the [Course Calendar](), when I include the number of a chapter and its title, that chapter is from *The Cambridge Introduction to Applied Linguistics*. Other texts are hyperlinked or provided on Canvas.

## Major Course Assignments

1. **[Service learning project]()**
   a. With the help of the [Career Center]() and your professor, you will make arrangements with a community partner to contribute at least 5 service hours to their organization. You'll complete the service learning project within the first 8 weeks of the term. Sporadically throughout those weeks, you'll write short service learning reflections that connect what you learn in the community to what we're discussing in class. In week 8, you'll put together those reflections into one summative essay that describes what you took away from the experience.
2. **[Research synthesis, infographic, and presentation]()**
   a. This is a group project. Within your group, you will decide on a topic within Applied Linguistics that you would like to explore through a review of relevant literature. Using our [library databases](), such as [Linguistics and Language Behavior Abstracts (LLBA)](), your group will create an **annotated bibliography** of at least 15 sources relevant to this topic. Then, you'll synthesize together what you learned about that topic into a brief **literature review** that is oriented toward public audiences (e.g., community members, teachers, policy-makers, healthcare workers). Next, you'll create a 1-page **infographic** that conveys the main points of your literature review while leveraging the visual modality. For your final exam, your group will give a **presentation** about your literature review and infographic.
3. **Discussion posts**
   a. Regularly, you'll post and respond to your classmates' posts on Canvas. These brief posts will relate to course topics and readings. Some posts will ask you to create discussion questions that will direct our in-class discussion.

## Attendance and Participation

Attendance and engagement are essential to your success in LIN 165! We will spend class time discussing topics and engaging in relevant activities; your success is

dependent on your attendance and engagement. You are permitted <u>two absences with no consequences to your grade</u>. This is to allow you to take care of health and/or personal concerns without having to inform me of why you need to take off class. You are still responsible for any assignments you miss when you are absent. Your grade will be impacted if you miss three or more days of class.

If you are tardy or absent, you are still responsible for any information and assignments discussed, completed, or submitted. I will not remind you of what you missed, nor will I reteach a class—it is your responsibility to keep yourself on track. I would recommend exchanging phone numbers or email addresses with a reliable classmate or two so that you can find out what you missed when you must be absent. Should you miss a class meeting, you will need to check Canvas for any updates as I may make changes to the calendar.

## Grading

| Category | Percent of Grade |
|---|---|
| Service learning project | 35% |
| Research synthesis, infographic, and presentation (final exam) | 35% |
| Discussion posts & other homework | 15% |
| In-class activities (e.g., peer review), attendance, & participation | 15% |

A+: 100-97%, A: 96-94%, A-: 90-93%
B+: 89-87% , B: 86-84%, B-: 83-80%
C+: 79-77%, C: 76-74%, C-: 73-70%
D+: 69-67%, D: 66-64%, D-: 63-60%
F:    0-59%

Your grade will be calculated on Canvas based on the above grade breakdown. Incompletes, by university policy, are only allowed in cases of documented true emergencies, such as a serious illness or death in the family. If such an emergency arises, please discuss it with me immediately.

You'll be graded based on the criteria of our rubrics, not against each other. I don't grade on a bell curve and I don't have a set grade distribution that I aim for. I want and expect you all to do an excellent job, and I've designed the course to give you as much support as possible and for hard work to be rewarded. Your labor, your attitude, and your growth are as important to me as the quality of your final products, and this is built into my assessment practices.

## Late Work Policy

Students are expected to submit assignments on time. For this reason, the late policy is that for **every day late** that a student turns in an assignment, **5%** will automatically be deducted from their grade on that assignment. If you have special circumstances which make you need to submit an assignment after the deadline, please email me and we will discuss any potential exceptions to the late work policy.

## Course Policy on AI

Learning to use AI in productive, responsible, and ethical ways is an emerging skill, one that we will cultivate in this course. The use of the generative AI tools **PapyrusAI** [user guide] and **Grammarly** is allowed in this course only for targeted **feedback** on drafts. You may only utilize PapyrusAI with prompts provided with each assignment. Such use must be discussed and properly acknowledged in your references page. Any other use of AI tools is not permitted. This is how OSSJA policy defines AI use as **plagiarism**: "Taking credit for any work not created by the student … includ[ing] … content generated by software or artificial intelligence." You are responsible for confirming the accuracy of AI's output; not that it may show significant inaccuracies.

As we learn about AI and how AI tools can support some parts of the writing process, we will be guided by two core principles:
1. Cognitive dimension: Working with AI should not reduce your ability to think clearly or develop expertise. We will practice using AI to support—rather than hinder—learning. AI can be wrong. It cannot think for you. It cannot learn for you.
2. Ethical dimension: Students should have instructor approval for any AI use, acknowledge any use in specific terms, and make sure any use aligns with academic integrity.

Guidelines for citing AI in APA style: https://apastyle.apa.org/blog/how-to-cite-chatgpt

*Acknowledgement:* The core principles about the cognitive and ethical dimensions discussed are based on Joel Gladd's "Policies related to ChatGPT and other AI Tools." They are reproduced here under a Creative Commons 4.0 Attribution license.

## Support Services

*Writing Center*

The goal of the **Writing Center** is to help you develop as a writer at UC Davis through encouraging peer feedback and guided practice on a variety of writing topics. The team is made up of undergraduate and graduate tutors who are UC Davis students as well as specialists who are experienced in teaching writing at the college level and hold advanced graduate degrees. To help students through the writing process, writing tutors and specialists work with students one-on-one as well as in small groups to discuss

topics that range from brainstorming to drafting. Tutors and specialists are trained to help students at any point in the writing process.  The Writing Center is located on the 4th floor of the TLC, and it is open from Monday-Thursday from 10 a.m.- 8 p.m. and Fridays from 10 a.m.-5 p.m. For more information, please visit the Writing Center's website: https://writingcenter.ucdavis.edu/ or *call 530-754-2999.* You can receive **extra credit** by attending a session at the Writing Center and sharing evidence of your appointment with me on Canvas.

*Student Disability Center (SDC)*

The philosophy of the SDC is to promote independence and integrated participation in campus life for students with disabilities. The SDC is staffed by professional disability specialists who specialize in different areas of disability: learning, vision, hearing, medical, psychological, and mobility. More information can be found at http://sdc.ucdavis.edu/.  If you need any special accommodations to complete this course successfully, please provide me with the information and official written documentation as soon as possible.

## Course Schedule

Please note that all assignment deadlines are available on our Canvas page under 'Assignments.' The schedule is subject to change, which I will inform you of.

| Class Day | Class Focus | Reading (for NEXT class) | Homework (due NEXT CLASS MEETING) |
|---|---|---|---|
| Mon: Week 1 1/6 | Introduction to the course & major projects | Ch.1 - Introduction to the Field of Applied Linguistics (pp. 3-20) | Pre-quarter questionnaire<br><br>Join course on i-Clicker |
| Wed: Week 1 1/8 | What is Applied Linguistics? | Vanderbilt: "What is Service Learning?"<br><br>Portland State: "What can I do with a degree in applied linguistics?"<br><br>Optional article: "Who Needs Linguistics? Service-Learning and Linguistics for Spanish Heritage Language Learners" (Llombart-Huesca & Pulido, 2017) | Discussion post about academic + career interests & goals |
| Mon: Week 2 1/13 | Service- and community-based learning in AL<br><br>*Career Center presentation* | Ch. 2 - Approaches to Research in Applied Linguistics (pp. 21-36)<br><br>Optional chapter: Pérez-Vidal & Sanz (2023) Research methods in study abroad<br><br>Check out: *Research Methods in Applied Linguistics* journal | Reach out to potential community service partners; secure partner by Wednesday of week 3 (Jan 22nd).<br><br>Group project topic survey |
| Wed: Week 2 1/15 | Research Methods in Applied Linguistics | Ch. 3 - Second Language Acquisition (pp. 41-55)<br><br>Optional article: Sydorenko et al. (2020) Beyond the curriculum: Extended discourse practice through self-access pragmatics simulations | Service Learning Proposal |

| Class Day | Class Focus | Reading (for NEXT class) | Homework (due NEXT CLASS MEETING) |
|---|---|---|---|
| Mon: Week 3 1/20 | NO CLASS: MLK DAY | | |
| Wed: Week 3 1/22 | Second Language Acquisition<br><br>*Introduce groups & group project* | Ch. 4 - Heritage Language Education<br><br>Optional article: Chan Hill & Wong (2024) Beyond Lau Envisioning humanizing and culturally sustaining workspaces for teachers in dual-language bilingual education schools<br><br>Check out: *Heritage Language Journal* | Discussion post about Heritage Education readings |
| Mon: Week 4 1/27 | Heritage Language Education | Ch. 7 - Developmental Language Disorder and Bilingualism<br><br>Optional article: Thordardottir & Rioux (2019) Does Efficacy Equal Lasting Impact? A Study of Intervention Short Term Gains, Impact on Diagnostic Status, and Association with Background Variables<br><br>Check out: *American Journal of Speech-Language Pathology* | Discussion post about Developmental Language Disorder and Bilingualism readings |
| Wed: Week 4 1/29 | Speech-language pathology, language & (dis)ability, bilingualism | Ch. 11 - Language Policy & Planning<br><br>Optional article: Katznelson & Bernstein (2017) Rebranding bilingualism: The shifting discourses of language education policy in California's 2016 election | Discussion post about Language Policy & Planning |

| Class Day | Class Focus | Reading (for NEXT class) | Homework (due NEXT CLASS MEETING) |
|---|---|---|---|
| | | Check out: *Current Issues in Language Planning* | |
| Mon: Week 5 2/3 | Language Policy & Planning | Ch. 14 - Language Documentation and Revitalization<br><br>Optional article: Yerian et al. (2023) A multicompetence approach to awakening dormant languages<br><br>Check out: *Language Documentation & Conservation* | Group project topic & audience decision<br><br>Mid-quarter feedback on the class |
| Wed: Week 5 2/5 | Language Documentation & Revitalization | Ch. 25 - Reading and Writing Empirical Papers in Applied Linguistics- Part I **(just pp. 365-374)** | Service Learning Reflection #1 |
| Mon: Week 6 2/10 | Searching for, reading & reviewing the literature in Applied Linguistics<br><br>*Annotated Bibliography genre* | Ch. 19 - Language, Aging, and Dementia<br><br>Optional article: Calzà et al. (2021) Linguistic features and automatic classifiers for identifying mild cognitive impairment and dementia<br><br>Optional article about bilingualism: Anderson et al. (2020) Does bilingualism protect against dementia? A meta-analysis | |
| Wed: Week 6 2/12 [Online, asynchronous class] | Language, Aging, & Dementia | Ch. 22 - Language, the Law, and Forensic Linguistics<br><br>Optional Article: Römer-Barron & Cunningham (2024). Applied corpus linguistics and legal interpretation: A rapidly developing field of interdisciplinary scholarship. | Service Learning Reflection #2 |

| Class Day | Class Focus | Reading (for NEXT class) | Homework (due NEXT CLASS MEETING) |
|---|---|---|---|
| Mon: Week 7 2/17 | NO CLASS: President's Day | | Group project- annotated bibliography |
| Wed: Week 7 2/19 | Language, the Law, & Forensic Linguistics | Ch. 23 - Ideology in Media Discourse<br><br>Wilkinson, M. (2022). Radical contingency, radical historicity and the spread of 'homosexualism' | |
| Mon: Week 8 2/24 [Online, asynchronous class] | Corpus approaches & critical discourse analysis | Schwartz (2019): Language, Mockery and Racism: The Case of Mock Spanish<br><br>(Skim) Kroll & Dussias (2016): Language & Productivity for All Americans<br><br>(Optional) Chong & Plonsky (2023): "A typology of secondary research in Applied Linguistics" | Service Learning Essay |
| Wed: Week 8 2/26 | *Research synthesis & literature review* | 24 - Literacy, Digital Literacy, Language Education, and Equity | PapyrusAI introduction & decision whether to use or not (assignment) |
| Mon: Week 9 3/3 | (Digital) Literacy<br><br>[Guest lecture: J.C. Crowley] | | Group project- literature review for **public audiences** |
| Wed: Week 9 3/5 | *Peer review + AI feedback workshop of literature synthesis* | Ch. 25 - Reading and Writing Empirical Papers in Applied Linguistics- Part II **(just pp. 374-387)**<br><br>Check out a few of the infographics from TESOLgraphics.com | Group project- REVISED literature review for public audiences |
| Mon: Week 10 3/10 | Empirical Papers & Public Writing in Applied Linguistics | Ch. 26 - The Path Forward | Group project infographic |

| Class Day | Class Focus | Reading (for NEXT class) | Homework (due NEXT CLASS MEETING) |
|---|---|---|---|
| | *Infographic genre* | | |
| Wed: Week 10 3/12 | Course review & your future in Applied Linguistics<br><br>*Research presentation genre* | | |
| Finals Week 3/18 | Final exam on **March, 18** 2025 **8:00 AM-10:00 a.m.** in [location] | | Group project presentation (due during final exam time) |

*The schedule of assignments, readings, and activities is subject to change. I will inform you of any changes and post a revised calendar.