

ALDS 1001A
THURSDAY, SEPTEMBER 5, 2019

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ACKNOWLEDGEMENTS

As with other courses at Carleton, this course is held on the **traditional and unceded territory** of the **Algonquin nation**.

TODAY'S TOPIC

1. Introductions
2. What is Applied Linguistics and Discourse Studies?
3. Review of Course Outline

YOUR INSTRUCTOR AND TEACHING ASSISTANTS

Instructor: Tina Beynen (tina.beynen@carleton.ca)

Office hours: Tuesdays and Thursdays after class (12 – 1pm) in Room 212 Paterson Hall

- 3rd year PhD student with expertise in the transition from high school to university and testing and assessment

How to address me: Tina is fine!

 Email etiquette...friendly but professional

YOUR INSTRUCTOR AND TEACHING ASSISTANTS

Teaching Assistants: Lisa Valenta & Brittany (Britt) Amell

lisa.valenta@carleton.ca; office hours: TBA

- 2nd year MA student with expertise in bi/multilingual education

brittany.amell@carleton.ca

- 4th year PhD student with expertise in academic (and other forms of)writing

How to address them: Lisa; Britt

 Email etiquette...friendly but professional

NOW YOU!

Although this is a large class, I hope that we can learn and work together as a community. In that spirit, I would like you to turn behind you and introduce yourself to 1 or 2 of your fellow students whom you do not already know.

What did you learn? Tell us one interesting thing about someone you met.

NOW YOU!

Now let's get to know the class as a whole:

- How many here are first-year students, starting university for the first time?
- Who is (or is intending) to study ALDS?
- Who is in the CTESL program?
- How many of you are studying full time?
- Where are we all from? <https://bit.ly/2IUyIVY>

NOW YOU!

And from a linguistic perspective:

- How many here speak more than one language fluently (can carry on a spontaneous, casual conversation)?
- Who can speak 3 or more languages fluently?
- What languages can you speak?
- Who speaks a language other than English as their first language?

WHAT IS LANGUAGE?

- How do you define *language*?
- What is language made up of?
- Who uses language and why?

<https://www.youtube.com/watch?v=Cg02KxwrO5U>

<https://www.youtube.com/watch?v=FWQIsBFLIEw>

- How many languages are there in the world?

<https://www.worldatlas.com/articles/how-many-languages-are-there-in-the-world.html>

- What counts as a language?

Keep these questions in mind in the coming weeks!

WHAT IS APPLIED LINGUISTICS?

- What is linguistics?
 - theoretical linguistics; applied linguistics
 - theory vs practice
- Applied linguistics definitions:

I. Spolsky, 2005, p. 36): “the definition of a field can reasonably be explored by looking at the professionals involved in its study ... Applied Linguistics is a cover term for a sizeable group of semi-autonomous disciplines, each dividing its parentage and allegiances between the formal study of language and other relevant fields, and each working to develop its own methodologies and principles.”

WHAT IS APPLIED LINGUISTICS?

2. Cook, 2003, p. 5: “the academic discipline concerned with the relation of knowledge about language to decision making in the real world” ...scope remains vague, but main areas of concern are language and education; language, work and law; and language information and effect (p. 7/8).

3. Brumfit, 1997, p. 93: “the theoretical and empirical investigation of real-world problems in which language is a central issue.”

EXAMPLES OF REAL-WORLD PROBLEMS

- What are your ideas?
 - Teaching
 - Language and the law
 - Making dictionaries
 - Translation
 - How languages change and evolve (e.g. social media, texting)
 - Languages becoming endangered or extinct

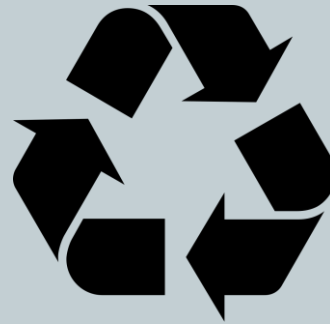
We will look at these and many more this term!

WHAT IS DISCOURSE?

- How do you define *discourse*?

Cameron (2001) – “‘language in use’: language used to do/mean something, language produced and interpreted in a real-world context” (p. 13)

- What do you need to do or mean something? What is *discourse* made up of?
- words...sentences...



ALDS AT CARLETON

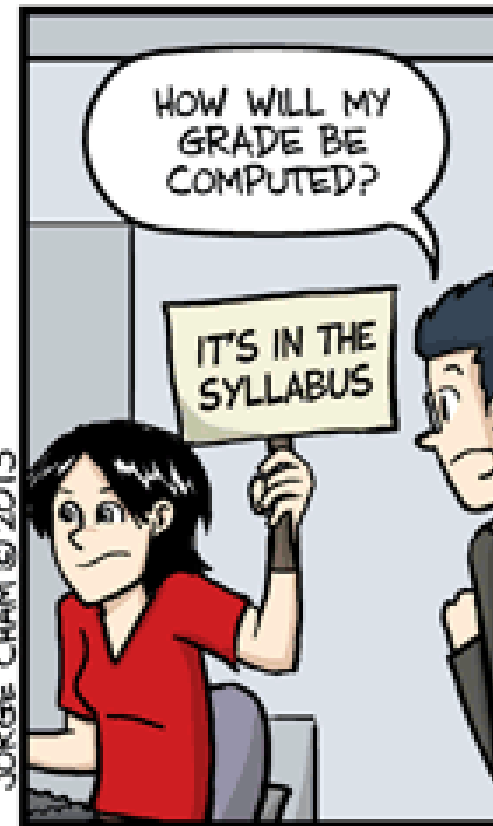
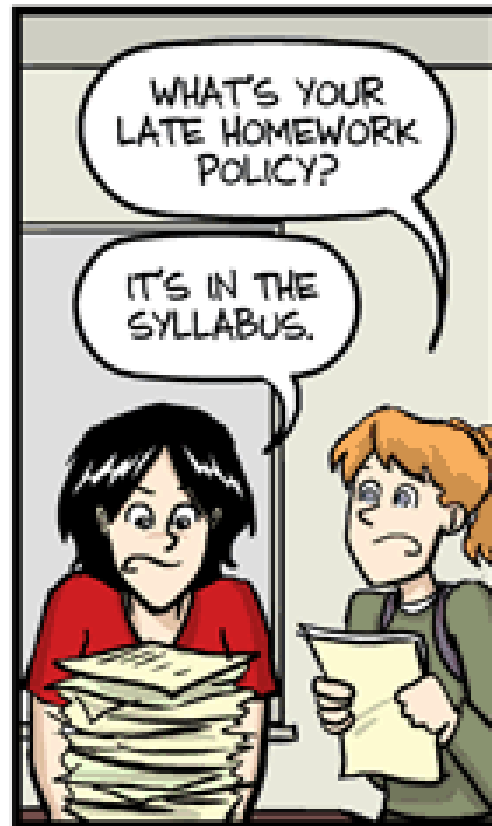
<https://carleton.ca/slals/applied-linguistics-discourse-studies/>

- ***Applied Linguistics***: in contrast to formal *Linguistics* with its focus on the structure of language, *Applied Linguistics* emphasizes language as a system of communication and a form of social action. Its areas of investigation include how languages are assessed, learned and taught.
- ***Discourse Studies***: this field also emphasizes language as a tool for communication and action in professional and social contexts. *Discourse Studies* takes a “multi-modal” approach, examining how written, spoken and visual modes of communication interact in workplace and academic settings, as well as in the media and social networking.

ALDS AT CARLETON

<https://carleton.ca/slals/applied-linguistics-discourse-studies/>

- [undergraduate](#) (see also [here](#)) and graduate degree programs (contact Dr. Lev Blumenfeld lev_blumenfeld@carleton.ca)
- [CTESL program](#) (contact Dr. Geoff Pinchbeck Geoff.Pinchbeck@carleton.ca)
- New! [Professional Writing Program](#) (contact english@carleton.ca)



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Image source: msstoyles.weebly.com

ALSO
THIS...

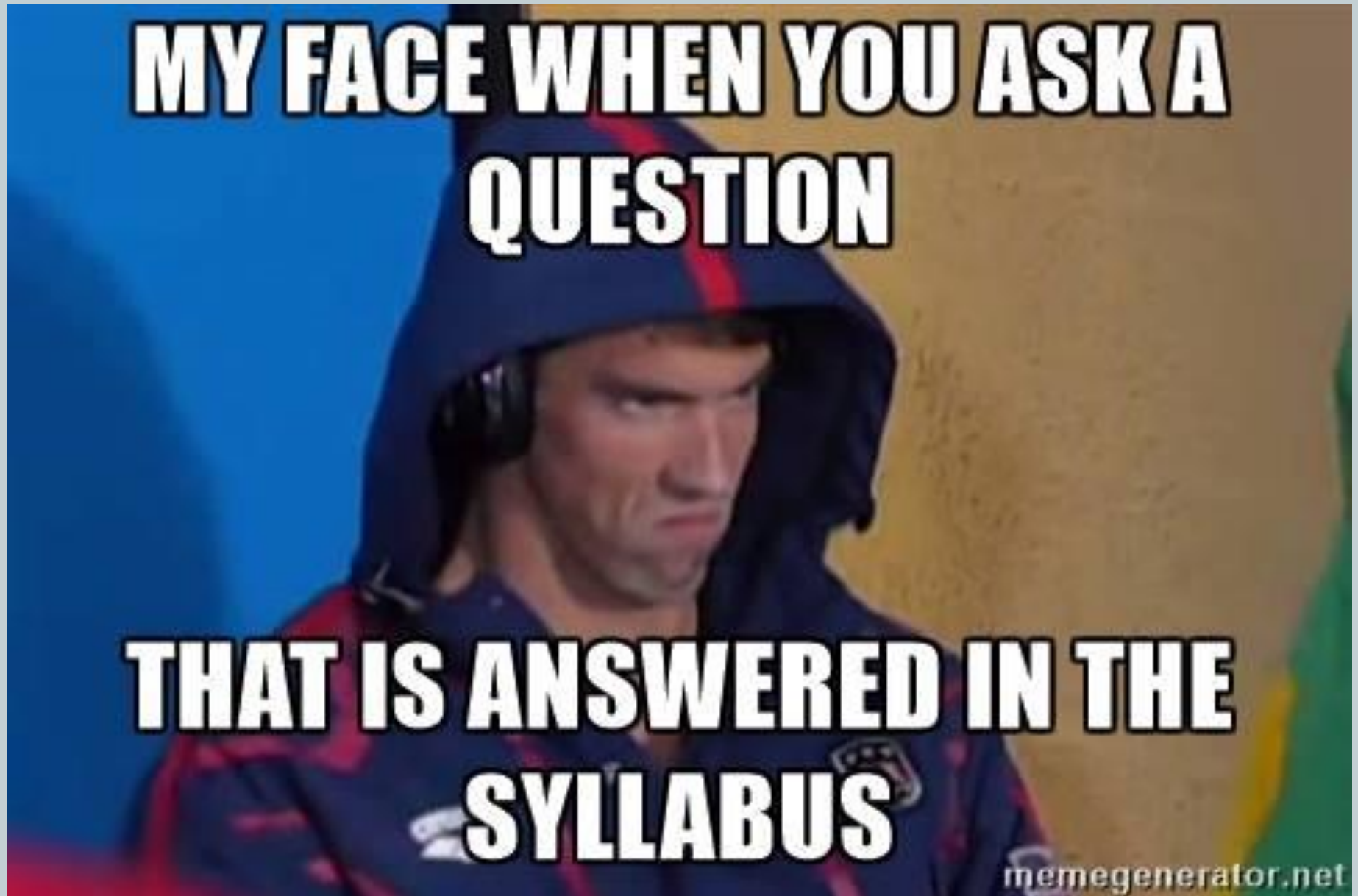


Image source: www.everydaysociologyblog.com

COURSE OUTLINE

Important to note:

- How and when to contact your instructor and TAs
- Role of cuLearn in this course and how to address problems (<https://carleton.ca/its/contact/>)
- Required text (2017/2nd edition, not first)
- How you will be assessed in this course
- Rules for academic integrity and plagiarism
- Important dates – tests, assignments, final course project

COURSE OUTLINE

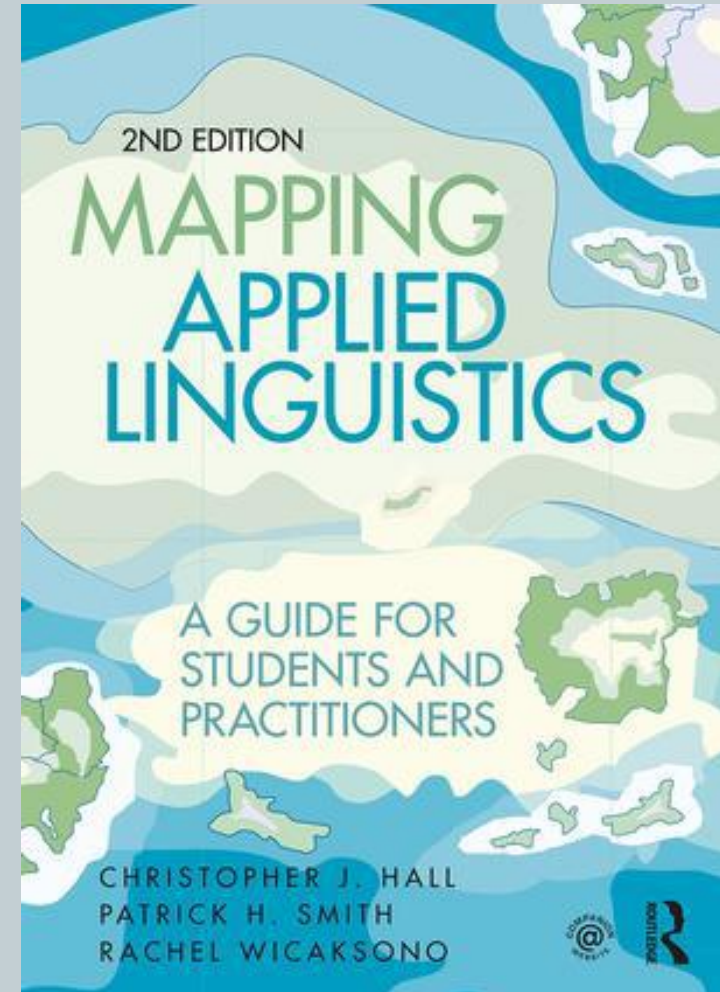
cuLearn: <https://carleton.ca/culearn/>

- course outline
- Q & A forum in cuLearn > first point of contact for questions specific to the course/course content so that all students may benefit from the answers.
- access to readings in ARES
- access to assignment instructions and submission; access to quizzes

COURSE OUTLINE

Hall, Christopher J., Patrick H. Smith, and Rachel Wicaksono (2017). *Mapping Applied Linguistics: A Guide for Students and Practitioners*. 2nd edition. London / New York: Routledge.

Note: 2017 edition, *not* 2011 edition!



COURSE OUTLINE

ASSIGNMENT	DUE DATE	% OF FINAL GRADE
Initial course questionnaire (10 questions, cuLearn)	Sept. 10	2%
Plagiarism quiz (link to tutorials and quiz in cuLearn; upload certificate of completion)	Sept. 15	3%
Assessment Journal (in cuLearn starting Sept. 17)	Nov. 24	5%
Content Responses (small written assignments on course content; 4 during the term)	Sept. 19 Oct. 3 Oct. 31 Nov. 7	5% each; Total - 20%
Quizzes (in cuLearn, no class on these days)	Oct. 10 Nov. 21	20% each; Total - 40%
Course Project: Part 1 – group and topic selection (cuLearn)	Nov. 7	5%
Part 2 – individual critical commentary paper	Dec. 1	10%
Part 3 – group poster presentation (location TBA)	Dec. 3 & 5	10%
Part 4 – peer review form (for poster presentations)	Dec. 3 & 5	5%
MANDATORY ATTENDANCE ON DEC. 3 & 5		Total – 30%

COURSE OUTLINE

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”

See Academic Integrity Policy (PDF document) in “Resources” on cuLearn page. Includes:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

COURSE OUTLINE

How to do well in this course:

- Complete assigned reading before class, take notes on the readings to jog your memory later for quizzes, and come to class with any questions you have about the readings.
- Be on time for class.
- Be engaged; participate in class and online discussions.
- Take notes during lectures and presentations, including on materials presented such as videos.
- Work collaboratively with your classmates and group members.
- Complete assigned tasks and activities on time and follow the instructions.

COURSE OUTLINE

How to do well in this course (con't):

- Prepare for quizzes and assignments ahead of time; do NOT wait until the night before.
- Manage your time! In whatever way works best for you, record deadline dates for all courses and personal activities so that you can plan ahead.
- Form study groups.
- Take responsibility for your learning. Be proactive in using available services and seek help when you need it (from me, your TAs, PASS facilitators, Writing Services, Health Services, etc.)
- If any serious issues arise that impact your ability to come to class or complete assigned work, please let me know ASAP. Don't wait until it's too late to do anything about it. I can't help you if I am unaware that something is going on.
- Communicate, especially when you have questions, problems, or issues. Although this is a large class, I and your TAs will do our best to make ourselves available, listen, and help. Don't struggle alone, in silence.

COURSE OUTLINE



Image source: <https://knowyourmeme.com/memes/with-great-power-comes-great-responsibility>

LOOKING AHEAD

Currently the PMC is seeking a volunteer notetaker for this class. This volunteer service is very easy for you to do and has many rewards.

Volunteers must take notes for all lectures and have them uploaded within 48 hours of the lecture date. Notes can be typed or handwritten notes can be scanned and uploaded via Carleton Central. Volunteers who upload all notes in a timely manner will be eligible for a letter of appreciation and CCR credit at the end of the term.

If this is an opportunity you would like to take advantage of please email volunteer_notetaking@carleton.ca with your name, student number and complete course code (ALDS1001A), or you can stop by our office in 501 University Centre.

LOOKING AHEAD

1. Scanlon, Rowling & Weber (2007) reading – ARES
2. Initial course questionnaire (in cuLearn, due Sept. 10)
3. Textbook Chapter 1 (Introduction) – Tuesday
4. Textbook Chapter 2 - Thursday
5. Plagiarism quiz (link and instructions in cuLearn; watch tutorials and complete quiz, requesting certificate; upload certificate to cuLearn by Sept. 15)

QUESTIONS?

REFERENCES

- Brumfit, C. (1997). How applied linguistics is the same as any other science. *International Journal of Applied Linguistics*, 7(1), 86–94.
- Cameron, D. (2001). *Working with spoken discourse*. London; Thousand Oaks: Sage.
- Cook, G. (2003). *Applied Linguistics*. Oxford: Oxford University Press.
- Spolsky, B. (2005). Is language policy applied linguistics, in P. Bruthiaux, D. Atkinson, W. G. Egginton, W. Grabe & V. Ramanathan (Eds.), *Directions in Applied Linguistics*. Clevedon: Multilingual Matters.