

LING 435: Applied Linguistics

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Course Description:

In this course, students will learn about the history and development of what is now called *Applied Linguistics*. This will include understanding how different linguistic theories play a role Applied Linguistics; why the distinction between *Linguistics* and *Applied Linguistics* is made; why some consider the field Applied Linguistics and others consider it Linguistics Applied. We will then read about various issues and problems in society that research on language use and language organization can help solve including language learning and teaching, composition, legal issues, and service encounters.

Prerequisites: LING 390

Major Assignments: (Final Project, Final Exam, Class Presentations)

Text: packet of readings

Syllabus: Below is a provisional syllabus

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Readings: via Blackboard (www.psuonline.pdx.edu)

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Student Learning Objectives

By the end of Linguistics 435, students should:

- understand the history and interdisciplinary nature of the field
- understand the relationship between linguistic theories and theory and practice in applied linguistics
- know how applied linguists address problems in the world
- have a better understanding of possible future careers with a degree in applied linguistics
- be able to articulate positions on societal issues of importance to applied linguistics

Course Requirements:

In-class work	10%
Homework	20%
Class presentation	25%
Final exam	20%
Project and paper	25%

Grading Scale

A:	94-100%	C+:	78-80%
A-:	91-93%	C:	74-77%
B+:	88-90%	C-:	71-73%
B:	84-87%	D:	62-70%
B-:	81-83%	F:	0-61%

In-class work

This consists of group discussions and problem solving. I am assuming that everyone will have a chance to talk about and work through issues for class in full class and small group discussions. If this does not happen, that is, if some students are not active and others are very active, I will try to balance the situation. Please be aware of this balance yourselves.

Have the readings prepared on the day they are due and bring homework assignments to class. We will often discuss the readings and go over issues from the homework in class.

Because of its dialogic nature, in-class work cannot be made up. If you cannot be in class for a particular reason, contact me by e-mail or telephone before class. **If you miss the first week of classes, you will be dropped from the class.**

Class Presentations

Students will take turns presenting issues from the readings to the class in small teams. Each team will present one time during the term. The class will be assigned readings for each class period. You can design your presentation based on one or all the particular readings. You may use power point to help the presentation but I want you to make the presentation interactive, include an activity or discussion for the class as well as some kind of assessment.

Project paper

After doing some reading in class, think about a societal problem that you have heard about or know about (preferably, here in Portland) and that interests you. The problem should be something that is appropriate for an applied linguist to attempt to alleviate. 5-6 pages, 3 outside sources, due in week 9. (more information on handout).

Homework assignments

Critical reflection papers (should be completed on a word processor and printed). For these papers, you should display that you understand the ideas in the reading and then find one or two issues in the reading that strike you as worthy of comment or critique. You should try to make connections between the issues you choose and what we have discussed in class and your other course work.

Final exam

Short essay questions to be written on during the final exam period.

Online discussion

Periodically, we will supplement in-class discussion with online discussion via Blackboard. You may also use Blackboard for more informal discussions or ask questions about issues in Applied Linguistics. If you post questions there, however, I cannot guarantee you will get a quick answer from me. It may be place where one of your classmates can answer a question or give you added insight. For direct questions to me for which you want a quick answer, send me an e-mail or call.

A note on plagiarism

As information accumulates and bombards us from all quarters these days, it is extremely important that we are careful about not representing others' work as our own. This is how Portland State deals with plagiarism (from PSU's student conduct code): "Acts of academic dishonesty may result in one or more of the following sanctions: a failing grade on the exam or assignment for which the dishonesty occurred, disciplinary reprimand, disciplinary probation, loss of privileges, required community service, suspension from the University for a period of up to two years, and/or dismissal from the University. Questions regarding academic honesty should be directed to the Office of Student Affairs, 433 Smith Memorial Student Union". If you have questions about what constitutes academic dishonesty contact this office or ask me.

Academic accommodations:

If you have a disability and are in need of academic accommodations, please notify me immediately to arrange needed supports. If you are a student with a documented disability and registered with the Disability Resource Center, please contact me immediately to facilitate arranging academic accommodations.

Schedule (subject to change)

Dates	Topic	Readings	HW
1: 3/30	-Introduction -How do theories of linguistics inform applied linguistics? Recap of 390 and theoretical approach of 390		
2: 4/1	Functionalism and SFL	-Halliday, 1978 -Martin, 2010 *Bloor & Bloor, 2004	-Reading reflection on Halliday or Martin -Group 1 presentation
2			
3 4/6	Definitions of Applied Linguistics	-Widdowson(Bb) -Kaplan(Bb)	
4 4/8		-Davies, 2007	-Group 2 presentation -CAL website review
3			
5: 4/13	Language and medical issues	-Ch. 2 readings *Hamilton, 2008	-Group 3 presentation
6: 4/15	Doctor-Patient -Guest speaker		
4			
7: 4/20	Language and Medical issues -health literacy	-health literacy website	
8: 4/22	Applied linguistics and the law (from readings)	Ch. 1 readings	Group 4 presentation
5			
9: 4/27	Applied linguistics and the law -CA studies: Courtroom, 911		
10: 4/29	Applied linguistics and the law -Guest speaker		
6			
11: 5/4	Language instruction From readings	Ch. 9 readings (and Heath)	Group 5 presentation
12: 5/6	Language instruction -my work		
7			
13: 5/11	Language instruction -Revitalization -Guest speaker		
14: 5/13	Literacy -Guest speaker	-adult literacy reading (Bb)	
8			

15: 5/18	Writing/Composition -from readings	-Ch. 6 readings	Group 6 presentation
16: 5/20	Health literacy Translation/Identity -Learner Portraits	-health literacy conference website	
9			Option 1 paper due
17: 5/25	NO CLASS-Memorial Day		
18: 5/27	Translation/interpretation	-Ch. 8 readings	Group 7 presentation
10			Option 2 paper due
19: 6/1	Critical theory: NS-NNS -political responsibility?	-Pennycook, 2001 (Bb)	Group 8 presentation
20: 6/3	Critical theory	-Norton, 1997 (Bb) -*Bachman (Bb)	

Final exam: Wednesday, March 17, 12:30.

Some readings on Blackboard:

- Bloor, T., & Bloor, M. (2004). *The functional analysis of English* (second ed.). London: Hodder Arnold. (chapter 12).
- Davies, A. (2007). An introduction to applied linguistics: From practice to theory. Edinburgh: Edinburgh Textbooks in Applied Linguistics. (chapter 1)
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold. (chapter 1)
- Hamilton, H. (2008). Language and dementia: Sociolinguistic aspects. *Annual Review of Applied Linguistics*, 28, 91-110.
- Kaplan, R. B. (1980). On the scope of linguistics: Applied and non, in Kaplan, R. B., (ed.) *On the scope of applied linguistics*. (pp. 55-66), Rowley, MA: Newbury House.
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31(3), 409-429.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum. (ch. 1)
- Widdowson, H. (1980). Applied linguistics: The pursuit of relevance. In Kaplan, R. B. (ed.) *On the scope of applied linguistics*. (pp. 74-87), Rowley, MA: Newbury House.