

possible.

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% (September 29th, 2015)

Exam II: 20% (November 26th, 2015)

Final paper and in-class presentation: 25% (presentations in final three class periods, final paper due Tuesday, December 8th, 2015)

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 (with a "check mark"), done especially well (with a "check-plus"), done inadequately (with a "check-minus"), or not done (with a zero), 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 writing itself.

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).

Final paper and in-class presentation:

The paper ("Aufsatz"): The final paper is due on Tuesday, December 8th, after the semester is over. The paper should have to do with an aspect of the course material that interests you and which you would like to explore further. Students may choose to either report on the research of others or write a proposal for their own potential sociolinguistic studies. German majors are required to write their papers in German; the others may choose to write either in German or English. The paper should be about five pages long. 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!).

The presentation ("Vortrag"): The purpose of your presentation is to give you a chance to teach the other students something about what you have learned through working on your paper. This can consist of a straightforward, conventional presentation of some of the information you have learned, as one might in a lecture, but you can also choose to do some sort of in-class activity with the rest of the class to illustrate the points made in your paper. Your presentation should be seven to ten minutes long, after which a short discussion period will follow, and it will be given on one of the final three days of class. It should be in the language of the paper, because you will be expected to develop this presentation into the final version of your paper after receiving feedback from Dr. Dailey-O'Cain and from the rest of the class.

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 Section 23.4(2) of the University calendar.”

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

<http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which 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.”

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 safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or 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 student ombudservice (<http://www.ombudservice.ualberta.ca/>).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

Academic Honesty:

All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in languages 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 conduct with dire consequences.

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.](#)

Recording of Lectures:

Audio or video recording 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. Recorded material 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 23.3(1) and 23.5.6 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.

In this course, 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, 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.

In cases of potentially excusable absences *on exam or presentation days* due to illness or domestic affliction, *notify Dr. Dailey-O’Cain by e-mail within two days*. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 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.

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.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“**MLCS Undergraduate Grading Scale**”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

“MLCS Undergraduate Grading Scale”

Letter	%	Pts	Descriptor
A+	95-100%	4.0	Outstanding: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.
A	90-94%	4.0	Excellent: Superior performance showing comprehensive understanding of subject matter.
A-	86-89%	3.7	Very good: Clearly above average performance with complete knowledge of subject matter.
B+	82-85%	3.3	Very good
B	75-81%	3.0	Good: average performance with knowledge of subject matter generally complete.
B-	70-74%	2.7	Good
C+	66-69%	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65%	2.0	Satisfactory
C-	58-60%	1.7	Satisfactory
D+	55-57%	1.3	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-54%	1.0	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	Fail: Unsatisfactory performance or failure to meet course requirements.

Unterrichtsplan:

Das Kursbuch wird nach den Autoren "Barbour/Stevenson" genannt. Für die Tage, an denen wir Teile des Kursbuchs lesen, sind einfach die Seitenzahlen angegeben. An einigen Tagen lesen wir aber statt dessen Artikel von Eclass; an diesen Tagen sind Autor und Titel des Artikels angegeben.

Einführung

September

1: Kurseinführung; Stevenson "Delimiting the language"

Traditionelle Dialektologie

3: Barbour/Stevenson 71-78

8: Barbour/Stevenson 78-84

10: Barbour/Stevenson 85-92

15: Barbour/Stevenson 92-97

17: Barbour/Stevenson 97-106

22: Baur "Der Dialekt von Schiltach und Umgebung"

24: Baur "Der Dialekt von Schiltach und Umgebung"

29: PRÜFUNG I

Oktober

Soziolinguistische Dialektologie

1: Barbour/Stevenson 108-113

6: Barbour/Stevenson 113-121

8: Barbour/Stevenson 121-127

13. – KEIN UNTERRICHT (DR. DAILEY-O'CAIN IST WEG)

15. – KEIN UNTERRICHT (DR. DAILEY-O'CAIN IST WEG)

20: Barbour/Stevenson 127-131

22: Barbour/Stevenson 131-136

27: Barbour/Stevenson 136-144

29: Christen "Convergence and Divergence in the Swiss German Dialects"

November

3: Auer/Barden/Großkopf "Dialektwandel und sprachliche Anpassung"

5: Auer "Sprache, Grenze, Raum"

10. – KEIN UNTERRICHT (FALL BREAK)

12. – KEIN UNTERRICHT (FALL BREAK)

17: Auer "Sprache, Grenze, Raum"

19: Video: "Dialekte"

24: Diskussion zum Video

26: PRÜFUNG II

Dezember

1: VORTRÄGE

3: VORTRÄGE

Your final papers are due Tuesday, December 8th, at 4pm. Please *print* them (do not email them!) and deliver them to my office. If I am not there, please slide them under the door. Thank you!