

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2018-2019 MLCS 622 A1: Applied Linguistics: Research Methods
(Fall Term)**

Instructor: Dr. Jennifer Dailey-O’Cain

Time: Thursdays 2:00-4:50pm

Office: 309-C Arts Bldg.

Place: HC 4-96

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Office Hours: Tuesdays and Thursdays 1-2,

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or by appointment

Personal Website: <http://www.ualberta.ca/~jenniedo>

Course Website: n/a

Course Prerequisite: Some prior linguistics courses or consent of department. (It is your responsibility to ensure that you have the appropriate prerequisites for the course.)

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA: No exams in this course

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course introduces graduate students to three areas of applied linguistics: sociolinguistics, discourse analysis, and second language acquisition. The purpose is to allow them to gain an in-depth understanding of the field in order to select a specific area of specialization for their own advanced studies. In keeping with the title of the course, special attention will be given to issues of methodology: both describing and assessing the methodologies of data collection and analysis in the studies we discuss in class, and assessing the best possible methodology (or combination of methodologies) to answer students’ questions in their own future research.

Texts:

There is no textbook for this course. All required readings consist of academic/scientific articles that can

be downloaded from eclass (with the exception of a few that will be on reserve in Rutherford Library)

Grade Distribution (see “Explanatory Notes”):

Your final grade will be determined on the basis of the following aspects of the course:

- Participation (throughout the course): 20%
- Two in-class “facilitated discussions” of a set of readings (specific dates for specific students to be determined after classes begin): 20%
- Journal (weekly entries): 5%
- Article presentation (in relation to your journal, specific dates for specific students to be determined after classes begin): 10%
- Abstract (due 25 October, 2018): 10%
- Presentation of final project (due 6 December, 2018): 10%
- Written final project (due 12 December, 2018): 25%

Date of Deferred Final Exam (if applicable): There are no exams in this course, final or otherwise.

Explanatory Notes on Assignments:

Facilitated Discussions:

Each week we will discuss a different aspect of the course topic, and each week a different student will present the assigned readings to the other students. These presentations should not be in the form of a formally-prepared paper, but should instead be seen as “facilitated discussions.” Everyone will have read the readings, so the student facilitator should simply summarize the content of the articles (it helps to think of it as teaching rather than as a presentation). Each student will be responsible for two-three facilitated discussions, which will take up half an hour to 45 minutes of the class period for that week. Following that presentation, the instructor will lead the class in a discussion of those readings' relevance to other readings, the students' own research, and to applied linguistics as a whole.

Journal:

You will be asked to keep a journal on a weekly basis and be ready to discuss *some* of what you have written with the class every week. In addition, the journal will be collected on the last day of classes for a qualitative assessment.

As you learn more about linguistic phenomena, you will be able to name them and witness them at times. The purpose of the journal is to record your thoughts, observations, and questions that relate to applied linguistics in general. For example, you might be sitting in a bus noticing that the driver uses a certain phrase that strikes you as odd or you might find that Uncle Jimmy speaks in a particular way when addressing your grandmother. Perhaps that girl who works at *Shopper's* keeps using the phrase «like, I mean» or an international student you know makes the same pronunciation mistake all the time even after you corrected her. Or maybe one of your professors may be using a non-native phrase, which you can identify as coming from her first language! After recording that observation in your journal, the goal is for you to think about what it might mean about or accomplish for the speaker.

Article Presentation:

As noted above, when you keep your journal and make your entries, you notice various linguistic phenomena. Pick one that interests/strikes you the most and think about how would you go about studying this phenomenon. First of all, you would need to find relevant literature on that phenomena/topic. Pick one article that you find the most pertinent to the study of your phenomenon and present a summary of this article in class. This presentation should be about 15-20 minutes long and include: an overview of your phenomena and a summary of the article you find (including reasons for your choice, various pros and cons etc.).

Abstract, Presentation, and Final Project:

A considerable portion of your grade is based on an individual research project of your choice that is relevant to the course material. About halfway through the semester (you will be warned at the time!) you should decide on your research topic and write an abstract of your paper, as if you were actually going to send it in for presentation in a scholarly conference. Several examples of abstracts will be provided at that time, and we will also discuss the format of a good abstract in class. The presentations will take place during finals weeks of classes, and should be in the format of an actual scholarly paper (as a research project in progress) you would present at a real conference. In keeping with general procedure at linguistics conferences in North America, you should plan for twenty minutes for the presentation with ten minutes for discussion afterward. You may then incorporate any useful input you receive in the discussion into the revision that will become your final project.

Your projects should be written in English and be approximately 10-15 pages in length. The due date for the final projects is Monday, 13 December, 2017, at 4pm. Your topic will depend on your own research interests in applied linguistics [we will discuss some possible topics], and may focus on areas of applied linguistics discussed in class (sociolinguistics, discourse analysis, SLA).

The final project, which may be viewed as the design of a potential research project, should be structured as follows:

- ◇ Abstract (350 words-500 words)
- ◇ 1-2 pages: Introduction (statement of topic, purpose, goal(s), research questions)
- ◇ 2-3 pages: Literature review (including historical overview if applicable, background of study and how your study asks new research questions/is innovative)
- ◇ 0.5 pages: Hypotheses
- ◇ 2.5-3.5 pages: Method (proposed methodology and rationale for your choice: participants, materials, procedures, proposed method of analysis)
- ◇ 0.5 page: Results (hypothetical: you will not be doing the actual analysis, but you need to present an overview of how you plan to present your results)
- ◇ 1.5-2 pages: Discussion (relate your hypothetical results to your initial research questions; what could the hypothetical results reveal/answer etc.)
- ◇ 1 page: Conclusion (summary of the proposed project; that is, what was studied and how, as well as limitations and suggestions for future research)
- ◇ 1-2 pages: References (MLA format)
- ◇ Appendices if relevant (consent forms, instruments and other materials)

Here are a few ideas:

1) Conversation Analysis: Students will plan to collect samples of naturally-occurring conversations with a recorder. Students will plan to solicit [number] volunteers to record them in one of their habitual activities. They will then plan to transcribe these conversations in order to analyze one particular phenomenon (i.e., the notion of repair). They will offer a descriptive analysis of the repair sequences they may find and propose how will they do a fine-grain analysis of specific conversational sequences.

2) Critical Discourse Analysis: After identifying a theme that has been discussed in length in recent months in the news, students will choose editorials written on that subject from [number] newspapers. They will choose the newspapers according to their divergent political stance and propose an analysis of the content of each editorial in terms of the rhetorical strategies used to convey the author's opinion. Then, students may propose to compare and contrast the strategies used in each newspaper to demonstrate, for instance, how the editorials reflect the newspaper's political line.

3) Variationist Sociolinguistics: After identifying one sociolinguistic variable, students will propose to interview [number] males and [number] female volunteers (of approximately the same age) on a subject designed to elicit the chosen variable. The interview will, for instance, include spontaneous speech as well as a formal reading style. After collecting the data, students will be proposed to analyze the results in terms of gender, education attainment (if relevant), and attention to speech.

4) Second Language Acquisition: Students will propose to test a hypothesis. Such a hypothesis could be, for instance, the input flood hypothesis for grammar acquisition using a pre-test / post-test design. Students will prepare a reading task under two different conditions: one with enhanced forms and one without. They will propose to solicit [number] second-language participants per condition (enhanced, non-enhanced, and control) and analyze the results.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Student Responsibilities:

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 www.governance.ualberta.ca) and avoid any behaviour that 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.”

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

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 that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording, digital or otherwise, 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. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 [Attendance](#) and [Examinations](#) 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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, regular attendance is highly valued, as it is essential for optimal performance in a graduate seminar. 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 23.4.2 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 you are unable to come to class, please contact Dr. Dailey-O’Cain before the beginning of the class period and let her know. You won’t be marked down for excused absences, but please remember that you can’t participate in discussions if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark.

If your absence is excused (i.e. if you have notified Dr. Dailey-O’Cain before the absence that you will not be there), 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. If you do have an excused absence, you are still responsible for asking Dr. Dailey-O’Cain at the next class meeting you attend what the missed assignments were, and for asking a fellow student for any in-class notes you have missed.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Graduate Grading Scale”

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure

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Weekly outline for MLCS 622:

The readings are listed according to the last name of the author(s).

Week 1: 6 September	Course Introduction Some definitions of applied linguistics, discussion of research interests and possible end-of-semester paper topics
Week 2: 13 September	Applied Linguistics: Introduction to AL Readings: Li Wei 2007, Joseph 2006, Widdowson 2006, Savignon 2006, Piller 2015 (choose <i>at least two</i> of these overview articles to read for today & bring thoughts and questions about them to class)
Week 3: 20 September	Variationist Sociolinguistics: The First and Second “Waves” Readings: Chambers 2013, Labov 1997, Labov 1984
START THINKING	ABOUT YOUR FINAL PROJECTS
Week 4: 27 September	Variationist Sociolinguistics: The Third “Wave” Readings: Eckert 2012, Theodoropoulou 2013, Walker et al 2014
Week 5: 4 October	Spoken Discourse: Conversation Readings: Hutchby & Wooffitt 2008, Egbert 2004, Dailey-O’Cain & Liebscher 2009
Week 6: 11 October	Spoken Discourse: Beyond Conversation Readings: Patrona 2012, Munday 2018, Lin 2017
BEGIN WORKING	ON YOUR ABSTRACT
Week 7: 18 October	DISCUSSION OF ABSTRACTS –HOW TO PREPARE Informal Written Discourse Readings: Zhang & Chan 2017, Nedashkivska 2009, Veum & Moland Undrum 2018
Week 8: 25 October	ABSTRACTS DUE –ALL: brief discussions of topics chosen by each student Formal Written Discourse Readings: Bowcher et al 2013, Le 2012, Breazu & Machin 2018
Week 9: 1 November	Software for data collection and for qualitative and quantitative analysis (no readings, but please reflect on research-enabling software packages you may already know about—including those mentioned in the articles we’ve already read—and come prepared to talk about those & some others)
Week 10: 8 November	Second Language Acquisition Readings: Izumi 2002, Mendikoetxea & Lozano 2018, Dmitrenko 2017
Week 11: 15 November	FALL BREAK: NO CLASSES
Week 12: 22 November	Second Language Pedagogy: Grammar Readings: Arzt & Kost 2016, Lam 2018, Gutierrez 2013
Week 13: 29 November	Second Language Pedagogy: Beyond Grammar Readings: de la Fuente 2003, Foster & Snyder Ohta 2005, Loewen & Isbell 2017
Week 14: 6 December	Final Presentations