



ENGL 408-81G

LANGUAGE AND IDENTITY

Fall 2014

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Office Hours 2:20-3:20 (W.) and by appointments
Classroom MCB (Tulsa) 2438
Class Time 4:30-7:10 pm (W)

Course description

This course provides an overview of the current research on identity and its relation with:

1. Language Variation
2. Second language acquisition
3. Foreign language learning and teaching

Participants will be able to analyze relevant literature on the topic and ponder its connections with important social issues such as second language education, immigration, and social equity.

In this course, we will:

- Read articles and book chapters that introduce us to different trends on the study of language and identity.

- Watch and discuss ideas presented on video lectures and documentaries
- Practice synthesizing and analyzing research literature.
- Interact with colleagues and the instructor to collectively construct an informed understanding of the main topics discussed.
- Conduct the discussion of selected published studies.

Graduate Section is also expected to:

- Carry out an empirical research project on a linguistic identity-related topic and write up a research report.



Weekly Plan

<i>Date</i>	<i>Topic</i>	<i>Activities</i>	<i>Resources</i>	<i>Products</i>
August 20 th	Introductions Language and Identity	Ice Breaker Syllabus Presentation <i>Lecture I</i>	Syllabus Block (2007) Chapter 2	
August 27 th	Linguistics facts of life	Class Discussion <i>Lecture II</i>	Lippi-Green (2012) Chapter 1	
September 3 rd	Language variation and Identity in the US (I)	Small Group Work Class Discussion Video Session Guided small group discussion	Lippi-Green (1997) Chapter 10 Video “Do you speak American?” (Cran & MacNeil, 2005) and video guide	Mind Map Video Summary 1
September 10 th	Language variation and Identity in the US (II)	Quiz Preparation Quiz 1 Class Presentations	Quiz I Study Guide <ul style="list-style-type: none">• Johnstone, 2007• Baugh, 2003• Kelley, 2013	 Presentation Summary 1
September 17 th	Identity and Communities of Practice	<i>Lecture III</i> Class Presentations Small Group Work	 <ul style="list-style-type: none">• Wenger (1998)Chapter 6• Wenger (1998)Chapter 7• Wenger (1998)Chapter 8	 Video Summary 2 Quiz 2 Study Guide



<i>Date</i>	<i>Topic</i>	<i>Activities</i>	<i>Resources</i>	<i>Products</i>
<i>September 24th</i>	Identity and Language in the sociocultural perspective	Quiz 2 Class Discussion <i>Lecture IV</i>	Jackson (2008) Chapter 2 Pavlenko and Lantolf (2000)*	
<i>October 1st</i>	Adolescents, language, and identity	Mid Term Discussion Class Discussion Class Presentations	Mid Term Study Guide Taylor (2013) Chapter 2 <ul style="list-style-type: none">• Bucholtz (1999)• Bucholtz (2005)• He (2010)	Presentation Summary 2
<i>October 8th</i>	MIDTERM	Mid Term Discussion MIDTERM	Mid Term Study Guide TBA	
<i>October 15th</i>	SLA and Identity: A view to the past	Class Presentations <i>Lecture V</i>	<ul style="list-style-type: none">• Schumann J. (1978)• Schumann F. (1980)• Schmidt (1983)	Presentation Summary 3
<i>October 22nd</i>	Poststructuralist view on SLA and Identity	Small Group Work Quiz 3 <i>Lecture VI</i> Norton's Keynote Address (2010) Small Group Work	Norton (2000, 2013) Ch. 1 Video "Identity and the ownership of English" (2010) and video guide	Quiz 3 Study Guide Video Summary 3



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<i>Date</i>	Topic	Activities	Resources	Products
<i>October 29th</i>	Immigration, SLA, and identity	Class Presentations	<ul style="list-style-type: none"> • Chen (2010) • Ricento (2013) • Ortactepe (2013) • Schmid (2011) 	
		Small Group Work		Quiz 4Study Guide
		A case analysis Small Group Work		Small Group Analysis 1
<i>November 5th</i>	Identity in the Foreign Language Context	Quiz 4 <i>Lecture VII</i>	Data: The case of Sofia	
		Class Presentations	Rivers & Houghton (2013)	
		Small Group Work	<ul style="list-style-type: none"> • Murphey, Jin, & Chi, C. (2004) • Rivers (2013) • Kunschak & Girón (2013) 	Presentation Summary 4
<i>November 12th</i>	Identity and Study Abroad (I)	Lecture VIII	Kinginger (2013)	
		Class Presentations	<ul style="list-style-type: none"> • Nelson & Temples (2011) • Jackson (2008) • Kinginger & Farrell-Whitworth (2005) 	
		Small Group Work	Course Mind Map	
<i>November 19th</i>	Identity and Study Abroad (II)	A case analysis Small Group Work	Data: The case of Anna	Small Group Analysis 2
		Graduate Section Project Presentations		PPT and handouts
		Audience Feedback	Feedback Sheet	
<i>November 26th</i>		THANKSGIVING		



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<i>Date</i>	Topic	Activities	Resources	Products
<i>December 3rd</i>	Conclusions	Video: TCK Small Group Work <i>Take away message</i> <i>Lecture IX</i>	Bautista (2012) Video and video guide Final Exam Study Guide / Project Guidelines	
<i>December 10th</i>		FINAL EXAM/PROJECT 6:00-7:50pm		



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Videos

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COURSE REQUIREMENTS

Summaries, analyses, and other collectively created documents	15 points
Peer-guided discussions of published studies (2)	20 points
Quizzes (4)	20 points
Midterm Exam	20 points
Project	25 points

Summaries, analyses, and other collectively created documents (15 points)

Participants in this class are expected to engage meaningfully in classroom discussions of various topics. During the instructor's lectures and the peer-guided class discussions, participants are encouraged to take notes, ask questions, and get involved in small group discussions after each presentation. In each small group activity, participants will collectively create diverse documents that will be considered as evidence of their active engagement with the content. These documents will also give me a sense of your understanding of the readings and the issues discussed in class. Specific questions and instructions will be provided for these daily tasks.

Peer guided-discussions of published studies (20 points)

Each topic will begin with a lecture conducted by the instructor. After the lecture, some of the participants will be in charge of summarizing and discussing published studies that instantiate how scholars have addressed language and identity research. The participants in charge of the discussion will be responsible for doing a detailed and in-depth reading of their article prior their presentation. The rest of the class is also required to read the documents to get a sense of the most important points there presented, in order to be able to participate in the discussion. Those who lead each discussion will need to present a handout and an appropriate power point/prezzi slides to enhance major points of their presentation. More specific instructions for this assignment are available in a separate assignment sheet. Finally, each participant will be in charge of leading a discussion in two occasions during the semester.



Quizzes (20 points)

Quizzes will consist of 2 (out of a menu of five) main issues that participants will be requested to address in coherently articulated answers of about 500 words per issue. The instructor and the participants will work collaborative to design the questions to be used for the quizzes.

Midterm exam (20 points)

There will be a midterm exam composed by all the issues considered by the previous quizzes and some extra material added by the instructor. Participants will know the questions in advance and have the opportunity to discuss their projected answers with the instructor before the date of the test.

Project (25 points)

You will have to conduct a data-driven project that will be presented in two moments. First, you will deliver an in-class presentation of your preliminary results. At this time, you will receive feedback from the instructor and your peers. Second, you will hand-in the final version of your research report via D2L on the date marked in the calendar for the final examination (see the weekly plan). For detailed instructions on how this assignment should be composed refer to the corresponding guidelines.

Grading

Your final grades will be based on the standard point scale often used at Oklahoma State University: 90-100 = A;

80-89.9 = B; 70-79.9 = C; 60-69.9 = D; 0-59.9 = F.

Without exception, final grades will not be curved, and no extraordinary assignments will be given to improve the final grade.

Attendance policy

In this class, we are colleagues engaged in the pursuit of a common goal. Therefore, we shall extend to one another professional courtesies such as attending all class meetings and arriving on time, preparing work by the date expected, respecting and learning from the differences of opinion and experience, and accepting responsibility to help the class and the individuals within achieve their goals. Failure to extend these courtesies will negatively affect the quality of your work and, consequently, my evaluation of your work. In terms of attendance, more than three absences, excused or unexcused, will start to negatively affect your grade. For each class period that you are absent after the three “permitted” absences, 3 points will be taken from your final grade. Three late arrivals will count as one absence.

Late work

Assignments turned in late will negatively affect my evaluation of your work. If you anticipate having difficulties in meeting deadlines, please consult with me **in advance** to find a solution that will enhance your learning in the best possible way.



Disabilities

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his or her disability and to request accommodations. If a student thinks that s/he has a qualified disability and needs special accommodations, s/he should notify the instructor and request verification of eligibility for accommodations from the office of Student Disability Services, 315, Student Union. Students should advise the instructor of such disability as soon as possible and contact Student Disability Services to ensure timely implementation of appropriate accommodations. Faculty

Communicating with me

Feel free to talk to me before or after class or visit during my office hours regarding any questions or concerns in this course. You can also email me with any questions. If the issue can be addressed more effectively in the subsequent class session after your email, I may choose to talk with you in the subsequent session about your concerns or talk with the whole class if this is a common concern.

have an obligation to provide reasonable accommodations when they receive official notice of a disability but are under no obligation to provide retroactive accommodations.

Special remarks

Here is a list of the type of students that will surely succeed in this course:

- Well-organized and detail-oriented individuals.
- Motivated, responsible students.
- Open-minded and careful thinkers.
- Discerning and reflective readers.
- Coherent, audience-centered writers. Active, engaged participants in class, group, and pair activities