Term Information

Effective Term   Autumn 2020
Previous Value   *Summer 2012*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing an online version of the course.

What is the rationale for the proposed change(s)?

To provide flexibility to students who may want or need to take an online course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Linguistics
Fiscal Unit/Academic Org	Linguistics - D0566
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1100
Course Title	The Basics of Language for Language Learners
Transcript Abbreviation	Basics Lang Learng
Course Description	Important tools for becoming a successful foreign language learner; cross-cultural differences and similarities in language use, parts of speech, foreign sounds, typical mistakes, etc.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value   Not open to students with credit for Linguist 170.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   16.0102
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
     Individual and Groups; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students acquire some of the fundamental linguistic tools available for the scientific analysis of languages.

- Students develop the knowledge needed to reflect on the relationship between culture and language, and the manner in which language reflects one's culture.

- Students develop the knowledge needed to reflect on the relationship between culture and language, and how both play a role in human communication.

- Students understand that different sounds, words, and grammar are used to communicate the same fundamental human needs and desires using various differing linguistic constructs.

Previous Value

Content Topic List

- Linguistic information for learning a foreign language

- Pronunciation of new sounds

- Sentence formation

- Cultural differences

- Learning strategies

Sought Concurrence   No

Attachments

- LING 1100 online TECH REVIEW.docx: Technology_Assurance

  (Other Supporting Documentation. Owner: McGory,Julia Tevis)

- AU2019LING1100_InPerson_Syllabus.pdf: In Person Syllabus

  (Syllabus. Owner: McGory,Julia Tevis)

- 1100_online_syllabus-V10.pdf: On-Line Syllabus

  (Syllabus. Owner: McGory,Julia Tevis)

- LING1100_AssessmentPlan.pdf: Assessment Plan

  (GEC Course Assessment Plan. Owner: McGory,Julia Tevis)

- 1100_online_syllabus-final.pdf: Revised Syllabus

  (Syllabus. Owner: McGory,Julia Tevis)

Comments

- See 7-15-20 email to A. Sims and J. McGory *(by Oldroyd,Shelby Quinn on 07/15/2020 04:37 PM)*

- The assessment plan is the same for both the online and in-person course. Please contact Julia McGory with any questions or concerns. *(by McGory,Julia Tevis on 06/05/2020 02:59 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory,Julia Tevis	06/05/2020 02:59 PM	Submitted for Approval
Approved	McGory,Julia Tevis	06/05/2020 03:00 PM	Unit Approval
Approved	Heysel,Garett Robert	06/05/2020 08:45 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/15/2020 04:37 PM	ASCCAO Approval
Submitted	McGory,Julia Tevis	07/16/2020 09:57 AM	Submitted for Approval
Approved	McGory,Julia Tevis	07/16/2020 09:57 AM	Unit Approval
Approved	Heysel,Garett Robert	07/16/2020 12:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/16/2020 12:53 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
LING 1100

The Basics of Language for Language Learners
Autumn 2020 – Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Julia Papke

Email address: papke.5@osu.edu

Phone number: 614-247-5322

Office hours: Tuesday, 10-11; Wednesday, 2-3; and by appointment (please contact me any time!)

Course description

The primary goal of the course is to provide students with important tools to help you become more successful foreign language learners. Students will learn about different language learning styles, typical mistakes language learners make, and strategies for making language learning more effective. Students will become familiar with basic elements of language such as parts of speech and the pronunciation of new sounds as a means of enabling you to anticipate and effectively deal with problems in pronunciation, vocabulary building, and sentence formation that often come up in foreign language study. You will also learn about the intertwining of culture and language, such as how expressions of politeness and body language differ across cultures.

Course learning outcomes

This course satisfies two GE categories.

1. GE Social Science: Individuals and Groups

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

GE Expected Learning Outcomes & Associated Course Outcomes:

- Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

    This course introduces students to the linguistic tools available for the scientific analysis of languages

- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

    In this course, students reflect on the relationship between culture and language, and the manner in which language reflects one's culture.

- Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

    This course teaches students about the relationship between culture and language, and how both play a role in human communication.

2. GE Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

GE Expected Learning Outcomes & Associated Course Outcomes:

- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.

    In this course, students analyze an unfamiliar language and culture in terms of its sounds, grammar, meaning, and usage.

- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course illustrates differences among people and how they use different sounds, words, and grammar to communicate the same fundamental human needs and desires using aspects of multiple languages.

By working toward these course goals, you will accomplish the GE Learning Outcomes by developing your understanding of how language learning works and the important role that language plays in human behavior, cognition, and societies. There will be a special emphasis on the world's many languages and cultures, through which you will come to appreciate the striking similarities and differences that characterize human communication systems.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. Lectures, assignments, quizzes and tests will be available via the Modules section on Carmen, and associated due dates will be clearly marked.

Pace of online activities: This course is divided into **weekly modules** on Carmen that are released one week ahead of time. Students can set their own pace each week, but all material for a given week must be completed by the end of the week. Students may not in general work ahead or wait until later in the course to complete early assignments.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. In this course, **direct instruction** includes ~80 minutes of video lectures, ~60 minutes of peer-interaction on group practice exercises and ~25 minutes of practice feedback-debrief videos and discussion board use.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**: **OPTIONAL BUT ENCOURAGED**
  My office hours will be held live over Zoom, though I am also available by email. I also strongly encourage that you complete group activities via Zoom. Additionally, I will require that you attend one short live office hour session early in the term, and there will be extra flexible scheduling available for that.

- **Viewing lecture**: **8+ TIMES PER WEEK**
  Lectures will be divided into a series of 8-10 minute videos, ~8 per week. Each video will have a short quiz following it.
- **Participating in group activities: 2+ TIMES PER WEEK**
  There will be at least two group activities per week. You will complete these with a pre-assigned partner or group, and are strongly encouraged to complete activities live via Zoom. These are generally practice exercises and you will be graded on completion, not on correct answers. You will also be required to leave at least one comment on the Discussions board for each assignment.
- **Completing assignments: ONCE PER WEEK**
  There will be one assignment- a quiz, test or project component- due on Carmen every week.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Culicover, Peter & Elizabeth Hume. Basics of Language for Language Learners, 2nd ed. The Ohio State University Press. ISBN-13: 978-0-8142-5443-1

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom virtual meetings
- Using https://ipa.typeit.org/ to reproduce IPA symbols in assignments as needed

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Lecture Quizzes	10
Groupwork	10
Reading Quizzes (5 x 2 points)	10
Tests (5 x 10 points)	50
Language Project (1 x 2 points, 3 x 6 points)	20
Total	**100**

See course schedule below for due dates.

All lecture videos, groupworks, quizzes, tests and other assignments will be available in the Carmen module for the week.

Lecture Quizzes

After each lecture video, there will be a short Carmen quiz. These will be graded, but you will be able to retake the quiz before moving on. The quizzes are meant to make sure that you have understood the material and to let you engage actively with what I've just talked about.

Groupwork

Every week, there will be two short assignments (due Wednesday and Friday) which you will complete with your pre-assigned partner or group. You will be assigned a group and a partner at the start of term which will remain the same throughout the term. I strongly encourage you to work synchronously with your groupmates via Zoom (or whatever technology you prefer) if possible, but you may also communicate with your groupmates via the Discussions board on the Carmen group page. One group member should submit the assignment on behalf of the group. These are practice and learning exercises and will only be assessed for completeness, so it's okay to make mistakes here! Each assignment should take no more than 15-30 minutes to complete.

All group members are expected to participate in every assignment that they receive credit for. If your partner or groupmates become non-responsive, please let me know ASAP so that I can resolve the issue.

Within 24 hours after the due date for the assignment, I will review the class's work, and release a debrief video on the main class Discussions board. You will be required to leave at least one comment or question on the Discussion for each assignment. Comments should be relevant, but don't need to be especially insightful or contentful- "Can you explain #4?" is great, "I never realized it worked like this!" and "This was interesting" are fine. Please don't just comment things like "here" or "done".

Reading Quizzes

Weeks when there is a reading quiz, you will find an associated reading in the week's module. These are interesting articles about language that relate to the week's material. You should read the article and then take the quiz on the material. You may consult the article while taking the quiz, but you may not consult with other students. Each quiz is ten questions long, and you will have one 45-minute-long attempt to complete it.

Tests

There will be five tests (administered as Carmen quizzes) over the material we cover in class. These are open-book and open-notes, but you may not consult with other students. Each test is around 35 questions long, including multiple choice and short answer questions. You will have one 120-minute-long attempt to complete it. Tests will be available with the rest of the module, though I strongly recommend that you wait to take them until you have completed the rest of the material in the week's module.

The Language Project

The language project includes a proposal and 3 additional parts, which will be due as a Carmen submission at 4 separate times throughout the term. For this project, you will put together a description of a language you are interested in, in a way that will focus on how you might become a more effective learner of that language. More details will be announced later in the course. You will be expected to work on this assignment alone, and not in a group with other classmates.

Readings

Readings from the assigned textbook accompany the lectures and are meant to provide more examples and context. Exam questions may draw on material in the readings that was not covered in lecture.

Late assignments

Late submissions will not generally be accepted. Please refer to Carmen for due dates. If you have extenuating circumstances, please contact me as soon as possible.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:**
  - All feedback will be available within the assignment on Carmen. If you are unable to view instructor comments, or suspect that you might be missing feedback, please check with me or with 8-HELP.
  - There will be no direct feedback on lecture quizzes or groupwork; those will be assessed for completeness only. For groupwork, there will be a video debrief posted for the entire class within **24 hours of the groupwork deadline**.
  - You will have feedback on reading quizzes **immediately after the quiz period ends**.

- o You will have feedback on tests within **7 days**.

- o You will have feedback on portions of the project within **14 days.**

- o If circumstances arise that prevent my returning feedback to you on time, I will communicate as clearly and as soon as possible when you can expect to receive feedback.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Groupwork Debriefing:** I will post a response to groupwork submissions within **24 hours.** I will then check and reply to subsequent messages in the discussion boards at least once every **24 hours on school days**.

OTHER COURSE POLICIES

Student resources

- Student Academic Services: http://advising.osu.edu/welcome.shtml

- Columbus Campus Student Services: http://ssc.osu.edu

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. In the discussion boards and in any written assignments, please consider:

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: We should maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Lecture quizzes**: You must complete the lecture quizzes on your own with no help from others or outside sources. However, you may retake the quizzes as many times as you like, so points are mainly awarded for completion. The intention is to make sure that you're following the important points of the lecture.
- **Tests and reading quizzes**: You must complete tests and reading quizzes on your own with no help from others or outside sources.
- **Groupwork assignments**: You are expected to complete these assignments with your pre-assigned partner or group. These assignments will be assessed on completeness and participation, not on correctness. However, you are expected to participate in every assignment that you receive credit for.
- **Written assignments**: Your written assignments-- particularly the project, but including any discussion posts-- should be your own original work. In the project, you should follow MLA or APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of

harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/25-8/30	**Topics:** Syllabus, Using this Class, Introduction, Language learning motivations, Child language acquisition, Adult language learning **Readings:** syllabus, Ch. 1, Q1 reading **Groupwork:** Introduction assignment (due 8/26), Buckeye languages assignment (due 8/28) **Assignments:** Reading Quiz 1 (due 8/30)
2	8/31-9/6	**Topics:** Language learning, Memory, Learning techniques, Interference, Pronunciation mistakes, The language project **Readings:** Ch. 2, 3, 5 **Groupwork:** Flashcards assignment (due 9/2), Transcription assignment (due 9/4) **Assignments:** Project Proposal (due 9/6)
3	9/7-9/13	**Topics:** Introduction to sounds and basic anatomy, Consonants: voicing and place, Consonants: manner, Non-English consonants, The language project: part 1 **Readings:** Ch. 6 **Groupwork:** IPA practice (due 9/9), Sorting assignment (due 9/11) **Assignments:** Test 1 (due 9/13)
4	9/14-9/20	**Topics:** Introduction to vowels, Vowel height, backness and rounding, learning new vowels, Non-English vowels **Readings:** Ch. 7, Q2 reading **Groupwork:** Vowel practice exercise (due 9/16), Vowel map exercise (due 9/18) **Assignments:** Reading Quiz 2 (due 9/20)
5	9/21-9/27	**Topics:** Using the IPA to learn new sounds, Phonotactics, Learning new sound combinations, The language project: part 1 **Readings:** Ch. 8 **Groupwork:** Learning sounds exercise (due 9/23), Sound pictionary (due 9/25) **Assignments:** Project Part 1 (due 9/27)

Week	Dates	Topics, Readings, Assignments, Deadlines
6	9/28-10/4	**Topics:** Writing systems: alphabets, Writing systems: syllabaries, Writing systems: semantophonetic, Learning writing, Pronunciation mistakes, The language project: part 2 **Readings:** Ch. 9 **Groupwork:** Riddle assignment (due 9/30), Writing practice (due 10/2) **Assignments:** Test 2 (due 10/4)
7	10/5-10/11	**Topics:** Form, Function and Force, Understanding language, Word order in English **Readings:** Ch. 10, Ch. 15, Q3 reading **Groupwork:** Pragmatics practice (due 10/7), Word salad exercise (due 10/9) **Assignments:** Reading Quiz 3 (due 10/11)
8	10/12-10/14	**Topics:** Word order in other languages **Readings:** Ch. 10 **Groupwork:** Word order exercise (due 10/14) **Assignments: AUTUMN BREAK- no assignment**
9	10/19-10/25	**Topics:** Nouns, Determiners, Nouns and Determiners in other languages, Adjectives, Adjective order, Adjectives in other languages **Readings:** Ch. 11, 12 **Groupwork:** Luganda noun classes assignment (due 10/21), Luganda adjectives assignment (due 10/23) **Assignments:** Test 3 (due 10/25)
10	10/26-11/1	**Topics:** Verb phrases in English, Verb phrases in other languages, Identifying participants, Basic sentence roles, Case, Ways of expressing sentence roles **Readings:** Ch. 13, Q4 reading **Groupwork:** Luganda verbs assignment (due 10/28), Sentence roles exercise (due 10/30) **Assignments:** Reading Quiz 4 (due 11/1)
11	11/2-11/8	**Topics:** Review of roles, Prepositions, Active and passive, Passives in other languages, Tense, Aspect, Tense and aspect in other languages **Readings:** Ch. 13, 14 **Groupwork:** Case exercise (Due 11/4), Timeline exercise (Due 11/6) **Assignments:** Project Part 2 (due 11/8)
12	11/9-11/15	**Topics:** Dialects of English, Levels of variation, Dialects of other languages, The language project: part 3 **Readings:** Ch. 16

Week	Dates	Topics, Readings, Assignments, Deadlines
		Groupwork: Slang exercise (due 11/13) **Assignments:** Test 4 (due 11/15) **VETERAN'S DAY- only one groupwork**
13	**11/16-11/22**	**Topics:** Dialect perception, Non-regional dialects, Cultural norms, Culture and meaning **Readings:** Ch. 16, Q5 reading **Groupwork:** Dialect perception map (due 11/18), Cultural norms exercise (due 11/20) **Assignments:** Reading Quiz 5 (due 11/22)

14	**11/23-11/29**	**THANKSGIVING – no class or assignments**
15	**11/30-12/6**	**Topics:** Gestures, Obscene gestures, Politeness theory, Politeness across cultures, Grammatical politeness: pronouns, Other grammatical forms of politeness **Readings:** Ch. 16, Ch. 17 **Groupwork:** Zombie assignment (due 12/2), SEI assignment (due 12/4) **Assignments:** Project Part 3 (due 12/6)
16	**12/7-12/9**	**Topics:** Swearing, Swearing across cultures, the development of English swearing **Readings:** Ch. 18 **Groupwork:** Swearing groupwork (due 12/9) **Assignments:** Test 5 (due 12/13, during finals week)

Linguistics 1100- The Basics of Language for Language Learners
Autumn 2019

Dr. Julia Papke   **Junyu Ruan**

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ruan.118@osu.edu

Oxley Hall, Room 112   Oxley Hall, Room 300

614-247-5322   Office Hours:
Office Hours:

Class Meetings:
MW 3:55-5:18 150 Cunz Hall

Textbook:
Culicover, Peter & Elizabeth Hume. *Basics of Language for Language Learners, 2nd ed.* The Ohio State University Press.
        ISBN-13: 978-0-8142-5443-1

Carmen:
This is a Carmen-based course, which means that you will be taking tests and quizzes on-line via Carmen, and all other assignments will also be turned in through Carmen. In addition, the course syllabus, course calendar, instructions for assignments, and additional resources including some readings and PowerPoint slides/outlines from classes (available after the class in which they are used), will also be provided on Carmen.

GE Requirement:
This course satisfies two GE categories.

1. GE Social Science: Individuals and Groups

> **Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

> **Expected Learning Outcomes:**
> 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

2. GE Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:
1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

The primary goal of the course is to provide students with important tools to help you become more successful foreign language learners. Students will learn about different language learning styles, typical mistakes language learners make, and strategies for making language learning more effective. Students will become familiar with basic elements of language such as parts of speech and the pronunciation of new sounds as a means of enabling you to anticipate and effectively deal with problems in pronunciation, vocabulary building, and sentence formation that often come up in foreign language study. You will also learn about the intertwining of culture and language, such as how expressions of politeness and body language differ across cultures.

By working toward these course goals, you will accomplish the GE Learning Outcomes by developing your understanding of how language learning works and the important role that language plays in human behavior, cognition, and societies. There will be a special emphasis on the world's many languages and cultures, through which you will come to appreciate the striking similarities and differences that characterize human communication systems.

Course requirements:

Component	Score
Tests	60% (6 x 10%)
Quizzes	10% (5 x 2%)
Language Project	20% (2% + 3 x 6%)
Class participation	10%
Total	100%

Tests: 60%

There will be six tests over the material we cover in class. These are open-book and open-notes. You will have 90 minutes to complete each test, and they have completion deadlines as specified on Carmen. You MAY NOT CONSULT WITH EACH OTHER on the tests. The answers you provide must be yours and yours alone. The first five texts are on the material we have just covered in class. The sixth is cumulative and covers all material in class.

Quizzes: 10%

There will be five quizzes over outside readings, which will be made available via Carmen. Quizzes are open-book. You will have 45 minutes to complete each one, and they have completion deadlines as specified on Carmen. YOU MAY NOT CONSULT OTHERS while completing a quiz.

Language Project: 20%

The language project includes a proposal and 3 additional parts, which will be due at 4 separate times throughout the term. For this project, you will put together a description of a language you are interested in, in a way that will focus on how you might become a more effective learner of that language. Details to be announced.

Class Participation: 10%

To earn participation points for a given class session, you must (i) come to class and (ii) correctly answer at least 3 of 5 questions on a short in-class quiz over that day's material. Other assignments might stand in for a quiz on some days.

We understand that sometimes situations arise that prevent you from being in class for one reason or another. Penalties to your participation grade will not be assessed if you provide us with a legitimate and documented excuse for missing class.

Grading Scale:

Grade	Point Range
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	0-59.9

Collaboration:
Students are encouraged to discuss the course material and project components with one another. However, all work that you turn in must be yours alone. Practically, this means that you're welcome to discuss the assignment with a partner, but when you sit down to write the assignment up, you must do it on your own. **Students may not collaborate on quizzes or tests.**

Academic Misconduct:
Academic misconduct is taken very seriously. As required by the university, we will not hesitate to report cheating on tests, quizzes, or any other suspected violations of Section 3335-23-04 of the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp) to the Committee on Academic Misconduct (http://oaa.osu.edu/coam/home.html). Please take the time to read the Code of Student Conduct carefully. All OSU students are assumed to be

familiar with it. Ignorance of the Code of Student Conduct will not exempt you from guilt. The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the materials of another person or persons, you must acknowledge that you have done so in a citation. This includes material that you find online. The university provides guidelines for online research at http://liblearn.osu.edu/tutor/. Academic misconduct also includes working together without permission and/or copying answers from other students on homework or exams. Do your own work!

Violation of the University's code of student conduct is a serious issue. As stated in the University's guidelines, this is "any activity that tends to compromise the academic integrity of the university, or subvert the educational process." This includes (among other forms of misconduct) copying answers from other students on exams, plagiarizing the work of others (e.g., academic articles, material included on web pages, etc.), and fabricating research or results.

If we even *suspect* that someone is engaging in a violation of the code of student conduct, we are *obligated* (per faculty rule 3335-31-02) to report that student to the Committee on Academic Misconduct. You do not want this to happen. Therefore, if you have any question at all as to what constitutes a violation of the code, please ask first, rather than deal with the consequences later.

Late policy:
Late assignments will not be accepted and make-up assignments will not be given, except in case of documented illness or other such personal emergency.

No extra credit:
There will be no additional work provided for extra credit.

Disability Services:

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact us privately as soon as possible to discuss your specific needs. Discussions are confidential.

If you have not already done so, please also contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. I will rely on their guidance in order to appropriately accommodate your needs.
Go to http://ods.osu.edu for more information.

Assignment dates are when the assignment will **open** on Carmen. Assignments will be **due** the following Tuesday at midnight.

Week	Date		Topics	Readings	Assignments
1	8/21	(W)	Introduction	syllabus	
	8/23	(F)	Language Acquisition	Ch.1	**Quiz 1**
2	8/28	(W)	Memory	Ch.2, 3	
	8/30	(F)	Foreign Accents	Ch. 5, Q1 reading	**Project Proposal**
3	9/4	(W)	Consonants 1	Ch. 6	
	9/6	(F)	Consonants 2	Ch. 6	**Test 1**
4	9/11	(W)	Vowels 1	Ch. 7	

	9/13	(F)	Vowels 2	*Ch. 7*	**Quiz 2**
5	9/18	(W)	Sounds: Practice	*Ch. 6+7*	
	9/20	(F)	Sound Combinations	*Ch. 8, Q2 reading*	**Project Pt. 1**
6	9/25	(W)	Writing Systems		
	9/27	(F)	Pronunciation Mistakes	*Ch. 9*	**Test 2**
7	10/2	(W)	Word Order and Meaning	*Ch. 10*	
	10/4	(F)	Form and Category	*Ch. 10*	**Quiz 3**
8	10/9	(W)	Nouns and Determiners	*Ch. 11*	
	10/11	(F)	**NO CLASS—AUTUMN BREAK**		
9	10/16	(W)	Adjectives	*Ch. 12*	
	10/18	(F)	Verbs	*Ch. 13*	**Test 3**
10	10/23	(W)	Sentence Roles	*Ch. 13*	
	10/25	(F)	Active and Passive	*Ch. 13, Q3 reading*	**Quiz 4**
11	10/30	(W)	Tense and Aspect	*Ch. 14*	

	11/1	(F)	Using Language to Do Things	Ch. 15	Project Pt. 2
12	11/6	(W)	Dialect	Ch. 16	
	11/8	(F)	Variation and Standard	Ch. 16, Q4 reading	Test 4
13	11/13	(W)	Language and Culture	Ch. 16	
	11/15	(F)	Body Language	Ch. 16	Quiz 5
14	11/20	(W)	Politeness and Behavior	Ch. 17	
	11/22	(F)	Grammatical Politeness	Ch. 17, Q5 reading	Project Pt. 3
15	11/28	(W)	**NO CLASS- THANKSGIVING**		
	11/30	(F)			
16	12/4	(W)	Swearing, Insults and Taboo	Ch. 18	Test 5*
FINAL EXAM: due 12/11					

*Test 5 opens on a **WEDNESDAY** and closes on a **MONDAY**

Assessment Plan: Linguistics 1100

Each of the five learning outcomes associated with the two GEs aligned with this course will be assessed using two types of questions from existing course assignments. Both are direct methods of assessment. These include (1) responses to multiple choice questions* from quizzes completed throughout the semester and (2) responses to questions aligned with completion of the course **final project. The course project is included in Appendix A. A rubric, included below, is used for assessing the latter.

*All quizzes are Carmen Quizzes and completed online.

**The final project is submitted online, graded by the instructor, and distributed back to students via the Carmen dropbox with a grade, comments, and associated rubric scores.

Criteria: 70% or more of student responses associated with each learning outcome have an average score of 75% or higher.

The course instructor will conduct the course assessments throughout the semester for each section of the class taught. These scores will be provided to the assessment coordinator and s/he will calculate and summarize the results. This summary will be shared in a department meeting with attending faculty and staff every two years in order to review the results, modify the course, and the discuss the effectiveness of the assessment.

GE Expected Learning Outcomes & Associated Course Outcomes

GE: Social Science, Individuals and Groups

The goal of courses in this category is to help you learn about the systematic study of human behavior and cognition, of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Learning Outcomes:
(1) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups. *This course introduces students to the linguistic tools available for the scientific analysis of languages*

Assessment: This outcome will be assessed using the following five questions from the course project:

Project Part 1: Section A.1-3. Students will describe the consonant system of their language of study, using tools learned in class.

GRADING RUBRIC:

Exceeds Expectations (3 pts): Correct IPA symbols are used to indicate target language phonemes. All consonant symbols are placed in the correct location in the IPA chart or on the accompanying list. All pertinent sound patterns like tone, gemination, palatalization, etc. are correctly identified with examples.

Meets Expectations (2 pts): Correct IPA symbols are used to indicate target language phonemes for the majority of (but not all) target language phonemes. Most (but not all) consonant symbols are placed in the correct location in the IPA chart or accompanying list. Most pertinent sound patterns like tone, gemination, palatalization, etc. are correctly identified with examples.

Meets Minimal Expectations (1 pt): Correct IPA symbols are used to indicate target language phonemes for the some (but not the majority of) target language phonemes. Some (but not the majority of) symbols are placed in the correct location in the IPA chart or accompanying list. Some pertinent sound patterns like tone, gemination, palatalization, etc. are correctly identified, with or without examples.

Expectations are not met (0 pts): Incorrect IPA symbols are used to indicate target language phonemes. Few or no consonant symbols are placed in the correct location in the IPA chart. The vowel symbols do not accurately indicate the vowels used in the target language. No pertinent sound patterns like tone, gemination, palatalization, etc. are correctly identified.

Project Part 2: Section C.2.i-ii: Students will describe the grammatical structure of their language of study, using tools learned in class.

GRADING RUBRIC:

Exceeds Expectations (3 pts): The strategies for expressing sentential roles are correctly identified for the language of study. There are three example sentences, and semantic roles are correctly identified in each. The sentences have translations and romanizations as needed. There is a cogent explanation for each of the example sentences.

Meets Expectations (2 pts): The major strategies for expressing sentential roles are correctly identified for the language of study, but not all strategies are identified. There are three example sentences, and most semantic roles are correctly identified in each. The sentences have translations and romanizations as needed. There is an adequate explanation for each of the example sentences.

Meets Minimal Expectations (1 pt): Some strategies for expressing sentential roles are correctly identified for the language of study. There are example sentences, and

some semantic roles are correctly identified in them. The sentences have translations and romanizations as needed. There is very little or no explanation for each of the example sentences.

Expectations are not met (0 pts): The major strategies for expressing sentential roles are not correctly identified for the language of study. There are few or no example sentences, or the semantic roles are not correctly identified The sentences do not have translations or romanizations. There is no explanation for the example sentences.

(2) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function. *In this course, students reflect on the relationship between culture and language, and the manner in which language reflects one's culture.*

Assessment: This outcome will be assessed using the following two questions from Carmen quizzes administered throughout the course:

1. Reading Quiz 1:

"True or **False**: Overall, in order to figure out how easy or difficult it will be for someone to learn a second language, the most important thing to consider is how similar or different that language is to languages that the person already knows."

2. Reading Quiz 5:

"BIRDS OF A FEATHER FLOCK TOGETHER" AROUND THE WORLD
JAMES CHAPMAN - SOUNDIMALS.COM

"What point do these illustrations make with regard to translating between languages?

a. Not all expressions should be taken literally.
b. Every language has the same idioms, so translating idioms is straight-forward.
c. It is not possible to translate texts that contain idioms into another language.
d. **When translating an idiomatic expression, sometimes it is necessary to look for an equivalent idiom rather than giving a word-by-word translation**."

(3) Students comprehend and assess individual and group values and their importance in social problem solving and policy making. *This course teaches students about the relationship between culture and language, and how both play a role in human communication.*

Assessment: This outcome will be assessed using the following three questions from Carmen quizzes administered throughout the course.

1. Reading Quiz 3:

"Which of the following correctly describes language change?

a. Language change is constantly moving along a predictable trajectory: languages become more sophisticated and effective over time.
b. Language change is constantly moving along a predictable trajectory: languages become more chaotic and less precise over time.
c. Languages mostly tend to stay the same, but they will change when there is a major societal change (like a major population movement, war, or technological development).
d. Language change is constant and unpredictable."

2. Reading Quiz 4:

"Which of the following factors contribute to language privilege? Select all that apply.

a. People cannot choose which language is their native language.
b. It is difficult or impossible to develop native-speaker proficiency in a non-native language.
c. Some languages are easier to communicate in than others.
d. In the world, certain languages are more powerful and other languages are less powerful.
e. Being a member of a gender group or ethnic group with more social power will give a person language privilege."

3. Reading Quiz 4:
"What is a "standard" variety of a language?
a. It is the variety of a language that has the best grammatical rules and makes the most sense.
b. It is the variety of a language that is spoken by the largest number of speakers.
c. It is the variety of a language that has the most prestige and that gives the most privilege to its speakers.
d. It is a more boring or lower class variety of a language."

II. GE Diversity: Global Studies

The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.

Learning Outcomes:
(1) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S. *In this course, students analyze an unfamiliar language and culture in terms of its sounds, grammar, meaning, and usage.*

Assessment: This outcome will be assessed using the following questions from the course project:

Project Part 3: Section A.1-3: Students will describe major dialect groups of their language of study, giving examples.

GRADING RUBRIC:

Exceeds Expectations (3 pts): The main dialect areas of the language are identified and described with relation to the basis for the dialect (regional, gender, social class, ethnicity, etc). Two of the dialects are correctly identified, and there are two examples of dialect features given that relate to each dialect group. There is a cogent, well-thought out answer to which dialect group a language learner would prefer to study, with a reasonable justification.

Meets Expectations (2 pts): Most of the main dialect areas of the language are identified. Two of the dialects are correctly identified, and there are examples of dialect features given that relate to each dialect group. There is an answer to which dialect group a language learner would prefer to study, with a justification of some kind.

Meets Minimal Expectations (1 pt): Some dialect areas of the language are identified. At least one of the dialects is correctly identified, and there are examples of dialect features given that relate to that dialect group. There is an answer to which dialect group a language learner would prefer to study, though without a justification

Expectations are not met (0 pts): Few or no dialect areas of the language are identified. There are no examples of dialect features. There is no answer or an incoherent or irrelevant answer to which dialect group a language learner would prefer to study.

Project Part 3: Section D: Students will discuss cultural differences between their native culture and the culture of the speakers of the language of study.

GRADING RUBRIC:

Exceeds Expectations (3 pts): There is at least one difference identified between speakers of the student's native language and speakers of the language of study, and the difference is cultural. There is a cogent explanation of the difference, and potential difficulties are identified. There are reasonable strategies for engaging with the cultural differences identified.

Meets Expectations (2 pts): There is at least one difference between speakers of the student's native language and speakers of the language of study, and the difference is cultural. There is some explanation of the difference, and a mention of potential difficulties. There is some strategy for engaging with the cultural differences.

Meets Minimal Expectations (1 pt): There is at least one difference between speakers of the student's native language and speakers of the language of study, and the difference is somewhat related to culture. There is some explanation of the difference, and some mention of learning.

Expectations are not met (0 pts): There are no differences between speakers of the student's native language and speakers of the language of study mentioned, or the difference is definitively not cultural. There is no explanation of the difference, and no strategies for learning or engaging with cultural differences

(2) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. *This course illustrates differences among people and how they use different sounds, words, and grammar to communicate the same fundamental human needs and desires using aspects of multiple languages.*

Assessment: This outcome will be assessed using the following questions from Carmen quizzes administered throughout the course.

Reading Quiz 1:

"It is easier to become proficient in a language when there has been significant cultural contact between speakers of that language and your native language.

- **True, because an important part of learning a new language is learning what kinds of utterances are culturally appropriate in what situations.**
- True, because when languages are culturally similar, they are structurally similar, too.
- False, because how easy it is to learn a language has nothing to do with culture.
- False, because you are more likely to make mistakes from linguistic interference if you are learning a language that is culturally similar to your native language."

Reading Quiz 2:

"Multilingual children perform worse in school than monolingual children do.

- True. Multilingual children devote more cognitive resources to understanding language than monolingual children, so it is harder for them to learn other subjects in school.
- True. Multilingual children often confuse the languages that they know, so they have a harder time expressing themselves on school assignments.
- False. Multilingual children perform better in school than monolingual children., especially in math.
- **False. We have no strong evidence that multilingual children do either better or worse than monolingual children in school."**

Appendix A

Language Project   **Part One: Sound**

Name/OSU ID: _____

Language that you are investigating: _____

Native language: _____

A. Consonants

1. Fill in the chart with a complete inventory of pulmonic consonants in the language you are studying.

	bilabial	labio-dental	dental	alveolar	post-alveolar	retroflex	palatal	velar	uvular	pharyngeal	glottal
plosive											
nasal											
trill											
tap											
fricative											
lateral fricative											
approximant											
lateral approximant											

2. Are there any consonants in the language you are studying that do not appear in the table above? If so, what are they?

3. Please describe any notable patterns in the production of consonant sounds of your study language (e.g. glottalized sounds, palatalized sounds, long/short consonants etc.).

B. Vowels

1. Fill in the chart with a complete inventory of vowels in the language you are studying.
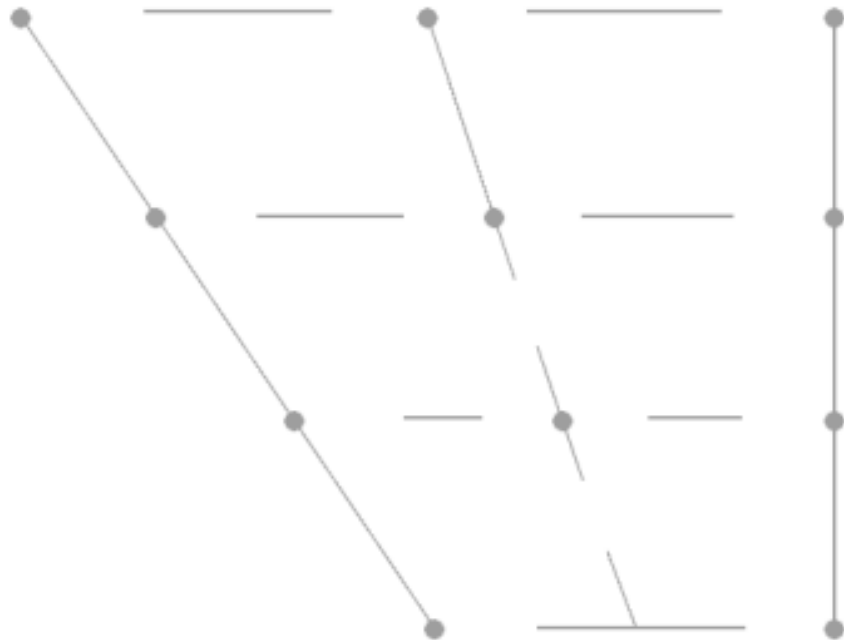
2. Does your language have diphthongs? If so, which ones?

3. Does your language distinguish between nasal and oral vowels? If so, describe the distinction.

4. Does your language distinguish between long and short vowels? If so, describe the distinction.

5. Does your language have phonological tone? If so, describe how the tone system works.

C. Learning Pronunciation

1. Identify three sounds **that your study language has but that your native language does not**.

   For each one, describe in detail how you would learn to pronounce the sound by starting from a sound in your native language. What strategies would you use? What would you need to do with your tongue, glottis, etc?

a.

b.

c.

2. Now that you have spent some time comparing your native language and your study language, what is one thing that you think will be very difficult about learning to **pronounce** your study language? Why specifically will that be difficult?

D. References

What references did you use for completing this part of the project?

Language Project   **Part Two: Structure**

Name/OSU ID: _____

Language: _____

A. Nouns

1. Does your study language have **noun classes**? If so, describe them, and give examples for each.

2. Does your study language have **determiners**? If so, give two examples.

3. What is the word order for **adjectives** in your study language? Give a word by word translation of a phrase (such as *"a big cat"*) including a determiner (if your study language uses them), a noun, and an adjective. If there are multiple adjective orders possible, give examples.

B. Verbs

1. Is there **agreement** between subject or object and verb in your study language? If so, explain it. **Give examples.**

2. Does your study language express **tense**?

a. How many tenses does your language have in its verb conjugation system? What are they?

b. If your language inflects for verb tense, give an example of a sentence conjugated in each tense, and point out what changes between the sentences.

c. If your verb does not inflect for verb tense, what strategy does it use to tell when events take place? Explain how it works.

C. Sentences

1. Word order:
a. What is the normal word order for a sentence in your study language? If more than one word order is possible, explain.

b. Give an example of a simple sentence that includes a subject, a verb, and an object (such as *'The girl kicks the ball'*).   Include a word-by-word gloss and a translation. If more than one word order is possible, give an example for each.

2. a. How does your study language express **sentential roles**? Select one or more options:

- Word order
- Prepositions
- Case
- Verb agreement
- Verb inflection for subject and object roles

Give examples of sentences showing how roles are denoted in your language.

i. Give an example of a sentence with a **theme**. Identify the theme, and tell how you know it's the theme.

ii. Give an example of a sentence with a **goal**. Identify the goal, and tell how you know it's the goal.

iii. Give an example of a sentence with an **instrument**. Identify the instrument, and tell how you know it's the instrument.

D. Language Learning

1. Give **two examples** of structural elements that are **different** in your study language and your native language. For example- do both languages have noun classes? Do both languages have determiners? etc. For each, describe how you might go about learning the new structural elements.

a.

b.

E. References

1. Give at least two references.

Language Project   **Part Three: Culture**

Name/OSU ID: _____

Language: _____

A. Dialect and Variation

1. What are some of the main dialect groups of your study language? For example, are
   there major dialect differences based on geographic region? On ethnicity? On
   social class? Something else?

2. Choose **two** dialects of your study language. For each one, give two dialect markers,
   and tell what level of linguistic variation it is.

a. Dialect one: _____

-

-

b. Dialect two: _____

-

-

3. As a language learner, which dialect group do you study? What are some reasons why that dialect is taught/you might choose to learn that dialect?

B.Cultural Norms

1. How do you greet people when speaking your study language? How does this change depending on who you are speaking to/politeness? Give at least two different examples of a greeting. Include both words and gestures if appropriate.

a.

b.

2. Give an example of a gesture used by speakers of your study language that is not used or means something different for your native language. If the gesture is used in your native language, be sure to give that meaning as well as the meaning in your study language.

C.Politeness

1. Does your study language use different **pronouns, verb forms,** or other **grammatical structures** in order to indicate politeness? If so, list some examples with an explanation of what context you might use them in.

2. What are three honorifics that your study language uses? These might be prefixes, suffixes, or titles. List the honorific and also explain the circumstances it would be used in.

a.

b.

c.

D. Language Learning

1. What is one **cultural aspect of communication** that differs between your native culture and the culture of the people who use your study language? Explain the difference between the two cultures and what might be difficult for you about interacting in that culture. Finally, what strategies might you use to help you learn the new cultural norm or to feel more comfortable with it?

E. References

1. Give at least two references. You may use native speakers as a source for information about part B, greetings and body language, but you must have print references for parts A and C. If you do talk to native speakers, please be sure to list them in your references!

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: LING 1100
Instructor: Dr. Julia Papke
Summary: Language for Language Learners

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			• Carmen Discussion Boards • CarmenWiki • Group work
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are included
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Please insert statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Please insert statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No third party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	x			Instructions on how to obtain materials are provided..
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
- Date reviewed: 5/29/20
- Reviewed by: Ian Anderson

Notes: This looks great! Ready to move on!

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.