Term Information

Effective Term   Autumn 2022

General Information

Course Bulletin Listing/Subject Area	Near Eastrn Lang and Cultures
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3689
Course Title	Words Across the World
Transcript Abbreviation	Words Across World
Course Description	Language, at the heart of our social life, drives much of what humans do: converse, convey beliefs & views, label, categorize, include & exclude people. We'll critically examine how we use language to interact with our lived environments (LE) & analyze & discover ways in which words are used & manipulated to impact our LE & how changes & developments in our LE can have a direct effect on language.
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?	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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Cross-listed with German 3689 and Spanish 3689
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed with German 3689 and Spanish 3689

Subject/CIP Code

Subject/CIP Code	16.1199
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

Course Details

Course goals or learning objectives/outcomes

- GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work done in previous classes & that they anticipate doing in future.
- ELO 2.1 Identify, describe, & synthesize approaches or experiences as they apply to the theme
- ELO 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, & creative work, building on prior experiences to respond to new & challenging contexts.
- LE Goal 1: Successful students will explore a range of perspectives on the interactions and impacts between humans & one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.
- ELO 1.2 Describe examples of human interaction with and impact on environment change & transformation over time and across space.
- LE Goal 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
- ELO 2.1 Analyze how humans' interactions with their environment shape or have shaped attitudes, beliefs, values and behaviors.
- ELO 2.2 Describe how humans perceive and represent the environment with which they interact.
- ELO 2.3 Analyze & critique conventions, theories & ideologies that influence discourses around environments.

Content Topic List

- Words on the Move (borrowing)
  Little Words (discourse markers)
  Language acquisition
  Profanity
  Gender & Words
  The Power of Words (politics and language)
  Your words, my words (language contact, code-switching)
  Conversation Analysis
  Words Media

Sought Concurrence No

Attachments

- German3689_Syllabus.Words.Across.The.World.pdf

  (Syllabus. Owner: Blacker,Noah)

- German3689_Rubric.pdf

  (GEC Course Assessment Plan. Owner: Blacker,Noah)

- German3689_GE Form. Lived Experience.pdf

  (GEC Model Curriculum Compliance Stmt. Owner: Blacker,Noah)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Blacker,Noah	11/10/2021 08:11 AM	Submitted for Approval
Approved	Levi,Scott Cameron	11/10/2021 08:48 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/22/2021 12:41 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/22/2021 12:41 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
GERMAN 3689: Words Across the World

Theme: Lived Environments
Embedded Literacy: Qualitative Data Analysis

3 CREDIT HOURS
Autumn 2022

Instructor:
EMAIL:
OFFICE:
OFFICE HOURS:

COURSE OVERVIEW

Course description

Sociolinguists believe that language and culture are inextricably intertwined. As such, language is at the heart of our social life, and it drives much of what human beings do. No matter where we are and what we do, we use words to: converse with others, to express our emotions, convey our beliefs and views, argue and justify what we did or are about to do, label and categorize people, and include and exclude groups of people. In this GE course, we will critically examine how we use language to interact with our lived environments. For example, people use language every day in digital/social media interactions, bureaucratic interactions, and of course face-to-face interactions. In fact, we are immersed in language consciously or unconsciously throughout the times and spaces-- that is lived environments--that we inhabit. We will learn to analyze and discover different ways in which words are used and manipulated to impact our lived environments and how

changes and developments in our environments can have a direct effect on language. We will focus on a series of topics that build from the historical development of language(s) and language families, through conversation analysis, political issues connected to language, and the importance of language to individual and group identities.

We will also learn how to approach the study of language and culture through hands-on qualitative linguistic analysis. Students will learn how to carry out small-scale empirical language-related research projects on your own in order to understand and analyze the connections between languages, ideologies, cultures, and ethnicities, and make incredible discoveries about the power of words that shape our daily lives. A variety of types of linguistic data, including corpora, natural conversation, and internet sources will be served as material for analysis. A central topic of the class will be cross-linguistic content and analysis of languages other than English or data from code-mixing and bi/multi-lingual contexts.

Goals and Expected Learning Outcomes

All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

> **ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.
> **ELO 1.2** Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

> **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
> **ELO 2.2.** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.
ELO 1.2 Describe examples of human interaction with and impact on environment change and transformation over time and across space.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environment shape or have shaped attitudes, beliefs, values and behaviors.
ELO 2.2 Describe how humans perceive and represent the environment with which they interact.
ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Qualitative Data Analysis

Successful students develop skills in…

- drawing conclusions and critically evaluating results based on data
- explain the utility of different approaches to qualitative data analysis
- apply key methods and tools in qualitative data analysis
- interpret the results of qualitative data analysis to answer research question(s)
- evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects

COURSE MATERIALS AND TECHNOLOGIES

There is no required textbook in this course. All the materials are available on Carmen Canvas.

HOW THIS COURSE WORKS

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen assignments) in addition to 6 hours of homework (e.g., reading and assignment preparation) to receive a grade of (C) average.

Course technology

Technology support

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) 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) to use for BuckeyePass authentication

Required software

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

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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 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

ASSIGNMENT CATEGORY	WEIGHTING
Attendance and Participation	50%
Problem Sets and Analytical Notes	5%
Papers + Video Discussion (3)	10%
Creative Midterm Project	15%
Final Project	15%

Grading scale

93–100: A	87–89.9: B+	80–82.9: B-	73–76.9: C	68–69.9: D+	Below 0-64.9: E
90–92.9: A-	83–86.9: B	77–79.9: C+	70–72.9: C-	65–67.9: D	

Descriptions of major course assignments

Attendance and Participation Expectations (50%):

You are expected to attend class regularly, volunteer often and participate actively in discussions. Students will be given a prompt every day of class where they will be asked to answer short questions on the readings and homework assigned for the day. Should you be absent and miss the question of the day, please talk to your instructor to make up the assignment.

Please do not come to class if you have a temperature in excess of 100F or other symptoms of COVID. You will not be penalized for missing class. You may request accommodation due to COVID at the following link: https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/

Problem Sets and Analytical Notes (5%):
There will be up to 8 weekly or bi-weekly problem sets and analytical notes. You will work with a variety of types of linguistic data, including corpora, natural conversation, and internet sources to practice analyzing data critically and applying approaches learned in readings and class.

Short Paper with Carmen Video Discussion (10%):
You will write three 2–3-page long papers on a topic given by the instructor. Each paper will have a Carmen video discussion component. For this part, you will read one of your classmate's papers and video record a comment/reaction/reflection on their paper on Carmen. Your classmate will then reply to your video recorded comment on Carmen.

Midterm creative Project (15%):
For this project you will collaborate with another student and create memes, TikTok, or similar with informational content linked to class. Details will be available on CarmenCanvas.

Final Project (15%):
For your final project, you will create a public-facing presentation (podcast, posterboard, play, debate, etc.) where students present research on a topic of their choice that is related to course material.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Don't hesitate to visit your instructor during office hours to discuss questions or problems regarding the course. Your instructor is a good source for strategies to help you increase your learning.

OTHER COURSE POLICIES

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all

times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **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

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 understood the university's *Code of Student Conduct* (studentconduct.osu.edu), 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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Note that it is considered plagiarism if you cut and paste a text from the internet into your course work. It is also plagiarism to have a native speaker or fluent speaker of German do any of your work for you. In this course, it is considered cheating to use any sort of internet translator (such as Google Translate) to complete your course work. Also, keep in mind that these online tools are not accurate.

Copyright for instructional materials

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.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Civility policy

Students are expected to maintain basic standards of professional interaction during class time, treating their classmates, instructor, and guest speakers with respect and courtesy. Statements that are racist, anti-immigrant, misogynist, anti-gay, transphobic, or otherwise intolerant or disrespectful are not acceptable in the classroom, as they disrupt the learning environment. Any student who engages in this kind of misbehavior will be asked to leave class immediately and will be counted absent during all missed class periods. The student will only be allowed to return to class after an in-person consultation with me and a university representative.

If you have experienced harassment or discrimination in this class or in any context related to this class, please let me know immediately. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 CarmenCanvas (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.
- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

The **third-party tools** we use in this course also offer support and answers to various questions users may have.
- Blinklearing Support
- Blinklearning FAQs
- TalkAbroad Support

WEEKLY SYLLABUS

All readings will be available on Carmen

Week 1: Introduction
Introduction: Words matter! (Sally McConnell-Ginet)

Anne Curzan TED talk: "What makes a word "real"?"
https://www.ted.com/talks/anne_curzan_what_makes_a_word_real?language=en

Assignment: Familiarize yourself with the syllabus and class policies.
Introduce yourself on Carmen discussion board.

Week 2: Words on the Move (borrowing)

Tue:
Getting to know library resources and how to read academic writing
Due on Tuesday Problem set 1: Students research a word that they think of as new or innovative. Where does it first appear? In which contexts?

Th: Guest speaker: Library resources
Ladino (Judeo-Spanish):
D. Bunis (2019): Judezmo (Ladino/Judeo-Spanish): A Historical and Sociolinguistic Portrait https://www.degruyter.com/document/doi/10.1515/9781501504631-008/html

Week 3: Words on the Move (borrowing)

Tue:
P. Bakker (1988): Basque Pidgin Vocabulary in European-Algonquian Trade Contacts
H. Wiese (2009): Grammatical innovation in multiethnic urban Europe: New linguistic practices among adolescents

Due on Tuesday Problem set 2: Instructors share a passage with students and students explore which words from the passage are borrowed from other languages. Students also analyze the historical and cultural context of the borrowed words.

Th:
D. Jurafsky (2014): The language of food: A linguist reads the menu
    Chapter 4: Ketchup, Cocktails, and Pirates (49-64)
    Chapter 10: Macaroon, Macaron, Macaroni (130-144)

Week 4: Little Words (discourse markers)
Tue:
G. Bolden Discourse markers
Babel 2009 Dizque, evidentiality, and stance in Valley Spanish
N. Enfield (2017) How we talk: The inner workings of conversation,
    Chapter 8: The universal word: "Huh"? (pp. 173-188)

Due on Tuesday: First short paper due! Students choose a local international grocery store (Mediterranean, Chinese, Indian, Mexican, German etc.) and examine how the linguistic environment incorporates words from different languages.

Th:
G. Bolden (2006) Little Words that matter: The discourse markers "so" and "oh" in English
 E. Couper-Kuhlen (2021) Some old and new uses of OKAY in English conversation

Week 5: Language acquisition
Tue: Guest speaker: Laura Wagner
Lightbown & Spada (1993): How languages are learned
G. Yule (2020): The study of language
      sections from Chapters 13 (L1 Acquisition) and 14 (SLA)

Problem set 3 due on Tuesday: Students watch an episode of a sitcom in English or another language of their choice, choose a clip to transcribe, and focus on one linguistic form that works as a discourse marker in this data.

Th:
L. Ortega (2009): Understanding SLA
      Ch 4: The linguistic environment: 4.1: Wes' case, 4.3: Input
      Ch 5: Cognition: 5.1 (Info processing), 5.5 (long-term memory and L2 vocabulary knowledge)

Week 6: Bad words (profanity)
Tue:
Kulick, "No" *Language and Communication* 23:2 139-151

Problem set 4 due on Tuesday: Students analyze data sets from CHILDES database and compare early language acquisition in two different languages OR students analyze ESL data and discuss pattern of second language acquisition in this data. Students learn how children and adults acquire languages in different lived and linguistic environments.

Th:
Randall Eggert *This Book Is Taboo* (2011) (selected sections)

Week 7: **Gender and words**
Tue:
Sally McConnell-Ginet *Words Matter* Chapter 5 Putting down: ["They"] Aren't people, they are animals.

Th:
Guest speaker: Paloma Martinez-Cruz

Midterm creative project - For this project students will collaborate with each other and create memes, TikTok, or similar with informational content linked to class. Details will be available on CarmenCanvas.

Week 8: The Power of Words (politics and language)

Tue:
Guest speaker Dr. Ila Nagar

Problem set 5 due on Tuesday: Students take notes on the environments in which their peers use gendered and/or profane language and use an online tool (Carmen discussion board) to create a class database. Ethics and confidentiality will be discussed in class.

Th: Tirrell, Lynne (2012). Genocidal Language Games. In Ishani Maitra & Mary Kate McGowan (eds.), *Speech and Harm: Controversies Over Free Speech*. Oxford University Press. pp. 174 -221.

Week 9: Words of Law and Law of Words (legal language, dialects and interpretation)
Tue:
Robyn Carston (2013) Legal Texts and Canons of Construction: A View from Current Pragmatic Theory

Th: Guest speaker
Rickford & King 2016 Language and Linguistics on Trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond

Short paper 2: Students use the class database they created for Problem set 5 and examine, describe and draw conclusions from the qualitative data they collected. Students apply class readings and concepts to the data.

Week 10: Your words, my words (language contact, code-switching)
Tue:
K.A. Woolard 1988 Simultaneity and Bivalency as Strategies in Bilingualism

Problem set 6 due on Tuesday: Students watch a five-minute political speech in a language of their choice and analyze how propaganda, dog whistling, and dialectal and linguistic variation are employed in the speech. Students also discuss how the physical and political space in which the speech is given affects how it reaches different audience.

Th:
Guest speaker: Kendra Dickinson (SPPO) "We are Mitú, a millennial Latinx social media collective" (on code-switching in memes)

Week 11: Exchanging words (conversation analysis)

Tue:
TEDx Talk: The science of analyzing conversations (E. Stokoe)
https://www.youtube.com/watch?v=MtOG5PK8xDA&t=238s

L. Stokoe (2018): Talk: The science of conversation
      Chapters 1(the conversational racetrack), and 2 (Here comes the science)

Problem set 7 due on Tuesday: Students document code switching in contexts such as dorms, classes, television, grocery stores, at home and take notes.

Th:
Emily Hofstetter (action ascription/what we do with words)
https://www.youtube.com/watch?v=CN6anGiNMgs

L. Stokoe (2018): Talk: The science of conversation
      Chapter 5 (every word matters)

Week 12: Words in media

Tue:
Jennifer Saul (2018). Dog whistles, political manipulation and philosophy of language

Th:
Guest speaker: Lauren Squires

Short paper 3: Use techniques of conversational analysis and the concepts from class readings to examine data collected in Problem set 7. Analysis of code-switching in the data set will form the basis for Short Paper 3, in which students present an argument about the role or function of code-switching in the excerpt that they chose.

Week 13: Wrap-up: Words Matter!
Tue:
Sally McConnell-Ginet *Words Matter* Chapter 7: Authorizing

Problem set 8 due on Tuesday: Students reflect on their learning and how the data and the study of their linguistic environment has changed their view and understanding of language in constructing a lived environment. This reflection will take the form of a letter written to a close friend or family member discussing what they learned in class. Letters will be posted on the Carmen discussion board for class reflection.

Th: Course overview and key learning outcomes

Week 14: Final project workshop / presentations

Students will give public presentations of their final project and gather suggestions and feedback from the class and professor(s).

Exam date: Students incorporate comments from peers and professor(s) to produce a finalized version of their public presentation.

German 3689: Words Across the World

Goals

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

    Expected Learning Outcomes
    1.1 Engage in critical and logical thinking about the topic or theme
    1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

    Expected Learning Outcomes
    2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
    2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Specific Expectations (Lived Environments)

1. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

    Expected Learning Outcomes
    1.1 Engage with the complexity and uncertainty of human-environment interactions.
    1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

2. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.

2.2 Describe how humans perceive and represent the environments with which they interact.

2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Qualitative Data Analysis

Successful students develop skills in…

- Drawing conclusions and critically evaluating results based on data
- Explain the utility of different approaches to qualitative data analysis
- Apply key methods and tools in qualitative data analysis
- Interpret the results of qualitative data analysis to answer research questions
- Evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects

Goals	Expected Learning Outcomes	Specific Objectives (Lived Environments)	Expected Learning Outcomes (Lived Environments)
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students will… 1.1 Engage in critical and logical thinking about the topic or theme; 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme	Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.	Successful students will…. 1.1 Engage with the complexity and uncertainty of human-environment interactions. 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.	Successful students will… 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.	Successful students will… 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors. 2.2 Describe how humans perceive and represent the environments with which they interact. 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

	Baseline (1)	Novice (2)	Advanced (3)	Mastery (4)
ELO 1.1 Successful students will… **Engage in critical and logical thinking about the topic or theme by** (a) engaging with the complexity and uncertainty of human-environment interactions.	Does not demonstrate logical or critical thinking; takes a simplistic or reductionist view of sociolinguistic phenomena	Demonstrates understanding of course concepts, but may still characterize sociolinguistic variation as "right" and "wrong". Developing understanding of complexity, but limited ability to complete analysis.	Consistently takes a descriptive view of linguistic variation. Shows evidence of logical approaches to interpreting the complex relationship between language and society. Able to work with data sets when provided	Demonstrates systemic understanding of linguistic variation and critical viewpoint on the complex relationship between language and society. Shows ability to independently collect and accurately analyze novel data.
ELO 1.2 Successful students will… **Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme by** (a) describing examples of human interaction with and impact on environmental change and transformation over time and across space.	Engages superficially or produces opinions rather than analysis; fails to connect human interaction and/or cultural exchange with linguistic change and transformation	Shows evidence of developing scholarly skills such as comprehension and summary of complex texts. Links at least one aspect of linguistic variation and change to human interaction and/or cultural exchange, even if they do not do so consistently.	Clear and consistent ability to understand and summarize complex scholarly arguments. Recognizes the role of human interaction and/or cultural exchange in language variation and change.	Produces rich, complex descriptions of the role of human interaction and/or cultural exchange in language variation and change. Displays insight beyond simple repetition of course readings and lectures.

ELO 2.1 Successful students will… Identify, describe, and synthesize approaches or experiences as they apply to the theme by (a) analyzing how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.	Inadequate description or synthesis; is unable to articulate how political or social power have influenced ideologies of language.	Recognizes beliefs, values, and behaviors related to language. Is able to articulate the difference between prescriptive and descriptive approaches to language.	Identifies and describes connections between hegemonic systems of belief in the broader social context and attitudes towards language. Recognizes the role of political and historical power in characterizing language as standard or non-standard.	Connects ideological beliefs about language to societal systems of power and prestige. Displays sophisticated understanding of the complex, multidimensional relationship between institutional pressures, social groups, and individual choices.
(b) Describing how humans perceive and represent the environments with which they interact.	Takes commonly received notions of language at face value; fails to demonstrate analytical viewpoint on representation of and through language	Sometimes takes commonly received notions of language at face value, sometimes takes an analytical view of representations of languages and their speakers.	Consistently demonstrates the ability to take an analytical point of view on representations of languages and their speakers.	Clearly demonstrates critical analytical viewpoint on representations of language and their connections with social groups. Able to make novel connections beyond course material.

ELO 2.2 **Successful students will…** **Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts by** (a) analyzing and critiquing conventions, theories, and ideologies that influence discourses around environments.	Is unable to develop self-reflection through analysis of language experience and use; is unable to connect personal experience to discourses and histories of language and linguistic forms.	Is able to connect at least one personal experience or observation to larger-scale discourses and histories of language and linguistic forms. Analytical depth may be limited.	Consistently connects personal experiences or observations of language in at least one cultural context to larger-scale discourses and histories of language and linguistic forms. Analysis is consistently precise, detailed, and accurate, though not necessarily novel.	Uses course material as a jumping-off point for interpretation or re-interpretation of personal experience or independent research. Critically examines their own beliefs and/or positioning with regard to language. Displays incipient ability to evaluate and critique theoretical material.

GE THEME COURSES

Overview
Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility
If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the t
In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*