

Introduction to World Languages (FLNG 250) - On line

Instructor: Dr. Dan Breining	E-Mail: breinin@uwsp.edu All emails will be answered by the next day, excluding weekends, vacation days, and furlough days.
Office: 410 CCC	Phone: NA
Office Hours: Zoom: 11:00-11:30 M, W, R	

Course Description:

According to UWSP's course catalog, this course offers an introduction to the study of world languages and the role of language for social interaction. Specifically, course participants will grapple with basic ways to compare and contrast the structure of different languages including seemingly simple questions such as 'What is a language?' Course participants will determine the linguistic landscape of languages spoken in the US. Most importantly, this course aims to offer insight into what students stand to gain from studying another language. This course also carries a Critical Thinking Emphasis (01C) which means that we will pay stronger attention to the recognition of different types of reasoning, to the analysis and evaluation of ideas, as well as to the construction and communication of your own ideas.

(Note: Does not count toward foreign language requirement for the Bachelor of Arts degree type.)

REQUIRED TEXTS

1. Pereltsvaig, A. (2017). *Languages of the World: An Introduction* (2nd edition). Cambridge, UK/New York: Cambridge University Press.
2. Selection of articles & readings on Canvas

Critical Thinking Learning Outcomes (CT LOs) With diligent effort on their part, students will:

1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. Be able to do one or more of the following: 2A. Identify reasoning as they apply it to general or discipline-specific questions or issues. 2B. Analyze reasoning as they apply it to general or discipline-specific questions or issues. 2C. Evaluate reasoning as they apply it to general or discipline-specific questions or issues. 2D. Construct reasoning as they apply it to general or discipline-specific questions or issues. Course Learning Outcomes (CLOs): • CLO1: Students will be able to describe one language in terms of a basic structure of sounds, words, and syntax. (COMPREHENSION) • CLO2: Students will be able to discuss how one concept such an advertisement needs to take a different form to accommodate specific cultural contexts. (COMPREHENSION & ANALYSIS) • CLO3: Students will be able to compare the pros and cons of adopting a national language in the US. (EVALUATION) • CLO4: Students will be able to appraise how they benefit from speaking more than one language as it relates to their health, status as global citizens, and earning potential. (ANALYSIS) • CLO5: Students will be able to sketch their language learning experience onto marketable skills. (APPLICATION)

Evaluation Criteria:

Quizzes/Responses to Readings	30 %
Paper: Compare/Contrast of Assigned Language/English (LO1)	12 %
Presentation: Advertising and Culture (LO2)	12 %
Town Hall Debate: National Language in US (LO3)	12 %
Video: Personal Reflection on Bilingualism (LO4)	12 %
Resume: Integrating Foreign Language Related Skills (LO5)	12 %
Final Exam	10 %

Ranges for Letter Grades					
A	93-100	B-	80-82.99	D+	67-69.99
A-	90-92.99	C+	77-79.99	D	63-66.99
B+	87-89.99	C	73-76.99	F	60-62.99
B	83-86.99	C-	70-72.99		

Assignments:**QUIZZES/RESPONSES TO READINGS (30%)**

For each assigned reading/video, students are expected to take a quiz or complete a written response to the reading where you need to focus on a specific aspect of the reading. For each response, you also need to pose one question intended to stimulate active engagement with the content of the reading. These questions need to go well beyond a yes/no answer or the surface level content.

PAPER: COMPARE/CONTRAST ASSIGNED LANGUAGE/ENGLISH (LO1) (12%)

Students will write 1 report comparing an assigned language with English. This report should be typed in Word using Times New Roman, 12-point font, and 1-inch margins. Writing assignments in this course will follow the guidelines established by the APA. Students are encouraged to reference this handbook online at <http://owl.english.purdue.edu/owl/resource/560/01/>. This report should accomplish the following:

- identify and describe various aspects of the non-English language (i.e., phonological features, morphology, word order)
- Where it is spoken and who speaks it?
- a description of what it sounds like based on watching some recordings
- relevance today
- similarities/differences to English

NOTE ABOUT ACADEMIC WRITING: Here are some specific aspects you need to focus on in terms of editing your writing.

- write a strong thesis statement for your paper
- begin each paragraph with a topic sentence
- end each paragraph with a summary sentence
- include transitions between sentences and at the beginning of each paragraph
- avoid the over-use of the verb 'to be'
- avoid the use of the passive voice
- choose specific subjects and verbs for each sentence

PRESENTATION: ADVERTISING AND CULTURE (LO2) (12%)

In groups of 3 or 4, students will present an example related to how an advertisement/humor/ a concept works in one cultural context and not in another. Starting point for this project will be a discussion of a famous car ad campaign, which, to this day, is cited as an example of how an ad campaign can go wrong. (CLO2)

TOWN HALL DEBATE: NATIONAL LANGUAGE IN US (LO3) (12%)

Students will be assigned specific roles. They will need to research their role and submit a video where they discuss, how they perceive/understand their role. In the debate, they need to participate in a town hall style debate to come to terms with a proposal - to adopt English and Spanish as official languages. This assignment serves to illuminate the different position that exist in the US vis-à-vis other languages and cultures. (CLO3)

VIDEO: PERSONAL REFLECTION ON BILINGUALISM (LO4) (12%)

Each student produces a video highlighting how they understand the benefits of bilingualism for themselves. (CLO4)

RESUME: INTEGRATING FOREIGN LANGUAGE RELATED SKILLS (LO5) (12%)


Students need to write a resume that integrates skills related to learning a second language. These resumes need to be tailored for a specific job or career. They have to translate benefits of studying a second language into skills required in the modern workforce. (CLO5)

FINAL EXAM (10%)

The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms covered in class and in readings. Both response papers and class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously.

CLASS SCHEDULE

Date	Topic	Readings	Assignments
Week of 1/25	Nature of Language	Pereltsvaig, A.: Chapter 1 – 1.1 (1-8)	Quiz 1/Response Paper
Week of 2/1		Pereltsvaig, A.: Chapter 1.2 – 1.4 (9-15)	Quiz 2: Introduction to Critical Thinking
		Pereltsvaig, A.: Chapter 2-2.1 Indo-European Languages (20-25)	Quiz 3/Response Paper Quiz 4/Response Paper
		Pereltsvaig, A.: Chapter 9.1 – Austronesian (247-251)	
Week of 2/8		Pereltsvaig, A.: Chapter 6.2.1 – Semitic Languages (163-167)	Quiz 5/Response Paper
		Pereltsvaig, A.: Chapter 8.4 – Japanese and Korean (232-235)	

			1-page paper (single spaced): Describe central components of an assigned language in comparison to English.
Week of 2/15	Culture and Language		Find and describe an example of where 2 languages are different across cultures
			Quiz 6/Response Paper
			Quiz 7/Response Paper
Week of 2/22	Language and Public Policy		Group project - Power Point Presentations: Groups present why an advertisement/humor/a concept works in one cultural context and not in another.
		Pereltsvaig, A.: Chapter 11 (305-319)  Cornwell, R. (2006): At Last, America has an Official Language	Quiz 8/Response Paper
		Galperin, K. (2015): Should we Simplify Spelling? (Video)	
Week of 3/1		Klein, A. (2015): No Child Left Behind: An Overview	Quiz 9/Response Paper
		Klein, A. (2016): The Every Student Succeeds Act	
			Quiz 10/Response Paper
Week of 3/8			Quiz 11/Response Paper
Week of 3/15		Fernald, A. (2014): Why Talking to Little Kids Matters (Video)	Video: Description of Role for Town Hall Meeting Town Hall: Students will be assigned specific roles. They will need to research their role and submit a video where they discuss, how they perceive/understand their role. In the debate, they need to participate in a town hall style debate to come to terms with a proposal - to adopt English and Spanish as official languages.
Week of 3/22	SPRING BREAK		

Week of 3/29	Natural Language Processing		
Week of 4/5	Multilingualism	Nacamulli, M. (2015): The Benefits of a Bilingual Brain (Video)	Quiz 12/Response Paper
		Bialystok, E., Craik, F. Klein, R. & M. Viswanathan (2004): Bilingualism, Aging, and Cognitive Control: Evidence from the Simon Task	Quiz 13/Response Paper
Week of 4/12		Yong, E. (2016): The Bitter Fight Over the Benefits of Bilingualism	Quiz 14/Response Paper
		Bonaventura, M. (2015): The Benefits of Bi-lingual Education	
		DEWAELE, J-M, PIETER VAN OUDENHOVEN, J. (2009): THE EFFECT OF MULTILINGUALISM/ MULTICULTURALISM ON PERSONALITY: NO GAIN WITHOUT PAIN FOR THIRD CULTURE KIDS?	Quiz 15/Response Paper
Week of 4/19		LiveLingua (2018): Top 10 Careers if you are Bilingual	
			Video: Each student produces a video about themselves and how they understand the benefits of bilingualism for themselves.
Week of 4/26	Resume	Gray, Ch. (2018): The Smart Career Move You Haven't Considered: Working Abroad	1 Job Ad Requiring a Foreign Language
		Shorter, D.(2017): The Gentle Guide for Applying to Graduate School	
Week of 5/3			
			Resume: Students need to write a resume that integrates skills related to learning a second language
Week of 5/10			.
	Review	Review Readings	