

Miyazaki International College  
Course Syllabus  
(Fall 2017)

Course Title (Credits)	<b>LL 3141 Topics in Linguistics</b>
Course Designation for TC	Discipline-related elective course
Content Teacher	
Instructor	Debra J Occhi, PhD
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Office hours	T 1:00 – 3:00, W 3:00 – 4:00
Language Teacher	
Instructor	
E-mail address	
Office/Ext	
Office hours	

Course Description:

Examines relevant research in linguistics, particularly in English linguistics, to provide students with the tools necessary to develop a critical understanding of language in its social context. Topics will be selected based on the expertise of individual instructor.

Course Objectives:

This course will examine universal and particular features of language, particularly English, from a cultural-linguistic theoretical viewpoint. Students will also undertake a pilot study in the linguistic landscape of Miyazaki and environs in order to expand their critical thinking and knowledge about language in the globalizing marketplace. This pilot study will undergo reworking as students consider new theoretical perspectives and expand their vocabulary of description, interpretation, and evaluation. Students will have the opportunity to develop presentation skills through preparation and practice.

Course Schedule:

Day	Topic	Content/Activities
1	Introduction to course	Review course plan; assess student knowledge
2	Review	Refresher worksheets/discussion of linguistics
3	Linguistic Landscape	Reading and discussion of prior research
4	“	Development of project methodology
5	“	Trial fieldwork
6	“	Preliminary analysis of data
7		Think – pair – share of findings

8	“	Further reading of prior research
9	“	Discussion
10	“	Application to previous fieldwork data
11	“	Discussion
12	“	Review of materials to date
13	Midterm examination	Open book/note written exam
14	Issues in translation	Reading and discussion of prior research
15	“	Development of project methodology
16	“	Trial fieldwork
17	“	Preliminary analysis of data
18	“	Collaborative preparation for presentations
19	“	Presentation and evaluative writing on others’ presentations
20	“	“
21	“	“
22	“	Wrapup summary and discussion
23	Ideology and Cultural Models	Introduction to cognitive linguistics-based pedagogy, including phrasal verbs in English
24	“	Group work on phrasal verbs: UP
25	“	Group work on phrasal verbs
26	“	Project work; each student works on their own presentation
27	“	“
28	“	“
29	“	Presentation and evaluative writing of presentations
30	“	“
	Final Exam	Open book/note essay

Required Materials:

Students will need an A4 two-hole binder style notebook to keep class materials organized, A4 paper with two holes, and writing instruments. Readings will be provided in hardcopy or moodle.

Course Policies (Attendance, etc.):

Expectations: Students must actively participate in class in order to contribute effectively to group work and to benefit from this course. Students with more than 3 unexcused absences may be required to withdraw from the course. Missing class (lateness or absence) will result in deductions in the participation grade. Excessive lateness or

absence that affects your ability to meet your class responsibilities may cause you to be required to withdraw from the course. Lack of participation will negatively affect grades.

**Participation:** Participation means coming to class prepared and on time, taking part in all class activities and assignments, listening to others and taking part in discussions. This class will be built around participation individually and as a member of pairs or groups. Students whose absences are excused must provide extra written work to make up for lost time in class interaction. If you are part of a team, you must keep teammates informed if you will be absent so that they may work effectively without you.

**Plagiarism and Intellectual Honesty:** Plagiarism is representing some else's work (words, ideas, or images) as your own. It is a very serious error, and plagiarized work is not accepted in this course.

**Class Preparation and Review:**

Active participation is required; plagiarism or cheating will result in a failing grade. Notify the instructor about job-hunting activities or illness-related absence. It is **the student's** responsibility to ask for and to make up any missed work (and students should check the Moodle to see what materials may be there. Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

**Grades and Grading Standards:**

In-class participation 25% Homework 25%

Midterm exam 25% Comprehensive final examination 25%

**Methods of Feedback:**







In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.

**Diploma Policy Objectives:**

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

**Notes:** The instructor reserves the right to make changes to this syllabus as needed.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					