

Fall 2009 Course Descriptions

APLNG 083T – First Year Seminar in APLNG

Becoming A Doctor: The Discourse and Language of Medicine

The practice of medicine is its own culture and involves its own language. Becoming a doctor—going to medical school—includes learning particular ways of speaking (e.g. describing the body, taking a history, communicating a diagnosis, presenting a case) and writing (e.g. charting, prescribing, reporting to insurers). In essence, medical vocabulary and medical discourse mediate a unique cultural world with its own logic and semiotics. Finally, as both patients' and doctors' stories become increasingly reflexive, certain narrative forms are intriguingly transformed: the patient's presenting problem and course of treatment become the published illness narrative, stories from medical school become the book-length description of professional rites of passage, and the clinician's daily experiences become the confessional tale. This course considers how medical school initiates medical students into a new 'linguacultural' world, how the language of biomedicine shapes the disease experience and treatment, and how autobiographical accounts about medical school and clinical practice open a window onto who doctors are and what they hope to offer the world.

APLNG 200 – Introduction to Language, Culture, and Social Interaction

The course is an introduction to contemporary thought on the interrelationships among the concepts of language, culture and social interaction and their fundamental links to social identities, social role relationships, and discourse communities. Readings draw from a variety of disciplines, including anthropology, applied linguistics, communication, philosophy, psychology and sociology. Topics include the interdependence of language and culture; the nature of social interaction and its constitutive role in shaping language and culture; the social contexts of language use; the role of language in interaction to mark, perform, and interpret social identities and role relationships; and acquiring language(s) and culture(s) across the lifespan. Illustrative examples come from a range of linguistically and culturally diverse discourse communities from around the world.

APLNG 410 – Teaching American English Pronunciation

This course, for teachers who deal with speakers of other languages, integrates research and theory on the acquisition and development of pronunciation, as well as current pedagogy, to enable them to construct their own principled theory of teaching pronunciation. Students are introduced to the characteristics of the consonant and vowels systems of English. In addition, students are introduced to variations in the production of consonants and vowels by speakers of languages other than English. Students are expected to understand and to be able to describe the stress rhythm, and intonation of English as well as the adjustments that are made in connected speech. Students will learn how grammar and orthography influence the pronunciation of phonemes. Students will learn how to diagnose an individual's difficulties in the production of North American English and will learn how to develop appropriate curriculum. By focusing on instructional strategies from fields as diverse as theater arts, psychology, and instructional technology, students will be able to individualize their instruction by providing alternative ways to better respond to second language speakers' learning styles and

preferences. Moreover, this course requires students to develop and implement appropriate curriculum for both hypothetical, real tutorial, and whole class instruction.

APLNG 482Y – Introduction to Applied Linguistics

This course is an overview of major areas of applied linguistics: second language acquisition, language assessment, corpus linguistics, English as a Lingua Franca, and critical applied linguistics. The course introduces students to some of the key debates in applied linguistics in the different subfields of applied linguistics. In addition to being introduced to the major areas of applied linguistics, students will be expected to develop critical reading abilities, assessing the merits of different philosophical positions and the nature of the evidence in support of each position.

APLNG 493 – Teaching English as a Second Language

This course focuses on the teaching of English to speakers of other languages. Specifically, the course explores the multidimensional nature of the teacher as a learner of teaching, the contexts within which teaching occurs, and the activities and content of second language teaching and learning. Throughout the semester students will engage in a range of theoretical, pedagogical, and reflective activities that will enable them to: 1) understand their own beliefs and knowledge about language learning and language teaching and become aware of the impact of such knowledge and beliefs on their classroom practices, 2) recognize the highly situated and interpretative processes involved in language teaching and be able to reflect on, critically analyze, and evaluate their own teaching practices, 3) become sensitive to the complex social, cultural, political, and institutional factors that affect language teaching and students' language learning, 4) come to recognize students' strengths and development as learners and language learners, 5) understand subject matter content from an instructional perspective and learn to anticipate areas that may require additional instructional support, 6) use their knowledge of theory to inform their instructional practices, 7) participate in professional collaborations with other learners of teaching as they learn about second language teachers, second language teaching, and second language learning.

APLNG 512 – Language and Adult Lifespan Development

In this course we will examine the psychology of the language learner from a developmental perspective. Specifically, we will examine the psychosocial and cognitive factors that influence second language acquisition from late adolescence through adulthood. Such factors include learner aptitude, motivation, personality, cognitive and emotional maturation, learning styles, identity development, cultural beliefs, etc. We will investigate the psychology of learners in both formal settings (such as language classrooms) and informal settings (associated with sojourning and immigration), and consider the mechanisms and circumstances of first- and second- language attrition.

APLNG 580 - Proseminar in Applied Linguistics

This team-taught pro-seminar is the cornerstone of the PhD program in Applied Linguistics. Its aims are to foster an intellectual community among incoming PhD students and department faculty and to provide the students with an overview of the scholarly expertise and research perspectives in Applied Linguistics represented by department faculty. The areas to be covered include: second and foreign language and literacy development and pedagogy; technology and language learning; language testing and assessment; language policy and planning; language uses in community, workplace, professional and academic settings from local, national, and international perspectives; language and identity; language and health; sociocultural theory; discourse and conversation analysis; and corpus linguistics.

APLNG 584 – Sociocultural Theory and Second Language Learning

The focus of the seminar is on the extension of Vygotskian sociocultural theory and related cultural-historical approaches to the study of second and foreign language acquisition and teaching. We will discuss the general theoretical framework of mediated mind as developed by L. S. Vygotsky and colleagues and then will examine current research and theory from contemporary cultural historical psychology and activity theory.

APLNG 586 – Analyzing Classroom Discourse

This graduate seminar provides a theoretical and practical introduction to concepts and techniques associated with the analysis of classroom discourse (CD) from a perspective of language as an inherently sociocultural phenomenon. Through participation in a variety of activities, it is expected that you will develop 1) a deeper understanding of and ability to use appropriately key concepts and methods associated with CD analysis from a sociocultural perspective of language, and 2) some practical skills in the collection and analysis of CD data.

APLNG 591 – Seminar in Second Language Acquisition

This course focuses on the foundational research and theories of second language acquisition. Course content covers the theoretical underpinnings of models and research on the acquisition of second languages and communicative competence with direct implications for language pedagogy and assessment.

APLNG 597A – Seminar in Applied Corpus Linguistics

This graduate seminar is designed to expose students to a wide range of classical and recent studies that use native or learner corpora, both written and spoken, to answer questions of interest to applied and theoretical linguists. We will examine studies that use large text corpora for language description, cognitive linguistic analysis, sociolinguistic investigation, (critical) discourse analysis, language teaching and learning, and learner language analysis, focusing on theoretical, empirical as well as methodological

issues. Students will develop hands-on skills through replications of published corpus linguistic studies and will be encouraged to apply these techniques to a research topic of their interest. Previous knowledge of corpus linguistics or a programming language is not assumed.

APLNG 597B – Ethnography in Language and Literacy Studies

Ethnography has received importance as scholars adopt holistic, community-specific, and well contextualized descriptions of communicative practices. It helps understand the participants' or community's own perspective on their language practices, challenging outsiders' imposition of meanings and explanations. Ethnography has pedagogical as well as research significance. Language teachers have adopted ethnographic methods to understand students' learning strategies, motivations, and attitudes. Much of this research falls under the area of classroom ethnography. Researchers of everyday literacy and communicative practices have adopted ethnography to study the genre conventions, interactional patterns, and textual functions in their full community and ecological context. Such orientations are labeled ethnographies of communication or, more specifically, ethnographies of speaking and writing.

Though ethnography initially developed objective methods for gaining access to insider perspectives and cultural descriptions, post-enlightenment thinking has questioned this certitude. Recent forms of critical ethnography treat culture as hybrid, emergent, and contested. They provide greater role for the interpretative function of researchers and participants. They also encourage creative forms of reporting cultural descriptions. This course will track these philosophical changes through the work of Clifford Geertz and George Marcus. We will consider some seminal works in the field such as those of Shirley Brice Heath and Brian Street. The course will conclude by analyzing shorter studies in recent journals in composition, applied linguistics, and TESOL. Course requirements include short response essays and an ethnographic research design on an area related to the student's research interest.

Readings will include studies from journals such as *CCCC*, *Written Communication*, and *TESOL Quarterly*, and chapters from the following books:

Clifford Geertz. *Local Knowledge: Further Essays on Interpretive Anthropology*. New York: Basic Books. 1983. ISBN: 0-465-14162-0

George Marcus and Michael Fischer. *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press. 1986. ISBN: 0-226-50449-2

Shirley Brice Heath. *Ways with Words*. Cambridge: Cambridge University Press. 1983. ISBN: 0-521-27319-6

Shirley Brice Heath and Brian Street. *Ethnography: Approaches to Language and Literacy Research*. New York: Teachers College Press. 2008. ISBN: 978-0-8077-4866-4

Soyini Madison. *Critical Ethnography: Methods, Ethics, Performance*. London: Sage Publications. 2005. ISBN: 0-7619-2916-9

Brian Street, ed. *Literacy and Development: Ethnographic Perspectives*. London: Routledge. 2001.
ISBN: 0-415-23451-4