1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/16/2014

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Jeanmarie Rouhier

Email: j.rouhier@uky.edu

Phone: 7-1756

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 698

2c. Full Title: Advanced Topics in Linguistics (subtitle required)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: An in-depth investigation of topics in the fields of theoretical and/or applied linguistics with emphasis on a particular country/region/linguistic population, language or language group. Possible topics include: history of a language or language group; sociolinguistics of a language or language group(s); structure of a language or language group; phonetics, phonology, morphology, syntax, semantics, pragmatics or discourse analysis of a language and/or its dialects; acquisition of pragmatic, cultural and/or communicative competence in a language. This course will require advanced, in-depth theoretical and critical approaches to the material. Students will be expected to conduct part of their research in the target language of their area of study. May be repeated up to six credits with different subtitles.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

    If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

    Will the course be offered every year?:   No

    If No, explain: This course is part of a rotating series of topics courses, one of which will be offered each year.

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

    If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   10

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

    Will it be of interest to a significant number of students outside the degree pgm?:   No

    If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

    If No, explain:

9. Course Relationship to Program(s).

    a. Is this course part of a proposed new program?:   No

    If YES, name the proposed new program:

    b. Will this course be a new requirement for ANY program?:   No

    If YES, list affected programs:

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?:   No

    b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|MCL 698 NEW College Review|20140404

SIGNATURE|ZNNIKO0|Roshan N Nikou|MCL 698 NEW Graduate Council Review|20140425

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2039	MCL698DraftSyllabus.doc
Delete	3380	MCL_memo-591-592-696-697-698.pdf

[First] 1 [Last]

[Select saved project to retrieve...]   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: [ARTS & SCIENCES ▼] Submission Date: 4/16/2014

   b. * Department/Division: [Modern & Classical Languages ▼]

   c.
      * Contact Person Name: Jeanmarie Rouhier   Email: j.rouhier@uky.edu   Phone: 7-1756

      * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ⦿ Semester following approval OR ○ Specific Term/Year [1]

   e.
      Should this course be a UK Core Course?   ○ Yes ⦿ No

      If YES, check the areas that apply:

      ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

      ☐ Inquiry - Humanities   ☐ Quantitative Foundations

      ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

      ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

      ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ○ Yes [1] ⦿ No

   b. * Prefix and Number: MCL 698

   c. * Full Title: Advanced Topics in Linguistics (subtitle required)

   d. Transcript Title (if full title is more than 40 characters):

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

	Lecture		Laboratory[1]		Recitation
	Indep. Study		Clinical		Colloquium
	Research		Residency	3	Seminar
	Other		If Other, Please explain:		

Discussion
Practicum
Studio

   g. * Identify a grading system:
      ⦿ Letter (A, B, C, etc.)
      ○ Pass/Fail
      ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
      ○ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?   ⦿ Yes ○ No

      If YES: Maximum number of credit hours: 6

      If YES: Will this course allow multiple registrations during the same semester? ⦿ Yes ○ No

j. * Course Description for Bulletin:

An in-depth investigation of topics in the fields of theoretical and/or applied linguistics with emphasis on a particular country/region/linguistic population, language or language group. Possible topics include: history of a language or language group; sociolinguistics of a language or language group(s); structure of a language or language group; phonetics, phonology, morphology, syntax, semantics, pragmatics or discourse analysis of a language and/or its dialects; acquisition of pragmatic, cultural and/or communicative competence in a language. This course will require advanced, in-depth theoretical and critical approaches to the material. Students will be expected to conduct part of their research in the target language of their area of study. May be repeated up to six credits with different subtitles.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☑ Summer ☐ Winter

b. * Will the course be offered every year? ○ Yes ◉ No

If No, explain: This course is part of a rotating series of topics courses, one of which will be offered e

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * Check the category most applicable to this course:

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [2] for ANY program? ○ Yes ◉ No

If YES [2], list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

MCL 698: Topics in Linguistics

Discourse Analysis

Instructor: Francis Bailey
Office: 1051 Patterson

Course Information:
Course Schedule: TBD
Classroom: TBD

Telephone: 859-257-7025
Email: francis.bailey@uky.edu

Office hours: Wed. 3:00 – 5:00 pm
or by appointment

Course Description

This course explores the structure of verbal interaction, with a particular focus on the application of discourse analysis to issues of classroom teaching and learning. Students are required to record oral classroom discourse, prepare transcripts and analyze interaction. The goals of the course include developing competence in qualitative research methods and providing new insights into the structure of talk and issues of classroom teaching and learning.

Course Overview

This seminar is designed to deepen participants' knowledge of qualitative research methodology and conversational analysis, as applied to educational contexts. The course participants will meet throughout the semester to discuss course readings, present in-progress analysis of classroom data, and explore theories and practices in discourse analysis. The course readings provide a common grounding point for the work of the course, but students will not be limited to these perspectives. Students are welcome to draw upon alternative theories of discourse and human interaction in their data analysis.

Ultimately, for educators, research is designed to provide insights into real problems, dilemmas and inequities in schooling practices and outcomes. This may be accomplished through new insights into learning in educational settings or the refinement of theory and research methods and practices. The product of research may be "local theory" which has immediate implications for the original research site or the research findings may contain "general theory" which can provide insights across educational settings (Elden & Levin, 1991).

Prerequisites
None

Students will:

1. identify research questions on issues of classroom teaching and learning;
2. record classroom interaction, prepare transcripts and analyze verbal interactions;
3) present analysis and research findings both orally and in written reports.

Texts:

Holtgraves, T.M. (2002). *Language as social action.* Mahwah, NJ: Lawrence Erlbaum Assoc.

Bloome, D., S.P. Carter, B.M. Christina, S. Otto, and N. Shuart-Faris. (2005). *Discourse analysis and the study of classroom language and literacy events.* Mahwah, New Jersey. Erlbaum Publishers

Student Learning Outcomes

After completing this course, the student will be able to:

1. demonstrate the ability to prepare a transcript for analysis;

2. demonstrate the ability to analyze a transcript, using concepts of discourse analysis;

3. describe connections between discourse analysis of classroom interaction and pedagogical issues;

4. apply theories of social interaction and microethnography to classroom issues of teaching and learning.

Evaluation

The evaluation for the course will be based on the following:

Discourse Analysis Report 1	20 %
Discourse Analysis Report 2	20 %
Oral Presentation	15 %
Participation / discussion (online and in-class)	10 %
Final Project	35%

Grading Scale

A = 100-90% ; B = 89-80% ; C = 79-70% ; E= 60% or below

Course requirements

1. Students must demonstrate the ability to record, transcribe and analyze classroom discourse.

2. Students must demonstrate through homework and written tasks (discourse reports and final project) that they have mastery of core concepts in discourse analysis, including politeness theory and conversational analysis.

3. Students must complete a final project in which they gather and analyze data on classroom interaction in order to explore pedagogical issues. The final report must be 20 pages in length and include a literature review, research methodology, analysis of classroom interaction and findings.

Note: There is no final exam for this course. The culminating task is the Final Project.

Schedule

Class meets once per week, for the semester.

Classroom Behavior Policies

For class sessions, course participants should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.
Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure

about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Attendance

Students are expected to attend class sessions. A maximum of two excused absences are allowed (provided all assignments are completed).

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

In all cases, students must notify the course instructor and their English language learners, if they must miss a class session. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Learning accommodations

If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Semester Schedule & Topics

Week 1: Course Introduction
Language as Social Interaction

Week 2: Speech Acts
Research Project
Speech Event

Week 3: Politeness Theory
Classroom Discourse
Data Gathering

Week 4: Face Work in the Classroom
Transcript Preparation

Week 5: Conversation Analysis
Turn Taking
Connecting Interaction to Pedagogy

Week 6: Conversational Perspective Taking
Adjacency Pairs and Repairs
Classroom Discourse: IRE Sequences

Week 7: Language & Social Thought
Microethnography
Due: Discourse Analysis Report - 1

Week 8: Analysis of Context
How to Do a Literature Review

Week 9: Message Unit
Contextualization Cues

Week 10: Intertexuality
Meaning Negotiation
Due: Research Proposal

Week 11: Intercontexuality
Constructing Authority through Intertexuality

Week 12: Social Identity as Discursively Constructed
Due: Discourse Analysis Report - 2

Week 13: Studying Schooling through Events, Particularity & Intertexuality
Student Presentations

Week 14: Student Presentations

Week 15: Due: Final Project

14 years into the merger of our department and the expansion of world language offerings, we find we need a battery of courses available on topics of interest to all of our language areas. These may be team taught or stand alone. These multidisciplinary courses will be available as electives to not only our graduate students in Classics, French, German, MATESL and MATWL, but also in other departments, particularly Linguistics. Advanced undergraduates all MCL languages will also be allowed to take the 500 level courses, which will enrich their academic experience. These courses allow us to take full advantage of faculty expertise from all our language areas.