

**Instructor Contact**

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<b>Office Hours</b>	<ul style="list-style-type: none"> <li>• <b>Tuesdays 4-5p or Wednesdays 2-3p CH 112 or Zoom (see link posted on BB)</b></li> <li>• <b>Or by appointment, via F2F, Zoom, phone</b></li> <li>• <a href="mailto:trini.stickle@wku.edu">trini.stickle@wku.edu</a></li> <li>• 270-745-5710</li> </ul>
<b>E-mail</b>	<p>I make every effort to respond to emails quickly during the workday. However, I am not available via email during the weekends or school holidays. I will get back to you during the next workday.</p> <p>**All course communication will be directed to your WKU student email.</p>

**Course Information**

<b>Course Name</b>	Psycholinguistics and Sociolinguistics
<b>Course ID &amp; Section</b>	ENG 408/408G 500
<b>Credit Hours</b>	3
<b>Location and Time</b>	<p><b>Mondays, 5:30-8:15*</b></p> <p><b>I make every effort to end by 8:00 reserving the last 15 minutes for student concerns</b></p>

## Course Description

The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production / comprehension), and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).

## Course Objectives

Students will

- become familiar with central constructs, concepts, and key findings in the field of psycholinguistics and sociolinguistics;
- develop the ability to comprehend empirical studies in psycholinguistics and sociolinguistics;
- acquire the skills necessary for analyzing variation of language use in different social contexts;
- learn to respect the language variation and better address variation in the language classroom;
- develop the competence to explore a specific sociolinguistic or psycholinguistic topic in depth;
- and achieve theoretical and practical knowledge of the following:

\*cognitive components and speech and language production

\*cognitive components of bilingualism;

\*effects of developmental disorders and trauma on language production and what this tells us about the brain and language (L1 and L2); and,

\*language variation according to gender, ethnicity, and other social factors, particularly as these elements affect language acquisition, L1 and L2.

Kentucky Teacher Performance Standards (KTPS)		
	ENG-408G	Course Content Connection
Standard 1. Learner development	X	Course Projects 1-6
Standard 2. Learning differences	X	Course Projects 1-6
Standard 3. Learning environments		
Standard 4. Content knowledge	X	Course Projects 1-6, Research Paper
Standard 5. Application of content	X	Course Projects 1-6
Standard 6. Assessment		
Standard 7. Planning for instruction	X	Course Projects 1-6
Standard 8. Instructional strategies	X	Course Projects 1-6
Standard 9. Professional learning and ethical practice	X	Course Projects 1-6
Standard 10. Leadership and collaboration		

## Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

**Standard 1. Learner development.** The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

**Standard 2. Learning differences.** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3. Learning environments.** The teacher shall work with others to create environments that:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 4. Content knowledge.** The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5. Application of content.** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6. Assessment.** The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

**Standard 7. Planning for instruction.** The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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**Standard 8. Instructional strategies.** The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Standard 9. Professional learning and ethical practice.** The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

**Standard 10. Leadership and collaboration.** The teacher shall seek appropriate leadership roles and opportunities to:

- e. Take responsibility for student learning.
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

<b>TESOL P-K-12 Teacher Preparation Standards</b>		
	ENG-408G	Course Content Connection
<b>STANDARD 1: KNOWLEDGE ABOUT LANGUAGE</b> Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language Learners (ELLs) acquire academic language and literacies specific to various content areas.	X	Course Projects 1-6; Research Paper
<b>STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT</b> Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.	X	Course Projects 1-6
<b>STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION</b> Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.	X	Course Projects 1-6
<b>STANDARD 4: ASSESSMENT AND EVALUATION</b> Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.		
<b>STANDARD 5: PROFESSIONALISM AND LEADERSHIP</b> Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.	X	Course Projects 1-6

### Required Texts

1. Bruhn de Garavito, J., & Schwieter, J. W. (2021). *Introducing linguistics: Theoretical and applied approaches*. Cambridge University Press. (Same text as currently used in 407/407G)
2. Other readings as assigned in the course schedule will be made available in PDF format

### Other Recommended Sources

1. *Psycholinguistics: Introduction and Applications*. Lise Menn. Plural Publishing. 2011
2. *Linguistics: An Introduction*. William McGregor. Continuum Publishing. 2009.
3. *An Introduction to Sociolinguistics*. Ronald Wardaugh. Wiley Blackwell. 2010.
4. *Diversity and Super-Diversity: Sociocultural Linguistic Perspectives*. Anna De Fina, Didem Ikizoglu, and Jeremy Wegner. Georgetown University Press. 2017.

### Evaluation and Grading

	UG Percentage of Grade	UG Honors & G Percentage of Grade
Homework	15%	10%
Projects	20% x 3 = 60%	15% x 4 = 60%
Research paper	25%	30%
Total	100%	100%

### Grading Scale

Letter Grade	Points
A	92 - 100
B	82 - 91.99
C	70 - 81.99
D	60 - 69.99
F	59.9 and below

### Class format:

**Students will attend F2F and via Zoom**

### Attendance and Participation Policy

Much of your learning in this course depends entirely on class attendance and active participation. Logically, if you are not in class, you are not able to participate for that day. More than 3 hours of absences (or cumulative, so late arrivals and early departures count) results in a 5% reduction in grade. So, this means you can miss 1 class or a cumulative 3 hrs but more than 3 and up to 5.99 hrs =5%; 6-7.99 hrs = 10%; 8+ =20% reduction. More than 6 hrs places passing the course in jeopardy.

The class relies on your individual and our collective participation. The rubric\* represents

my perspective on participation. Simply attending class does not = full participation.

### **Late Assignments/Extensions/Excused Absences/Extra Credit**

-One late assignment accepted, so use this when absolutely needed. Additional late papers will be docked 10%; if submitted after two weeks, 15%; if submitted after three weeks, 20%. No assignments accepted after three weeks late unless a medical emergency.

*unless illness/caretaking/similar issues are the cause.*

**Students must request a late submission by the original due date via email.**

-There is no distinction between EXCUSED and unexcused ABSENCES in this class in terms of participation points. However, students representing the university at athletic or academic events or those who have been admitted to the hospital are entitled to make up assignments with no penalty if they provide appropriate documentation and notice.

-FLEXIBILITY is granted for the final paper.

-There is no EXTRA CREDIT offered in this course.

### **Professionalism Policy**

Per university policy and classroom etiquette, mobile phones, iPods, etc. must be silenced during all classroom lectures and activities. Please restrain from using electronic devices for personal issues such as texting, non-class related emails, and social media engagement. You may, however, use electronic devices to facilitate their interactions in class, i.e., you are permitted to use any type of device to access course materials, look up examples, research, or any activity that productively adds to our discussion.

### **Academic Honesty**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Judicial Affairs. See the [WKU Academic Integrity](#) statement for further information.

### **Military Policy**

Students who are either reserve or active-duty military personnel and are deployed during this course will need to show the professor their orders. Every effort will be made to help them complete the course via the Internet or mail.

### **Incompletes**

When extenuating circumstances arise—for example, if a student in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

## **Resolving Complaints about Grades**

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

## **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## **The information below is mandated by University policy**

### **Title IX Misconduct/Assault Statement**

*The following policies are dictated in the syllabus by WKU policy:*

***Students with disabilities:*** In compliance with university policy, students with disabilities that require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A200. Phone number is 270-745 5004. Please do not request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services. Course requirements will not be waived, but I will be happy to assist you in making the accommodations you need as documented by the OSDS.

#### ***ADA Notice of disability and accommodations***

Distance Learning supports the provisions of General Standard 8, Accessibility and Usability in the QM Rubric. Distance Learning and the Center for Faculty Development strongly support reasonable accommodation for all participants.

This course includes the following:

ALT tags that contain appropriate information about the graphic and/or activity.

Appropriate color combinations that minimize color blindness effects.

Appropriate font and font-size combinations to improve readability.

Minimal use of bullets and/or charts that may be confusing to participants who use electronic readers.

Transcripts and/or closed captioning for video/audio clips.

The above features demonstrate Distance Learning and CFD's understanding of the importance of providing a learning environment that supports qualified participants. Participants who require additional accommodations should contact the facilitator.

#### ***TITLE IX Sexual Misconduct/Assault Policy***

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## Important Dates and Tentative Course Schedule

Classes Begin (Full Semester, 1st Bi-Term, 5-Week Session 1)	Tuesday, January 17, 2023
Spring Break	Monday-Friday, March 14-18
Last day to withdraw with a W	Thursday, March 30
Final Examinations (Full Semester Classes) <b>No final exam in this course</b>	Monday-Friday, May 1-4
Commencement	Thursday, May 4
College Recognition Ceremonies	Friday, May 5
Final Grades Due	Tuesday, May 9 (noon)

### PROJECTS Descriptions (see weekly schedule for tentative timeline)

**NOTE: You can choose to follow the prompt exactly as designed or we can tweak the project to better fit your professional goals. Key is keeping the underlying theory, methods, linguistic principles intact. Individualizing the projects is strongly encouraged as they should reflect your professional goals.**

**Presentations will be recorded and posted, and class time will be allotted for viewing and response. Viewers of presentations will be required to fill out 2 response posts per presentation as part of the homework grade during presentation weeks.**

**6+ projects (I will provide an Online sign-up sheet for topics and presentations)**

**UG 408s CHOOSE 3; 408G & UG Honors CHOOSE 4**

**Project 1: DATA collection project (individual or up to 3 collaborators): Psych experiment/ presentations (this one takes the longest to plan and conduct, so plan accordingly). Many variations would fit under this umbrella project.**

Based on the research we have covered from psycholinguistic experimentation methods, design a project in which you collect data, write up the results thereof, and expound on the possible import your data has on understanding L1 or L2 acquisition, language change, or language communities; language disorders, brain injury; developmental disorders (e.g., dyslexia, ID, TBI). Support your data collection methods with theory and include an application section on how this data can be used in the classroom, within linguistics, within society.

The paper should be ~ 1000-1500 words long (~ 3.5-4 pp). You'll need to cite at least 6 sources (3 must be peer reviewed that you found on your own/group); APA format required.

Presentation: 12- 15-minute presentation that contextualizes your experiment (e.g., aligned theory(ies), experiment/method, findings, and import on future research or teaching.

**Project 2: The Linguistic Big Bang (individual project)**

Read the following article in the New York Times:

<http://www.nytimes.com/library/magazine/home/19991024mag-sign-language.html>

Write a short paper that analyzes Pinker's claim of a language instinct and statistical learning, as described above, using Nicaraguan Sign Language (NSL) as a case study. You'll need to do more research on NSL, language acquisition, Pidgins and Creoles, the language instinct. Draw upon our discussion of psycholinguistics. You can approach this paper many ways; the key element is that it has both a critical discussion and analysis. This is not a book report on NSL. This paper puts concepts from our class into real life scenarios. From your research, align this case with a cognitive model of L1 language acquisition, modify a model, or create your own model.

Cite any sources that you use. You'll need to cite at least 4 sources (2 must be peer reviewed that you found on your own). They can be a mix of class readings, peer reviewed sources, and other credible sources (like the NY Times article). The paper should be between 1000 and 1500 words in length (3.5-4 pp); APA format required.

Presentation: A 10-minute presentation on the most interesting findings of this project with Q & A.

**Project 3: The Psycholinguistics of Reading: Teaching application**

**Complete either exercise 8.2 or 8.3 from the Menn reading Papers; alter the focus of your presentation to some aspect of L1 or L2 literacy. This could include issues with brain injury, intelligence, absence of L1 literacy, selection of materials (particularly for the adult population). (individual project)**

**Alternatively, if you are working with an ELL population, design a reading diagnostic, intervention, and post-intervention evaluation measure and report on your methods and findings. (can be pair work)**

**8.2.** As we said in the text, there is no way to predict whether the *ea* combination should be pronounced /eɪ/ as in *steak* or /i/ as in *streak*. Foreigners just have to look up the pronunciation of these words in the dictionary. Many of the words spelled with /ea/ are common enough to be in the vocabulary of a first-grader, but they might not be familiar to some adult second-language learners of English from other cultures.

What would be different about the way you would teach first-graders and the way you would teach adult L2 learners to deal with figuring out how to recognize words like *break*, *steak*, *freak*, *teach*, *leak*, *meat*, *treat*, *bead* . . . when they encounter them in a story or a message that they are trying to understand? *Hint:* What kinds of knowledge of English are first-graders likely to have that new speakers of English might not have?

*Important:* Don't forget about the way our brains make associations whether we want them to or not. I have no empirical evidence for this, but everything I know suggests that, because there is no rule to follow, it would be a bad idea to teach the *ea* = /eɪ/ and the *ea* = /i/ words on the same day or even in a similar kind of lesson. Why?

**8.3.** Teaching morphology as part of "word attack skills" is especially useful for L2 learners whose first language does not have similar word formation patterns, such as Chinese.

And L2 learners whose first language is a Romance language should be able to improve both their English reading and their first language reading if they learn to connect the almost identical derivational morphemes in their own languages and in English. Create two parallel morphology lessons, one for speakers of Chinese and one for speakers of a Romance language like Spanish, French, Italian, or Portuguese, explaining how to find and use endings like *-tion*, *-ian*, *-ic*, *-ical*, *-ize*, *-ology*, and so on, in figuring out the meanings of many long English words. You may want to read some of the articles about morphology in the Sources Consulted for this chapter before you do this. (Obviously, you can teach a lot more in one lesson to the Romance language speakers, who have a head start, than to the Chinese speakers.)

Cite any sources that you use. You'll need to cite at least 4 sources (2 must be peer reviewed that you found on your own). They can be a mix of class readings, peer reviewed sources, and other credible sources (like the NY Times article). The paper should be between 750 and 1000 words in length (2-3.5 pp); APA format required. Your methods need to be supported with theory(ies), research, and methods.

Presentation: 8-10-minute presentation demonstrating your pedagogical intervention and with explication of the theoretical and methodological foundations supporting it.

**Project 4: Investigating Nonstandard Varieties (Up to 3 collaborators) (This one takes the longest to plan and conduct, so plan accordingly.) Many variations would fit under this umbrella project.**

You will be (re)creating a “regional” dictionary, community language, communities of practice fieldwork exploration (e.g., Milroy & Milroy; Labov). This is an introduction to linguistic variation fieldwork.

1) Replicate a condensed version of the regional DARE survey and interview 10-12 members of your community of different generations, language communities (e.g., L1s, gender, SEC) in order to report on the language use and variation in this community: Pick one linguistic level on which to focus: lexical, grammatical, or phonological.

2) Create a survey for a localized language population (community or community of practice population) available to you. This could be a professional community (e.g., a specific technology, industry, or class), an immigrant population, a heritage language community (an area that has speakers of the same immigrant language but immigration from that area has ceased for at least one generation), an avocational group that may have a specialized language (e.g., particular sports or hobby aficionados); generational (i.e., survey members of 3 or more generations). From these data, connect your findings with a sociolinguistic theory or theories, pedagogy, rehabilitation.

The paper should be 1000-1500 words long (~3.5- 4pp). You'll need to cite at least 6 sources (3 must be peer reviewed that you found on your own); APA format required.

Presentation: 12-15-minute presentation that contextualizes your experiment (e.g., aligned theory(ies), experiment/method, findings, and import).

**Project 5: The Learner's Experience (individual if self as subject, or individual or up to two collaborators if another human subject is used).**

The narrative is an important tool for understanding human thought and action and has grown in popularity and importance in social science research (Reismann, 2008). In this project, you will reflect on your own network of speech communities and identity **or** explore an L2 English learner's experience in these areas. This is particularly easy data to collect if you are working with an ELL population.

**5+** Alternatively: You can work with a person undergoing some type of rehabilitation for language (e.g., speech impediment, language disorder, stroke, accident).

*Part 1:* In a 1000–1500-word paper, (3.5-4 pp) you will explain the concept of a speech community, a speech network, and identity in relation to self or another. You will describe the

development of your or your subject's L2 speech network and include language examples from real life and appropriate demographic information to support your analysis. The description of the subject's speech network must also include narrative passages as evidence (see memoirs, ethnographies, songs, comedy routines, poetry, and/or literature). Finally, you will discuss how the concept of a speech community/speech network and identity connects to second language acquisition and the study of sociolinguistics.

You will draw upon class resources, required readings, and one additional scholarly resource that you find on your own. Your paper will need to use appropriate APA citations and references.

*Part 2:* Whether your subject is self or other, you will create a digital narrative (mp4) of 10-12 minutes of footage with narrative that serves to illustrate the main points of your findings. Playing this footage can serve as your presentation; an intro, conclusion, and Q & A session will be part of this presentation.

**Project 6: Conference proposal (individual or pairs) (Note: This project has actually led to conference presentations at the local and national levels.)**

As a graduate student, future teacher, or future linguist, reading scholarly research is an important part of your preparation; however, it is even more important to disseminate new knowledge to peers in an engaging and meaningful manner. Based on what you learned from a research paper or project, for example from 407 or 469 or another related course or through one of your projects, you may write a conference proposal for a local professional organization: details forthcoming and dependent upon conference selected (we will look at models). Spring is a slow time for accepting proposals for conferences because of the yearly conference schedule, but you will be preparing a proposal for the Southeast Regional TESOL Association. You must download the conference proposal form posted on Blackboard and complete it. You may actually submit this proposal if you choose—help from the instructor will be provided if you choose to do this.

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and it distinct from more general abilities to process information or behave intelligently (p. 18).

Presentation: A 5-7-minute mini conference presentation with Q & A. All papers should adhere to APA standards: typed, 12-point font with 1.25-inch margins (the default set up), double spaced, with proper headings, and no more than 1000-words (~3 pp)—concision is essential. The page maximum DOES NOT include the cover/title page and reference page.

**ALT 6: Work with an organization that facilitates language learning for children or adults (ELLs, immigrants, refugees, language disabilities, medical issues such as stroke).**

Find a problem that this organization is experiencing and help them with the background research and creating possible solutions for this problem. Aspects of this larger project can be reported on in the course of the semester as 3 projects (TBD in collaboration with me).

**Research paper (UG 25%; G & UG Honors 30%):**

Students are required explore a course topic in-depth through a research paper on a topic of your choice. Furthermore, you will be required to connect the research on your topic to the field of linguistics overall, the process of language acquisition, and/or the applications to the classroom and/or society. At the end of each section of study, I will provide a list of appropriate research topics, but students may come up with their own topics and seek approval. We will conference to select an appropriate topic. Students may work in research groups of 2-3. Length and scope will be confirmed after conference and topic approval,

The research paper should be 10-15 pages in length, not included resources.

All papers should adhere to **APA, 7<sup>th</sup> edition**, standards: typed, 12-point font with 1.25-inch margins (the default set up), double spaced, with proper headings. The page maximum DOES NOT include the cover/title page, references, and any appendices (if you include them).

All papers must contain at least 12 references, 9 of which must be from peer-reviewed journal articles.

Your paper should be 'state-of-the-art'. In other words, the majority of your references must have been published within the past 5-10 years. You may reference 1 to 2 older works that are classic studies in the field (e.g., Chomsky, 1957; Krashen, 1977) One way that you can find out how popular of a source your article is to use Google Scholar. Type in the bibliography of your article and you can see how many times that article has been cited by other researchers. You CANNOT use websites, encyclopedias, newspapers, blogs, or masters or doctoral theses.

APA help

<http://www.wku.edu/library/dlps/infolit/writingguides.php>

<https://owl.english.purdue.edu/owl/resource/560/01/>

Quotes no more than 10% of paper. This is an APA guideline. If you use a quote that is longer than 40 words, make sure you use a block quote. In your text, do not include author's first names, the names of articles, or the universities that authors teach at. All this info is irrelevant. Here is an example of what **NOT** to do:

No- Janice Marie Saint, who is a researcher at Ohio University in the department of Linguistics in her article "Where the boys are" written in 1988 for Cambridge University Press, says that gender is significant in determining how people speak.

Ok- According to Saint (1988), gender is significant in determining how people speak.

Remember, you should not rely on conclusions from the studies that you cite. You need to provide background information on each study in order to give weight to its findings. Here are questions to answer regarding each study cited:

- a. What is the central research question?
- b. Who participated in the study?
- c. How did they test their hypothesis? What is the research design?
- d. What did the researcher(s) find? What were the results?
- e. What were the conclusions/implications?

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f. What critique do you have of the article? (Note-this must be the smallest element of your annotated bibliography. It should only be a couple of sentences or so. The emphasis of this assignment is to read and identify the critical elements of a research article.)

You must proofread your papers. Errors in grammar, spelling, and stylistics will lower your grade by 10 points (or 1 letter grade).

## Tentative schedule

Week	Date	Topic	PRECLASS	Due	Notes
2	1/23	Intro to class; Intro to psycho/sociolinguistics	Review lecture/pptx		Homework 1 issued Readings
3	1/30	Focus on Psycholinguistic Theories & Research methods/Discussion of <b>Project 1 described</b> Recommended: do 1 or 4, not both		Homework 1	Homework 2 issued (creating a psycholinguistic experiment) Readings: Sign up for <b>Project 1</b> <b>(due Week 13)</b>
4	2/6	Focus on Sociolinguistic Theories & Research methods <b>Project 4 described</b> Recommended: do 1 or 4, not both		Homework 2	Homework 3 issued (creating a sociolinguistic project) Readings; Sign up for <b>Project 4</b> <b>(due Week 13)</b>
5	2/13	Psycholinguistic Applications: <b>Project 2 and Project 3</b> described		Homework 3	Homework 4 issued Readings Sign up for <b>Projects 2</b> <b>(due week 10)</b> Sign up for <b>Project 3</b> <b>(due week 11)</b>
6	2/20	Sociolinguistic Applications Ethnographic data <b>Project 5 described</b>		Homework 4	Homework 5 issued Readings Sign up for <b>Project 5</b> <b>(due week 12)</b>
7	2/27	Project progression & Final paper		Homework 5	Homework 6 issued Readings (see BB)
8	3/6	No Class Research Day		Homework 6	No homework
9	3/13	<b>3/13-3/17 SPRING BREAK</b>			
10	3/20	Prep for presentations/research on The Linguistic Big Bang			Homework 7 Readings (See BB)

Week	Date	Topic	PRECLASS	Due	Notes
11	3/27	<p>Presentations <b>project 2</b></p> <p>Prep for L2 literacy and research on Menn</p> <p>Viewers fill out responses to 3 presentations</p>		<p>Homework 7</p> <p><b>Project 2 paper</b></p> <p><b>Due 3/31, 11:59p</b></p>	<p>Homework 8 issued</p> <p>Readings Homework 9 issued</p> <p>Readings</p>
12	4/3	<p>Presentations <b>project 3</b></p> <p>Viewers post your responses to the online questions for 3 presenters</p> <p>Prep for the learner's experience and communities of practice</p> <p><b>Project 6</b> Described</p> <p>Short class; time reserved for research</p>		<p>Homework 8</p> <p><b>Project 3 paper</b></p> <p><b>Due 4/7, 11:59p</b></p>	<p>Homework 9 issued</p> <p>Readings</p> <p>Sign up for <b>project 6</b> (due week 14)</p>
13	4/10	<p><b>Presentations for project 5</b></p> <p>Viewers post your responses to 3 presentations</p> <p>Value of new data</p>		<p>Homework 9</p> <p><b>Presentation paper 5</b></p> <p><b>Due 4/14, 11:59p</b></p>	
14	4/17	<p><b>Presentation projects 1 and Presentations project 4</b></p> <p>Viewers post your responses to 3 presentations</p>		<p><b>Presentation 1 paper</b></p> <p><b>Due 4/21 11:59p</b></p> <p><b>Presentation 4 paper</b></p> <p><b>Due 4/14, 11:59p</b></p>	

Week	Date	Topic	PRECLASS	Due	Notes
15	4/24	<b>Presentations project 6</b> Viewers post your responses to 3 presentations		<b>Presentations 6 + paper due 4/28</b>	
16	5/1	No Final exam for this class		<b>Final paper Due 5/3, 11:59p; Edit well</b>	