

UNIVERSIDAD PONTIFICIA BOLIVARIANA
SCHOOL OF EDUCATION AND PEDAGOGY
B.A. IN ENGLISH-SPANISH EDUCATION

Comparative Linguistics (Module 2)

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Schedule:

Monday, 8:00 to 10:00, Room 202 Bldg. 11 (Engineering)

Tuesday, 10:00 to 12:00; Wednesday, 10:00 to 12:00; Thursday, 8:00 to 10:00
Room 007 Building 15

Attention to students:

By appointment only

Course Overview

This second module of the course “Comparative Linguistics” intends to introduce students, through readings in English and discussions in class, to key elements in linguistics that should be part of their teaching repertoire. Session structure features thematic clusters that introduce the idea of linguistics and four key elements that comprise this field: Grammar, Syntax, Semantics, and Pragmatics (Phonetics was the object of the first module and therefore I will not discuss that). As the course is comparative, it is your duty as seasoned speakers of Spanish (who are also training to teach that language) to include in your discussions examples that illustrate how the ideas in this class are applicable to the learning and teaching of Spanish.

One final component, an outlier of sorts in a course that introduces linguistics, will bookend the class sessions: an introduction to the idea of *literacy*. This is a field where our Faculty of Education (specifically in the MA in Learning and Teaching Processes in Second Languages and the Literacies in Second Languages Project) is proposing new research and didactic paradigms to rethink and transform how we look at reading and writing today.

Capabilities and Competences

Capability for the Teachability Cycle: [Student] builds the notion of what is good, beginning a critical reflection, from educational and pedagogical frames of reference, in relation to specific contents and knowledge, and guided toward human well-being and life guidance.



Overall Competence for the Teachability Cycle: [Student] understands the language as a meaning system, cognitive tool, and cohesion and social interaction instrument from an intercultural perspective.

Assignments

This module will feature three assignments. Each assignment bookends each of the sections as an effort to engage students in a reflexivity process about the link between what they are learning in class and their development as prospective teachers. Percentages for each assignment will depend on the number of assignments and corresponding percentages that Dr. Serna may have assigned on his module.

Assignment 1: What is language? How do we study it? Working in small groups, students will write brief summaries about what they read. In a small adaptation of the *exquisite corpse* writing technique, we will add all the summaries as a composite text that we will publish as grey literature. **DEADLINE: March 24, in class.**

Assignment 2: Grammar lessons. Again in small groups (NOT the same as the first assignment! Failure to comply with this will place you on “Pumpkin Status”... I’ll explain later), you will randomly pick one of the 8 parts of speech that appear in Rozakis (2003). You will read about each of them and prepare resources to explain this topic in a regular English class by relying on your students’ existing *schemata* as part of the lesson. You should include a presentation (which could be on Power Point, Prezi... or for the more adventurous who wish to look at the flipped classroom model, a video presentation), exercises, and an assessment activity. You will have two full weeks to develop this assignment, independently. In addition to the recommended books, you must include FIVE additional sources (textbooks, websites, etc.) and cite them at the end of the presentation using APA formatting. **DEADLINE: April 24 before noon.**

Assignment 3: Why it matters. Once again, in groups (completely different from the previous assignments... noncompliance = Pumpkin Status), you will reflect on one of the featured topics in the course (i.e. Grammar, Syntax, Semantics, Pragmatics, and Literacy). You and your *compadres* will make a 3-5 minute video where you will address the question, “Why does (featured topic) matter in language teaching today?” The video should be in English; you are welcome to do it in any way and format you wish, just make sure that we get to hear your voice as part of the video. You should include references to the readings and media from the class plus an additional FIVE sources. As was the case with the previous assignment, you should cite the sources using APA format. **DEADLINE: May 26 by 23:59.**

Expectations

Classwork. You should be on time every class. I do call roll every day. If you are over 15 minutes late, I will allow you to enter the room, but it will count as half an absence. If, for some reason, you cannot be in class, please notify me via e-mail as soon as possible (I always check my e-mail





before class begins). Remember that missing the equivalent to 20% of the course without valid reasons becomes grounds for failing this course (since there are 41 class sessions this semester, 9 is the magic number). Make sure to talk to either your other classmates or me to make up for the work. I will not accept assignments after the due date. The deadlines are set well in advance so arrange your personal or work schedules to ensure that you will have no issues. If you foresee a conflict, talk to me immediately to make proper arrangements.

Assignments are due on the times and dates already set on the schedule. Deadlines are non-negotiable. Missing the due dates will place you automatically on “Pumpkin Status” (I will explain that for those who are not aware). As of this semester, I will not respond to any e-mails related to class work that do not come from your **institutional accounts**, nor will I send any e-mails to personal ones. Make sure, then, to check your @upb.edu.co accounts regularly for updates from this class.

Participation. You must be prepared to participate in every class. This includes reading the assigned documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your peers and me. Since all of you will probably be teachers (and even if you will not be), you should display a high degree of professionalism and ethical behavior. If you disagree with any ideas in class, feel free to say so in a proper manner. Your instructor believes that the classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage.

Methodology. You will participate in class work for 8 hours every week. You should also plan to devote at least 4-6 hours a week to work on the readings and assignments for the course on your own. We will also count with Ms. Brielle Giesemann, our Fulbright Teaching Assistant as a teacher’s aide of sorts at different intervals throughout the semester to provide support with specific activities. You should also consider joining Ms. Giesemann’s conversation and grammar clubs for additional practice beyond this class.

I may also suggest you to seek tutoring or extra practice if necessary, but the notion that you must be responsible and proactive is fundamental for your success in this course. After all, there is an expectation that you are all becoming more autonomous learners.

Due to different academic commitments in Colombia and abroad, there will be some days when you will work autonomously on specific tasks. The dates and natures of your tasks are already set. I have not foreseen any further absences during the trimester beyond those noted on the schedule, but the nature of my work might dictate otherwise on the course of the academic term.

Ethical guidelines. All assignments are to be original work. As scholars, we should all abide by the highest standards of academic integrity. In this component, we operate under a very strong stance against cheating and plagiarism. Guidelines against cheating and plagiarism in this course will



follow any internal guidelines that UPB has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://www.cerlalc.org/documentos/colo23.htm>) and Ley 1032 de 2006 (http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html). Please get yourselves acquainted with these laws. However, beyond the law, take everything that we will do in class as a chance to improve your own practice and as pedagogical experiences.

Communication etiquette. Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away. Check the following websites with information about e-mail etiquette, and please keep these rules in mind for any and all academic communications, within this class and beyond:

- <http://owl.english.purdue.edu/owl/resource/636/01/>
- <http://thermaltoy.wordpress.com/2013/01/26/dr-who-or-professor-who-on-academic-email-etiquette/>
- <http://www.usm.edu/chemistry-biochemistry/e-mail-etiquette-adapted-academia>
- <http://web.cn.edu/kwheeler/documents/Academic%20Etiquette.pdf>
- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>
- <http://www.101emailtippetips.com/>
- <http://www.businessinsider.com/email-etiquette-rules-everyone-should-know-2014-9?op=1>
- http://www.ctcs.uconn.edu/ec/email_etiquette.pdf
- <http://cafnr.missouri.edu/career-services/pro-dev/email-etiquette.php>
- <https://ceoas.oregonstate.edu/resources/undergraduate/files/email-etiquette.pdf>

Resources. All resources for the class will be available in two places:

1. Readings and supporting materials will be available in a special folder on Dropbox. I will grant everybody access the first day of class. It is your responsibility to have your account synced with the folder.
2. The course blog (<https://comparativelinguistics2015upb.wordpress.com/>). I will post guidelines for the class discussions and follow-up resources. During the independent work sessions, all information to carry them out will appear on the blog and you are supposed to post information to address the tasks for different sessions.

In addition to the resources on Dropbox and the blog, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course. Also, I invite you to check out [my own website](#). I have resources available there about [teaching](#), [research](#), and even [writing](#) (that also includes grammar).



Technology. Given the nature of the work in this component, you are welcome to use laptops or tablets in class (I suggest against phablets or smartphones/iPhones, as reading these files from their screens can be a bit cumbersome at times... yes, even the iPhone 6 Plus!). It is advisable to download the readings to your hard drives before the class. I am all about saving the trees, so I encourage you to go digital whenever possible. In the extreme case that you should need to print the readings, please do so on both sides of the sheet, print 2 pages per side of the sheet, or use scrap paper.

Regarding the use of cell phones and smartphones, I kindly ask you to avoid using your phones/smartphones/iPhones/phablets **at all**. We only meet for 8 hours during the week, so unless we are talking about life-or-death situations in your lives (which may happen), I expect not to see any communication devices in your hands. (NOTE: Since this is about teachable moments, I do hope that your behavior will not make me resort to more Draconian measures to prevent the use of smartphones in class.)

Class Schedule

Week/Date	Topics	Readings and Media
Part 1: Looking at Linguistics as the study of language		
9 Mar 16	Introduction to the module Opening questions	
9 Mar 17-18	What is language? How do we study it? (Part I)	Readings: Meyer (2009), Chapter 1 Small group reciprocal teaching exercise Media: University of York (2013) – YouTube video 3MinuteLinguistics (2013) – YouTube video
Mar 20	(Mandatory) Attendance to ML2 Open Lecture Series – Dr. Alexis López	
10 Mar 24	What is language? How do we study it? (Part II)	Meyer (2009), Chapter 1 Presentations
Mar 25	Interfacultades	
Mar 26	Congreso Internacional y Jornadas del Maestro Investigador	
Mar 30-Apr 3	EASTER BREAK	
11 Apr 6-9	Language Change	Readings: Meyer (2009), Pages 39-44 Media: McWhorter (2013) – TED Talk
Part 2: Grammar as the foundation of language use		
12 Apr 13-16	Grammar Foundations: (@AERA in Chicago – Independent work)	Readings: Hughes (2001) Rozakis (2003), Chapter 1 Rozakis (2003), Chapter 3 Fuchs & Bonner (2006), Parts I and II Media: Find your own for the assignment
13 Apr 20-22		
Apr 24	(Mandatory) Attendance to ML2 Open Lecture Series – Dr. Shelbie Witte	
Part 3: Syntax, Semantics, and Pragmatics as the organization of language use		
14 Apr 27-30	Syntax	Readings: Varga (2010), Unit 6 Meyer (2009), Pages 117-146 Media: The Virtual Linguistics Campus (2012) – YouTube video
15 May 4-7	Semantics and Pragmatics	Readings: Varga (2010), Units 7 and 8 Media:



		The Virtual Linguistics Campus (2013) – YouTube video
Part 4: A brief introduction to literacy as the study of how we read and write today		
16 May 11-12	An introduction to the idea of literacy	Readings: Mora (2012) – Spanish Mora (2014a) – English Mora (2014b) – English Media: kleppien15 (2011) – YouTube video
	New literacies as a response to today's world	Readings: Mora (2014c) Media: Leu (2014) – YouTube video Potts, et al., (2010) – YouTube video
16 May 13-14	In-class time to begin work on Assignment 3	
17 May 19-21	Final Exams, Week 1 – Time to Finish Assignment 3 (@ICQI, University of Illinois)	
18 May 27-28	FINAL PRESENTATIONS	
May 29	(Invited) Attendance to ML2 Open Lecture Series – Dr. Carl Anderson	

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- Leu, D. J. [The Brainwaves Video Anthology] (2014, October 22). *Don J. Leu – New Literacies* [Video file]. Retrieved from https://www.youtube.com/watch?v=ZJ_xFdRRA-4
- McWhorter, J. (2013). *Txtng is killing language. JK!!!* [Video file]. Retrieved from http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk#t-120154
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- 3MinuteLinguistics (2011, July 11). *Ep. 1: What is linguistics?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=jCUJ4kvyg8o>

