

San José State University
Department of Linguistics & Language Development
LLD 250W, Becoming a Professional in Linguistics/TESOL 01
Fall 2018

Instructor:	Dr. Sharmin Khan
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Office Hours:	MW: 10:30-11:30 and by appointment TTh: 12:00-1:00 and by appointment
Class Days/Time:	MW: 12:00-1:15
Classroom:	Clark Building 205
Prerequisite:	Ling 101

LLD 250W satisfies the university's Graduate Writing Assessment Requirement (GWAR). Students must earn a 'B' or higher to get credit for this class.

Course Catalog Description

Course focuses on the research and communication skills needed to become an active and effective member of the professional community in linguistics or TESOL.

Course content/mode of instruction

The class will focus on understanding several genres of scholarly literature in the field and asking critical questions about it; skills for writing effective academic papers in the field; and skills for doing oral presentations in professional contexts. Class will often be conducted like a workshop so that students may get a lot of individualized feedback on their academic writing and speaking. A major aspect of this class is regular one-on-one conferences with the instructor on specified dates and times as well as frequent peer review sessions during class times. Students will be expected to revise their writing several times and must be prepared to write multiple drafts of each required piece. They will also be expected to respond to other students' work and provide them meaningful feedback. The knowledge and skills you gain in the course should help you to succeed not only in your other courses in the MA program, but also in your professional life beyond graduate school.

Learning Objectives

By the end of the course, students will be able to:

- i. understand the cycle of scholarly inquiry that guides one's reflective practice.
- ii. identify and use surface structure conventions of academic English.
- iii. respond critically to readings.
- iv. observe and discuss the composing processes of self and peers.
- v. effectively use library resources and electronic databases pertaining to the discipline.
- vi. organize and write an effective academic paper.
- vii. organize and deliver an effective oral presentation.
- viii. use discipline-based citation procedures.

Required Materials

- i. *Publication Manual of the American Psychological Association (APA)*, 6th edition (2010). Electronic version posted to our class Canvas page.
- ii. Course Reader, available at Maple Press, 330 S. 10th St. Phone: 297-1000. Please note that Maple Press does not accept credit cards; cash and personal checks only.

Recommended Materials

Style sheet of the Linguistic Society of America (for MA Ling students). Available for downloading at: https://www.linguisticsociety.org/sites/default/files/style-sheet_0.pdf

- i. Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishers. (ISBN: 0-631-20097-5).
- ii. Richards, J.C., & Schmidt, R. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. New York, NY: Routledge.
- iii. Swales, J.M., & Feak, C.B. (2012). *Academic Writing for Graduate Students*. Ann Arbor, MI: The University of Michigan Press.

Grading: A, B, C, D, F

	<u>Points</u>	<u>Percentage</u>
Class participation	100	10%
Annotated bibliography	200	20%
• 1 st draft (30 points)		
• 2 nd draft (70 points)		
• Final draft (100 points)		
Book review	200	20%
• 1 st draft (30 points)		
• 2 nd draft (70 points)		
• Final draft (100 points)		
Literature review	300	30%
• 1 st draft (50 points)		
• 2 nd draft (100 points)		
• Final draft (150 points)		

Oral presentation	100	10%
Writing exercises	<u>100</u>	<u>10%</u>
Total	1000	100%
Extra credit	15	1.5%

Grading Percentage Breakdown

98% and above=A+	94% to 97%=A	90% to 93%=A-	87% to 89%=B+	84% to 86%=B	80% to 83%=B-
77% to 79%=C+	74% to 76%=C	70% to 73%=C-	67% to 69%=D+	64% to 66%=D	60% to 63%=D-

Course Requirements

1. Class participation (100 points):

F15-12, University Policy, Attendance and Participation states:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class.”

While students may not be graded on attendance, they may be graded on class participation. Points (divided according to # of class sessions) will be awarded for in-class task completion such as group/pair work, discussions, exercises, etc. To get participation points, students must be actively engaged and not just physically present in the room. 3 points will be deducted for each missed class participation, beyond 3 class sessions. Frequently coming in late (after 12:15) or leaving early will result in a student getting half credit for that session.

2. Annotated bibliography (200 points):

Students will compile an annotated bibliography of at least 10 scholarly books or journal articles on a topic of interest to them.

3. Book review (200 points):

Students will write a review of a book on any topic related to their chosen field (selected from their annotated bibliography) with the goal of submitting the review for publication in a professional journal.

4. Literature review (300 points):

Students will write a critical literature review during the semester on a topic of their choice integrally related to their annotated bibliography. The paper will include citations and references following APA editorial standards.

5. Oral presentation (100 points):

The research/literature review assignment will include an oral presentation of your findings to your peers. The presentation should be formal and professionally conducted, and must include visual aids. These presentations will be scheduled the last week of class and during the official final exam period.

6. Writing exercises (100 points):

There will be a number of brief exercises throughout the semester focusing on various aspects of academic writing, including grammar, editorial style, formatting, etc. These will be completed primarily as homework.

7. Extra credit (15 points):

Students can earn up to 15 extra bonus points (5 points per event) by either attending Writing Center workshops or professional talks. You must provide proof of attendance to the instructor no later than a week after the conclusion of the event. Please check the Writing Center website for the workshop schedule: www.sjsu.edu/writingcenter

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](#) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Late Work

Assignments turned in late will receive a lower grade. 5 points will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only. Students will not be penalized if they can show extenuating circumstances beyond their control.

Canvas Website Component of the Class

All writing assignment final drafts are to be submitted through the Canvas website program by 11:59 p.m. of the date it is due. Go to <http://www.sjsu.edu/ecampus/students/> to begin your Canvas login. Please make sure that you submit papers in the following formats only: **Ms Word, Word Perfect, Post Script, Acrobat PDF, HTML, RTF, Plain text.** In addition, students must submit a hard copy of all written assignments, except the final version of the literature review, which is to be submitted as a soft copy only.

Classroom Protocol/Policies

- i. Please arrive to class on time. Late entrances and early exits are highly distracting to both your fellow students and the instructor.
- ii. If you know that you will be absent on a certain day, then, as a courtesy, please email the instructor to let her know.
- iii. Instructor reserves the right to make minor changes to assignments and schedule provided students are notified at least one class meeting in advance.
- iv. Courtesy and respect towards one’s fellow students and the instructor are expected at all times. Therefore, while in class please do not check your phone, read unrelated materials, or do homework for another class.

- v. I consider it a sign of extreme disrespect to everyone present in class when a student opens up their laptop and spends a good part of the time staring at the screen and surfing the web. As a courtesy, please try and refrain from such behavior.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

SJSU Writing Center

"The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook."

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then she has the right to require additional evidence that the work is your own.

University Policies

This link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, religious holidays, etc.
<http://www.sjsu.edu/gup/syllabusinfo/>

LLD 250W, Section 01, Fall 2018: Semester Schedule

Subject to change with fair notice at least one class period in advance
Students will be notified in class and via email should any changes occur

Dates	Monday	Wednesday
Day 1 8/22		Introduction to the class
Day 2-3 8/27-8/29	In-class writing sample	Characteristic features of scholarly discourse Read “Scholarly Writing” (Reader pp. 1-10; also posted on Canvas Module)
Day 4-5 9/3-9/5	LABOR DAY HOLIDAY	Selecting a topic; finding scholarly sources Writing the annotated bibliography Skim sample annotated bibliography (Reader pp. 84-94; 95-103)
Day 6-7 9/10-9/12	Library orientation Meet in MLK Library, Rm. TBA	Academic integrity/plagiarism
Day 8-9 9/17-9/19	Cycle of research Read McKay “Classroom Research” (Reader, pp. 24-37)	Cycle of research Read McKay “Writing Research Reports” (Reader, pp. 38-51)
Day 10-11 9/24-9/26	Peer feedback on annotated bibliography Bring annotated bibliography draft #1	Analyzing a scholarly paper Turn in annotated bibliography draft #2
Day 12-13 10/1-10/3	Individual conferencing	Individual conferencing
Day 14-15 10/8-10/10	Deconstructing the book review Read sample book reviews (Reader, pp. 104-109)	Deconstructing the book review Turn in annotated bibliography final draft
Day 16-17 10/15-10/17	Peer feedback on book review Bring book review draft #1	Editorial style Turn in book review draft #2
Day 18-19 10/22-10/24	Individual conferencing	Individual conferencing
Day 20-21 10/29-10/31	Literature review Turn in book review final draft	Literature review
Day 22-23 11/5-11/7	Literature review Skim sample literature reviews (Reader, pp. 110-137)	Editorial style
Day 24-25 11/12-11/14	VETERANS’ DAY HOLIDAY	Peer feedback on literature review Bring literature review draft #1

Day 26-27 11/19-11/21	Writing the abstract Turn in literature review draft #2	NON-INSTRUCTIONAL DAY NO CLASS!
Day 28-29 11/26-11/28	Individual conferencing	Individual conferencing
Day 30-31 12/3-12/5	Planning & delivering professional PowerPoint presentations	Oral presentations Turn in literature review final draft
Day 32 12/10	Oral presentations LAST DAY OF CLASS	Oral presentations during final exam time Thursday, 12/13 9:45-12:00