

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: February 26, 2015

SUBJECT: **Master of Arts in Applied Linguistics**

DECISION REQUESTED: *It is recommended:*

*That Council approve the Master of Arts in Applied
Linguistics, effective September 1, 2015.*

PURPOSE:

The Master of Arts in Applied Linguistics offers students an opportunity to complete a thesis-based interdisciplinary, intercollegial degree program with a focus on advanced studies in language learning, language acquisition. and linguistic data analysis.

DISCUSSION SUMMARY:

Language-related research is growing in popularity and demand due to globalization. The degree program will be offered with the goal of advancing language-related research in languages where expertise resides in the department and to meet the increasing demand for specialists in languages and translation, within the province and elsewhere. The program consists of 15 cu of courses: 9 cu of required courses, 6 cu of electives, and a thesis.

COMMITTEE REVIEW:

The academic programs committee discussed the proposal with proponents, Dr. Veronika Makarova, head, Department of Linguistics and Religious Studies and Dr. David Parkinson, vice-dean, Humanities and Fine Arts, College of Arts and Science, at its meeting on January 7, 2015, and followed-up with questions regarding the timing of the offering of required courses. The proposal was revised to clarify the sequence of courses and on January 21, 2015, the committee recommend approval of the program. The committee supports the program as innovative and practical, building on student demand in this area and the department's successful offering of the program for a number of years as a special-case offering.

ATTACHMENTS:

1. Proposal: Master of Arts in Applied Linguistics

New Graduate Program Proposal

**Masters of Arts in
Applied Linguistics**

Revised version,
19 January, 2015

Division of Humanities and Fine Arts
College of Arts and Science
University of Saskatchewan

MA in Applied Linguistics

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Executive Summary

We need to offer more compelling, engaging and challenging academic programs which are creatively designed, are grounded in interdisciplinary and broad global perspectives, are informed by the scholarship of discovery, are responsive to student needs and market demand, utilize new methodologies and approaches, provide future oriented professional education and address areas of societal need. (University of Saskatchewan, the Third Integrated Plan, <http://www.usask.ca/plan/documents/Promise%20and%20Potential%20-%20Full%20Version.pdf>)

Our proposed **MA in Applied Linguistics** is a new two-year interdisciplinary, intercollegial program with a focus on advanced studies in language learning, language acquisition and linguistic data analysis.

On the global scale, we see an increasing demand for: specialists in second, foreign and heritage languages and cultures; specialists in translation and interpreting, and language maintenance. In the competitive market, language teachers and language teacher trainers aspire to obtain postgraduate degrees in Applied Linguistics to enhance their qualifications. Following are some of the salient strengths of the proposed program, which address the priorities of the University of Saskatchewan outlined in the Integrated Plan:

1. “Pursue academically and student driven streamlining and innovations” IP 3, p. 15)

This program will contribute significantly to the fulfillment of the Third Integrated Plan. This program’s design places an emphasis on the advancement of professional skills in Applied Linguistics, i.e., language-related research as well as practical applications in translation and language maintenance.

The research component in our proposed program will be academically vibrant and will also serve the needs of a diverse student population. Students in our program will be well positioned to pursue careers in colleges and universities, as well as in non-academic sectors and interdisciplinary areas in Canada and elsewhere. Coupled with attracting a diverse student population, this model will generate additional revenue.

The program aims to advance experiential learning and community connections via training for field-work in Saskatchewan in a Research Methods course, focusing on research addressing real-life language maintenance issues in Saskatchewan and invited lectures by community scholars held in Sociolinguistics courses.

2. “Strength comes through interdisciplinary and multidisciplinary efforts, with Partnerships that cut across disciplines” (IP 3, p. 5)

The MA is an example of innovative programming. While the core of the program is within the discipline of Applied Linguistics, it also builds inter-unit collaboration that brings together faculty with research expertise in a variety of areas, such as Applied Linguistics, Linguistics, Psychology, Computer Science, and Communication.

- Interdisciplinary advising sessions will be held in the first term. In order to facilitate the interdisciplinary component, Faculty from cognate disciplines (who agreed to collaborate with the program) will be invited to talk with students about the connections between Applied Linguistics and other areas as well as describe cognate graduate courses in their area relevant for Applied Linguistics.
- The program will benefit from Asian language courses offered in the new host Department (Religion and Culture currently being renamed as the Department of Linguistics and Religious Studies): Chinese, Hebrew, Sanskrit, and Japanese. These courses increase the areas of Applied Linguistics studies open to the students.
- The program will focus on the national and heritage languages of Canada within the expertise of current Linguistics Faculty (English, German, Russian, Ukrainian, Japanese, Chinese).

By creating these unique interdisciplinary experiences for students and faculty, the program will address the major priorities of the University identified in the Third Integrated Plan, namely to:

- “continue to identify, find or develop spaces and places for collaboration and incubation of ideas across disciplines and with a diversity of partners.” (IP 3, p. 6)
- “become a major presence in graduate education.” (IP 3, p.7)

3. “Enhance the University’s research, scholarly and artistic profile” (Integrated Plan, Priority Areas, p. 4)

The proposed program answers the provincial, national and international demands for specialists in several key areas: language acquisition; language maintenance; language data collection, storage, and processing; translation and interpreting. The need for such specialists is particularly acute in Saskatchewan, a province with a rich multilingual and multicultural heritage. The program will also attract a significant number of students from abroad, since Applied Linguistic studies are highly popular in a variety of regions, such as China, Japan, the Middle East, Europe and the countries of the former Soviet Union. In these ways, the program will contribute to making the university “a major presence in graduate education” (IP 3, p. 4). Interaction of the issues related to the teaching and scientific study of languages in the local Saskatchewan and global contexts within the academic courses of the program and within the research of students and faculty will help the university to “[cultivate] locally grounded aspects

of culture, creativity and community that also speak to global issues and challenges” (Third Integrated Plan, p. 11).

The program will enhance the research capacity in the area of Applied Linguistics on campus by building research opportunities for faculty to engage in innovative research and train and employ graduate students as research assistants in faculty research.

The unique features of the program

The MA has a number of unique features that will allow it to become one of the leading programs in Canada:

- The creation of unique courses of high relevance to language-related professions will attract students;
- Insuring flexibility whereby learners can choose an elective to pursue their own individual interests;
- Interdisciplinarity (the inclusion of an elective course component in cognate disciplines);
- High experiential learning and community engagement components.

The program will be offered as follows:

The *MA in Applied Linguistics* is thesis-based (15 cu coursework plus thesis). It addresses the needs of the province in language specialists who will:

- describe and popularize English and French as they are spoken in the province;
- promote and research heritage languages and their development in Canada through data collection, speaker statistics, and sociolinguistic studies (the languages of expertise of the current Linguistics faculty – English, German, Russian, Ukrainian, Japanese – as well as the Asian languages taught in the new home Department of Religion and Culture: Hebrew, Chinese, Hindi and Sanskrit);
- advise the government on issues of language planning and policy, development, maintenance, learning, and culture by gathering and processing language data;
- pursue other applications of advanced studies of natural and artificial languages in society such as discourse analysis, sociolinguistics, lexicography, artificial intelligence, computer-based translation and language recognition.

Learning objectives

Discovery goals:

- 1) Acquire the intellectual capacity and learner independence required for continuing professional and academic development in the area of Applied Linguistics
- 2) Develop an ability to select techniques and methods adequate to the analysis of a given situation of language use in the modern society; develop the ability to address the complexity of the social background of language use.

Knowledge Goals:

- 3) Acquire a systematic body of knowledge of the area of applied linguistics sufficient for conducting independent studies of language structure and language functions in society;

- 4) Develop critical thinking skills required for the critical analysis and application of current linguistic and applied linguistic theories;
- 5) Acquire sufficient knowledge and practical skills in conducting independent research in the field;
- 6) Acquire interdisciplinary breadth of theoretical approaches and methodologies and the ability to link research directions with cognate disciplines.

Integrity goals:

- 7) Act responsibly, be aware of the fact that a language researcher represents the academic community in the community of language practice;
- 8) Follow appropriate procedures for ethical research and the demands of academic integrity;

Skills goals:

- 9) Develop academic communication ability (oral and written);

Citizenship goals:

- 10) Respect and treasure all languages and cultures of Canada.

The learning objectives above comply with the learning objectives specified by the CGSR for Master's degrees in the ***Outline of Graduate Degrees*** (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 39).

The objectives will be achieved via

- a) The planning and execution of an independent research project in the field of applied linguistics under the guidance of the supervisor;
- b) Taking course work in the area to enhance theoretical knowledge and critical thinking;
- c) Taking a research methodology course that trains the students to conduct research in the unique area of language-related research;
- d) Having a restricted elective component in the program from cognate disciplines;
- e) Participating in research colloquia and conferences; submitting academic papers to research venues.

The ***MA in Applied Linguistics*** reflects the focus of the program on issues pertaining to the analysis, description, acquisition and teaching of the national languages and of the heritage languages of the province. Students in the Linguistics program at the University of Saskatchewan currently have no access to graduate studies, which would allow them to pursue interests in language-related research. This area also covers innovative interdisciplinary connections in language analysis between the Humanities, and Social Sciences. It will allow the possibility of professional enhancement to specialists already working in communication, publishing, translation, and other linguistics and language-related areas.

Compliance with the CGSR requirements towards Master's degrees

The proposed program fully complies with the degree-level learning outcomes, entrance requirements and program structure specified by the CGSR for research-oriented thesis-based Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 37-39):

- "Students admitted to a Master's program will have completed an undergraduate degree and will have demonstrated excellence in a particular field of study;
- students are prepared for advanced levels of research and scholarship within a related field of study;
- the degree should ...be completed within two years;
- graduates will have learned about the value of and gained experience in conducting research, and they will be conversant in the current state of a given field of study;
- graduates will have the skills to engage in critical evaluation and research within the field".

The strategic location of the program

No other similar program is offered in Saskatchewan. This program answers the need of the province for researchers specializing in its languages. Interest in the diversity of languages and cultures is growing in Saskatchewan. This development is due, in part, to the growth of the number of people who speak heritage languages as their mother tongue, the internationalization of workplaces, and the accelerating integration of Saskatchewan into the global market. For example, according to Statistics Canada, 2006, Saskatchewan has 30 thousand people (3% of population) who speak German as their mother tongue, and 17 thousand speakers (2% each) of French and Ukrainian. The numbers have increased considerably for other languages (Tagalog, Urdu, Hungarian, French; Statistics Canada, 2011), thus increasing the diversity of languages spoken as mother tongues in Saskatchewan even more. These and other heritage languages of Saskatchewan will become another focus of the new postgraduate program.

The above program was developed based on our research study of MA in Applied Linguistics programs in over 20 universities in Canada and around the globe. Most surveyed programs in Canada and abroad are comprised of or include a thesis option with 1 or 2 years of study, and a course load requirement varying from 12 to 30cu.

Heritage languages are a part of the Linguistics program priorities (due to the specializations of the core Linguistics faculty in English, German, Japanese, and Russian). The expertise of the colleagues from the new host department also add Hebrew, Chinese and Hindi to the scope of 'working languages' in the program.

The timing of the program resubmission

The Linguistics program has moved to a new Department (Religion and Culture) in 2013. This move signified important changes that have improved the position of Linguistics in the Division and provided it with new resources and new connections with languages.

- 1) New resources: with the move, the Linguistics program has acquired additional faculty resources (2 new positions).

- 2) New additional faculty resources: 1 faculty in Religion and Culture has agreed to collaborate on the program as a committee member due to his expertise in Asian languages and cultures.
- 3) Faculty support: the Department of Religion and Culture unanimously supported the MA in Applied Linguistics;
- 4) Administrative support: with the creation of Administrative Commons in HUMFA, we have additional secretarial and financial consultant resources towards the program delivery.
- 5) Increased enrolments in undergraduate Linguistics program: the number of Linguistics majors and students have gone up considerably (67 majors and over 500 students taught yearly).
- 6) Increased international demand: due to the restrictions on the number of 'Special Case' MA students, we reject about 10 applications a year. The Department is currently in pursuit of partnerships with Chinese and Russian universities that are highly interested in the MA in Applied Linguistics.

The program requires 15cu coursework plus the completion of an original research study culminating with a thesis. Of these 15 cu, 12 cu have to be in Applied Linguistics, and 3 cu are a restricted elective that can be taken from a list of available electives offered by cognate departments, or an additional 3 cu in Applied Linguistics. Students are free to select research topics to pursue their diverse interests in languages of Saskatchewan and in interdisciplinary interactions of language studies with computer science, psychology and other areas.

A research methodology course provides students with the knowledge of unique methodologies employed in Applied Linguistics for language research (field records and acoustic sound analysis, informant interviews, surveys, multilevel transcription of texts, and variationist sociolinguistic analysis (to ensure successful completion of learning objectives, goals 3 and 4, p. 4).

The addition of the elective component helps to achieve the Learning objective 4 (p. 4). The elective provides the students with an opportunity to link their research projects with cognate disciplines, since the most crucial discoveries in Applied Linguistics are made at the interdisciplinary junctions. The electives were chosen based on the possibilities of fruitful research connections in the areas of the philosophy of language, communication and psycholinguistics as well as the previous history of programmatic and administrative links with the Departments of Psychology, Philosophy and the Graham Center for the Studies of Communication. All the cognitive Departments and their individual members gave their consent to contribute (ref evidence of correspondence in the Appendix).

Based on the enrolments in similar programs in the country and on the number of applications submitted yearly to the *Special Case MA in Linguistics*, we expect the ***MA in Applied Linguistics*** program to attract in its first year approximately 4-5 students, in the second and third years, 7-10, and about 15 students (total count in the 2 years of the degree) within five years. The program will enhance the international reputation of the university and its research

profile. It will also help to increase the graduate student body and develop research in language studies. It will assist the Faculty in securing tri-Council and other external funding. Sufficient faculty resources are available, since 12 faculty members in areas other than Linguistics with expertise and interest in Applied Linguistics have agreed to serve on the student committees (ref the Appendix).

No additional resources are necessary in addition to those currently available. The current proposal requires 12 cu of graduate Linguistics courses offered yearly towards the program. Since 2010-11, the Linguistics program has already been offering 9 to 15cu graduate courses a year towards the MA in Linguistics (Special case) student programs of studies. Linguistics currently has 5 full-time positions, of which 3 are designated primarily towards the proposed MA in Applied Linguistics.

The program will be housed in and administered via the Department of Religion and Culture, College of Arts and Science, University of Saskatchewan. The department is currently undergoing a name change to “the Department of Linguistics and Religious Studies” (approved at the Department, Division, College, and University Council levels), which will highlight the role of Linguistics in the Department, in the College and in the University overall.

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1 PROPOSAL IDENTIFICATION

Title of proposal: Master of Arts in Applied Linguistics

Degree(s): M.A.

Field(s) of Specialization: Applied Linguistics

Level(s) of Concentration: graduate 800 level

Degree College: Arts & Science. Department of Religion and Culture (from May 1, 2015: Linguistics and Religious Studies).

Home College: College of Graduate Studies and Research

Contact person(s) (name, telephone, fax, e-mail):

Veronika Makarova, Ph.D., Head, Department of Religion and Culture, Linguistics Program Chair, College of Arts and Science. Fax: 966-5782, e-mail: v.makarova@usask.ca

Date: December 1, 2014 (revised version)

Approved by the degree college and/or home college: 13 October, 2013; approved revised version: 15 October, 2014

Proposed date of implementation: 1 September 2015

2 Type of change

Requiring approval by Council

- ☒ **A new Degree-Level program** or template for program.
- ☐ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- ☐ Conversion of an existing program from regular to special tuition program.
- ☐ A change in the requirements for admission to a program
- ☐ A change in quota for a college
- ☐ Program revisions that will use new resources
- ☐ A replacement program, including program deletion
- ☐ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

Requiring approval by Academic Programs Committee

- ☐ Addition of a higher Level of Concentration to an existing Field of Specialization.
- ☐ Addition of a new Field of Specialization at the Minor Level of Concentration.
- ☐ A change in program options
- ☐ A change in the name of a Degree-level Program or Field of Specialization.
- ☐ A change in the total number of credit units required for an approved degree program.

3 RATIONALE

Most major universities around the world and in Canada have Master's programs in Linguistics and/or Applied Linguistics.

Global demand

Interest in graduate degrees as well as in research in the areas of Linguistics and Applied Linguistics has been increasing around the globe due to the following major phenomena:

- Increased inter-cultural contact created by the global economy that requires research into multiple languages as well as language contact;
- The development of IT, artificial intelligence and man-machine dialogue systems that require research into natural and artificial languages and their perception;
- Advances in neuroscience and medical imaging technologies that help us understand the ways language is produced and processed directly in human brain;
- Increased numbers of language learners and language teachers, whereby the language teaching industry requires supporting research and graduate degrees allowing teachers to enhance their knowledge of Applied Linguistics.

On the global scale, we witness an increasing demand for specialists in second, foreign, heritage, and other languages and cultures, language teachers, specialists in translation and interpreting, language maintenance and language teacher training. Many universities in English-speaking countries have created MA and PhD programs in Applied Linguistics that are highly popular and attract international students from all over the world to pursue postgraduate education. A growing interest among language teachers in getting additional training in Applied Linguistics is especially significant among citizens of Eastern European countries, Korea, Japan, China and India.

National demand

In Canada, most universities including U15 are heavily investing in linguistic research and graduate programs based on the general trends above as well as on the specifics of the socio-cultural landscape of Canada where due to multiculturalism policies, immigration and refugee programs, the need for cross-linguistic and sociolinguistic research is particularly acute.

Notable in the recent advance of research collaboration between applied linguists, social scientists and scientists are institutions such as the Centre for Research on Language, Mind and Brain (McGill University and Montreal Neurological Institute) and the Centre for Comparative Psycholinguistics (University of Alberta).

While Canada is a desirable location for Applied Linguistics, only about 5 MA programs in the country focus on this area. The programs that exist in Canada (e.g., York University, University of Alberta, etc.) demonstrate great popularity and academic success and are expanding.

Local demand

Saskatchewan

Saskatchewan is a multilingual province with a growing immigration program and a growing number of immigrants. Language acquisition (learning of the national languages of Canada) and maintenance of heritage languages (the ancestral languages of immigrant and other minorities) are contributing factors to the successful integration of immigrants into the work force. The proposed MA satisfies the needs in the province for specialists investigating languages from an Applied Linguistics perspective. Applied linguists develop methodologies for the teaching of mother-tongue, foreign and second languages; they provide language documentation for minority and endangered languages, and assist communities in preservation and maintenance of the national and heritage languages of Canada.

University of Saskatchewan

a) Contribution to interdisciplinarity, graduate programming and IP3 goals

This program opens beyond the framework of disciplinarity to provide the students with an opportunity to explore cognate areas, such as Philosophy, Psychology, Communication and Computer Science. By creating these unique interdisciplinary connections in graduate students' experience and research by students and faculty, the program addresses the major priorities of the University identified in the Second Integrated Plan: "improve the student experience; enhance the university's profile of research, scholarly and artistic work; and work together across boundaries" (www.usask.ca/ip).

The proposed **MA in Applied Linguistics** addresses the theme of the Integrated Plan of the College of Arts and Science "Enhance the Student Experience in a Student-Centered Environment" (p 33). Students in the program will be provided with postgraduate academic and professional training to advance qualifications and careers of specialists in a wide area of language data analysis. The program will lead its graduates to careers in education, non-academic sectors, and interdisciplinary areas in the workplaces of Canada and abroad.

The University of Saskatchewan is well positioned geographically in the center of Central Canada. It can draw on its long tradition of teaching languages, Linguistics, Applied Linguistics, and other relevant disciplines at the undergraduate and postgraduate levels. The suggested MA combines faculty expertise in these and other fields to create a unique program which provides quality tuition, in tandem with the flexibility for students to pursue their individual research interests. Overall, this program features the truly interdisciplinary nature of linguistics as an area bridging science, humanities and social science in the exploration of language and its acquisition and use by humans.

b) Internal demand in the booming undergraduate Linguistics program

The undergraduate Linguistics program has increased exponentially in the last decade from 15 to about 70 majors. Undergraduate Linguistics program graduates currently have no venue to pursue their graduate studies in Saskatchewan and have to leave the province. The creation of the proposed MA will help to retain some undergraduate Linguistics program graduates in the province.

The program aims at graduating specialists who will:

- Provide training in Applied Linguistics to language teachers for national and heritage languages of Canada;
- describe and popularize the languages of the province;
- investigate special language needs of the immigrant and ethnic minority populations;
- advise the government on the issues of language planning and development on the federal and provincial level;
- pursue applications of advanced studies of natural and artificial languages in society;
- pursue careers in translation, interpretation, lexicography, speech therapy, language recognition and computer science.

The program answers the provincial, national and international demands for specialists in several key areas: language data collection, storage, documentation, maintenance, processing and computation.

By creating an *MA in Applied Linguistics*, the University of Saskatchewan would be able to support advanced research in the areas of Linguistics and Applied Linguistics that are in high demand globally, nationally and locally. In sum, the program will

- enhance the research profile of the university and the Department in an area with high research outcomes;
- attract international, national and provincial students;
- provide a graduate continuation to the undergraduate Linguistics program and thereby help to retain some of the 4yr BA/BAHON in Linguistics graduates in the province;
- serve the needs of the multilingual and multicultural population of Saskatchewan.

The program will be housed in the Department of Linguistics and Religious Studies, the College of Arts and Science, since the faculty involved in the delivery of the core and elective courses in the program are in this Department, and the Department has sufficient resources for the course offering. The development of Linguistics/Applied Linguistics has been included in the Integrated Plan of the Division of Humanities and Fine Arts and of the College of Arts and Science.

4 DESCRIPTION OF PROGRAM CHARACTERISTICS

4.1. Program composition

The program structure was designed after a comparative study of MAs in Applied Linguistics

programs in Canada, the USA, and elsewhere (Australia, UK, Europe). Our program is modeled after similar two-year programs.

The unique features of the program

The MA has a number of unique features that will allow it to become one of the leading programs in Canada:

- 1) The creation of unique courses of high relevance to language-related professions will attract students;
- 2) Insuring flexibility whereby learners can include into their program an elective allowing them to pursue their own individual interests;
- 3) Interdisciplinarity (the inclusion of a restricted elective course component from cognate disciplines)
- 10) Inclusion of an experiential learning and community engagement component (Ling 804.3 Research Methods and Ling 811.3 Advanced Sociolinguistics).

MA in Applied Linguistics (thesis-based).

This program is recommended for any students willing to pursue a graduate program of studies and research in Applied Linguistics. It targets students who are interested in a vast area of language and linguistics research and in interdisciplinary interactions of language studies with computer science, psychology, communication, or other areas. This program is to be completed within two years of study.

Requirements:

15cu as listed below. In addition, the students are also required to take GSR 960.0, 961.0, Ling 990.0, and Ling 994.0, as well as submit an MA thesis.

Students are advised that in cases when their proposed research involves human participants, they are required to submit an Ethics application and receive the approval of the Research Ethics Board (BEH) prior to conducting the study.

The requirements comply with the structure specified by the CGSR for research-oriented thesis-based Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 37-39)

Required courses:

1. LING 811.3 Advanced Sociolinguistics. Theory and Methods
2. LING 806.3 Syntax and Morphology for Applied Linguists
3. LING 803.3 Advanced Discourse Analysis
4. LING 804.3 Research Methods for Applied Linguists

5. GSR 960.0, GSR 961.0 (Ethics)
6. Ling 990.0 Seminar; Ling 994.0 Research

One restricted elective selected from either two additional Ling courses or cognate areas as follows:

1. LING 808.3 Language and Culture
2. LING 810.3 Language and Gender
3. LING 898.3 Special Topics Special Topics courses could be offered if there are additional faculty resources and students requiring studies in another area of Applied Linguistics

PSYCHOLOGY

Psy 802.3 Foundations of Research in Culture and Human Development
 Psy 803.3 Culture and Human Development
 Psy 809.3 Qualitative Research
 Psy 836.3 Advanced Seminar on Motivation
 Psy 837.3 Advanced Seminar in Human Memory
 Psy 838.3 Advanced Seminar in Language Processing
 Psy 839.3 Thinking and Reasoning

Note: Psychology students have priority for enrolling in the above courses; for registration in the Psychology courses listed above, students in the *MA in Applied Linguistics* program have to obtain permission from the instructor of the course.

PHILOSOPHY

Phil 817.3 Topics in Contemporary Analytic Philosophy (in cases when philosophy of language and logic are included)
 Phil 842.3 Topics in Philosophical Logic
 Phil 846.3 Seminar in Philosophy of Language
 Phil 819.3 Wittgenstein

COMMUNICATION (GRAHAM CENTER)

RCM 400 Rhetoric: Theory and Practice of Persuasion
 RCM 401 Oral Rhetoric/Public Speaking
 RCM 402 Interpersonal Communication
 RCM 404 Leadership as Communication
 RCM 408 Rhetorical Composition

Tentative yearly schedule of course offerings towards the degree (at the program's full capacity)

Term 1

LING 804.3 Research Methods (required)
LING 811.3 Adv. Socioling. (required)

Term 2

LING 806.3 Syntax& Morph. (required)
LING 803.3 Adv. Discourse Analysis (required)

LING 808.3 Language & Culture (elective) **or**
LING 810.3 Language & Gender (elective)

Note: In both terms, students can also take 3cu elective from cognate programs.

4.2. Calendar Entry

MA in Applied Linguistics (thesis). This is a thesis-based two-year program with a 15cu course component and a thesis. It targets students who are interested in a vast area of interdisciplinary language and linguistics research. It is designed to train specialists in language data collection and analysis.

Entry requirements:

A four-year BA (or its equivalent); the minimum of 9 cu of Linguistics or Applied Linguistics courses at the undergraduate level. All admission requirements by the College of Graduate Studies and Research apply.

4.3 Interdisciplinary features of the program

Interdisciplinary components:

- a) Program delivery and program courses: elective component is offered with participation by the following units: Departments of Philosophy, Psychology, Ron and Jane Graham Center for the Study of Communication which constitutes an example of innovative ‘inter-unit collaboration’;
- b) Student supervision and graduate committees by faculty comes from the above units in the College of Arts and Science.

Furthermore, the basis of this interdisciplinary collaboration has been exemplified to the Committee in the letters of support and correspondence with other Departments and units submitted in attachment to this MA proposal.

5 RESOURCES

There are no additional resources required for the program delivery. The program currently has five full-time positions in Linguistics. These resources are fully sufficient to offer the required 12 cu graduate Linguistics courses per year. Two new positions were recently added to support the undergraduate program, which leaves three faculty in Linguistics to focus on graduate courses teaching. These investments of the College in Linguistics were a necessary financial instrument to respond to the increased demand in Linguistics enrolments at both undergraduate and graduate levels (in the Special Case MA Linguistics). The growth of the demand in Linguistics was further confirmed during evaluations of the TransformUS exercise.

No additional resources are required for developing new graduate courses either, as all the

proposed courses in the program have already been developed and piloted within individual Special Case Linguistics MA students' programs of study. They are being regularized within the new MA. The number of courses in the new MA program (12 cu Ling courses required plus 3cu elective from cognate disciplines or an additional Ling course) does not exceed the number of courses already taught by Linguistics faculty per year. In 2012-13, Linguistics faculty offered 4 graduate courses (12 cu); in 2013-14 – 4 graduate courses (12 cu), in 2014-15 – 6 graduate courses (18cu) (towards Special Case MA Linguistics).

In addition to the required 12 cu of graduate Linguistics/Applied Linguistics courses, the 3 cu of electives requirement comes from the offerings by four more different units in the University of Saskatchewan. Twelve faculty from six departments / units in the University of Saskatchewan and University of Regina / FNU have confirmed their interest in being involved in the graduate student committees and student supervision (ref evidence of correspondence).

The proposed program will not introduce additional information technology, physical, or library resource requirements. The current faculty complement is sufficient for the program delivery.

In addition to Linguistics faculty, the following faculty from different units have agreed to participate in graduate student committees in the program:

1. Yin Liu (English Dpt) – digital text analysis, English language structures
2. Richard Harris (English Dpt) – applied linguistics
3. Jan van Ejk (Department of Indigenous Languages, First Nations University) – Aboriginal languages
4. Natalia Khanenko-Friesen (St. Thomas Moore) – narratives
5. Christopher Dutchyn (Comp Sc) – computer science (research relates to the area of computational linguistics)
6. Ian McQuillan (Comp Sc) -- computer science (research relates to the area of computational linguistics)
7. Gord McCalla (Comp Sc) – computer science (research relates to the area of computational linguistics)
8. John Moffatt (Graham Center, Engineering) – communication studies, spoken and written discourse
9. Jeanie Wills (Graham Center, Engineering) -- communication studies, spoken and written discourse
10. Sarah Hoffman (Philosophy) – logic, semantics
11. Sandy Ervin (Anthropology and Archeology) – culture (language/culture interactions)
12. George Keyworth (Religion and Culture) – Japanese, Chinese languages and cultures

6 RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Special Case Linguistics MA has been functioning for the past 3 years. Two students have already successfully graduated; two more students are expected to graduate in 2014-15. The

number of students in the program is currently four (maximum capacity allowed for Special Case MAs). There is a very high demand in the area among graduate applicants, but due to the limitations of the Special Case program, we cannot accommodate all eligible candidates, and we currently reject about 10 applicants per year. The MA in Applied Linguistics will allow us to accommodate more candidates and enhance the graduate and research profiles of the Department.

The implementation of the program will have a positive impact on the enrolments in the Linguistics undergraduate programs, since students enrolled in these programs cannot currently continue their education at the University of Saskatchewan at the postgraduate level. The program will foster interdisciplinary collaborations between participating units.

The increase in the graduate student population in the Department will assist the Faculty in securing Tri-Council and other external funding.

The NOI was submitted to the PPCC in September 2009 and the full proposal was requested in a Memo from October 15, 2009. A new NOI was submitted to PPCC in January 2014. PPCC considered and approved the NOI in June 2014.

The resubmitted full proposal was approved by the Vice-Dean David Parkinson on October 15, 2014.

The program proposal was submitted for a consultation to the CGSR. A consultation with Dr. Trevor Crowe, Associate Dean, and Ms. Gwen Lancaster, programs officer, the College of Graduate Studies & Research, was conducted on Sept 9, 2010. A subsequent meeting was conducted with Dr. Trevor Crowe, Associate Dean, College of Graduate Studies and Research, on October 26, 2010. Additional correspondence was maintained with the CGSR between January and September 2014.

Additional consultations in regards of program structure and management were held between Vice-Dean HUMFA David Parkinson and the Head of the Religion and Culture Department Veronika Makarova on September 17, 2013. A few subsequent meetings were conducted, including one on December 1, 2014.

The program resubmission was discussed and unanimously approved by the Department of Religion and Culture on September 26, 2013. The program resubmission was discussed and unanimously approved at the Linguistics Committee meeting on October 3, 2013.

7 BUDGET

There are no budget implications. A budget consultation was conducted with David Parkinson, Vice-Dean, HUMFA, and Barb Gillis, Director of Finance and Administration of the College of Arts and Science, on October 22, 2013.

ACKNOWLEDGEMENTS

We would like to thank Tom Graham for providing a stipend to Liliana Dominguez, allowing her to do the survey of over 30 MA programs in Canada and abroad. This survey was used to design the suggested program.

College Statement (attached)

Related Documentation (attached)

Consultation Forms (New course proposals attached)

Alignment with the College Integrated Plan

Excerpts from the College Plan and Planning Parameters

The proposed MA addresses focus areas included in the 3rd Integrated Plan of the College of Arts and Science.

The College “must attract, and meet the needs of, a changing student population.” (p. 11)

The program will lead its graduates to careers in education, non-academic sectors and interdisciplinary areas in the workplaces of Canada and abroad. The program will increase the number of graduate students in the College and will help to improve the graduate/undergraduate student ratio. The opening of a major postgraduate program will have a positive impact on student retention rates in the undergraduate Linguistics and Modern Languages programs.

The suggested MA will contribute to the national profile of the University of Saskatchewan.

“Internationalizing the learning and research environment:” (p. 14)

The proposed *MA in Applied Linguistics* offers opportunities of academic growth and career choices to specialists in a wide area of language data analysis.

Teaching the analysis of language data also addresses the local and global need for language documentation, especially in the area of minority and heritage languages. Therefore, the proposed MA in Applied Linguistics ties in directly with two of the focus areas of the University’s Third integrated plan:

- Culture and Community
- Interdisciplinarity

Interdisciplinarity

“While maintaining our important core programming offerings, we can engage the distinct and separated disciplinary programming and research activities currently in the College so as to create, in strategic circumstances, broadly interdisciplinary program and course options. Capitalizing on the College’s capacity for interdisciplinary activity, while continuing to emphasize essential core programming, this principle will increase the College’s attractiveness to prospective students, and promote the academic ambitions of many current and future faculty.” (p. 14)

The *MA in Applied Linguistics* program is an example of innovative interdisciplinary programming bringing together different units and colleges.

The proposed MA provides a unique interdisciplinary environment for research in the areas of language studies and language teaching. The program has flexibility which allows students to pursue their research interests.

The Department of Religion & Culture currently only has a Special Case MA in Linguistics with the enrolment limited to 4 students. There are about 10 applications a year to the program which have to be rejected due to enrolment limitations. The creation of an *MA in Applied Linguistics* will help to resolve this situation. First, it will satisfy the extant demand in graduate studies. Secondly, it will enhance the profile of the Department and the College as a whole.

Alumni and Revenues

“[The College’s] profile with alumni must be increased, and the many successes of the College and its alumni must be communicated and celebrated within and beyond the university.” (p. 20)

The program alumni from overseas will become ‘ambassadors’ for the University of Saskatchewan and the province when they return to their countries upon the completion of their course of studies. The program will enhance the university profile nation-wide as a centre for Applied Linguistics.

In summary, the *MA in Applied Linguistics* is inextricably intertwined with the priorities of the College of Arts and Science with respect to recruitment, academic promotion and national and international recognition.

-----Original Message-----

From: Parkinson, David

Sent: Tuesday, October 14, 2014 5:43 PM

To: Makarova, Veronika

Subject: Re: please have a look

Dear Veronika,

Thank you for sending me the revised resubmission (October 2014) of your proposal to CGSR for an MA program in Applied Linguistics. This revised document meets with my approval.

With good wishes,

David

David Parkinson

Vice-Dean of Humanities and Fine Arts

On Oct 14, 2014, at 5:10 PM, Makarova, Veronika <v.makarova@usask.ca> wrote:

> <4th submission MA Applied Linguistics Oct 2014.doc>



UNIVERSITY OF
SASKATCHEWAN

College of Arts and Science
9 Campus Drive Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-4232 Facsimile: (306) 966-8839

13 October 2013

Professor Veronika Makarova
Head, Department of Religion and Culture

Dear Professor Makarova:

It is with intensified hope and confidence that I welcome your proposal for an MA in Applied Linguistics. Promising as was the version previously developed for consideration, its newly revised form and the brightened circumstances in which it has been prepared reveal that much has changed for the better. Student interest in Linguistics at both the undergraduate and graduate levels remains very strong and continues to grow. Support for your proposal from neighbouring programs in Philosophy, Psychology, and the Graham Centre has also been confirmed and strengthened. The College of Arts and Science has increased the term and permanent faculty resources for Linguistics. In the faculty complement plan for the Division of Humanities and Fine Arts, a new faculty position in Linguistics has high priority.

While demand for graduate programs in Linguistics shows every sign of continuing to grow nationally, the time is right for your revised proposal to come before the College of Graduate Studies and Research. I look forward to supporting you in working with CGSR toward the acceptance of your proposal. In my letter accompanying your previous submission, I applauded the resourcefulness and energy with which you have kept this MA in view. Now, recalling the divisional emphases on scholarly productivity, intensity and interdisciplinarity insofar as they attract and sustain excellent students, I can only add that you have significantly deepened the strategic thinking of your new proposal.

I am confident that, as you have proposed it, an MA in Applied Linguistics will contribute to the overall success of graduate studies at the University of Saskatchewan. I look forward to having the opportunity to discuss your proposal with the committees responsible for reviewing it.

With good wishes,

David J. Parkinson
Vice-Dean of Humanities and Fine Arts

cc: Adam Baxter-Jones, acting Dean, College of Graduate Studies and Research
Barb Gillis, Director of Finance and Administration, College of Arts and Science
Peter Stoicheff, Dean of Arts and Science

Linguistics Master's level programs in Canadian universities

University	Program	Program requirements	Admission requirements
Alberta	MSc Ling	21 cu coursework plus thesis (thesis-based) 27 cu plus project (coursework)	15cu Linguistics
BC	MA Ling (thesis)	18cu coursework plus 6cu thesis	substantive coursework in the areas of linguistics that form the theoretical core of our program: syntax, phonology, phonetics, and semantics (about 18cu min)
Calgary	MA Linguistics	12 cu Ling, thesis research presentation	A four-year undergraduate degree with a Grade Point Average of at least 3.0 or equivalent. Significant undergraduate training in linguistics, normally including at least one course in syntax and one course in phonology.
Carleton	MA Applied Linguistics	15 cu plus thesis	a B.A.(Honours) degree in a discipline involving the analysis of language or the study of language use or learning; or a 3 year B.A. in a relevant discipline
Manitoba	MA Linguistics	18 to 24 cu plus research paper	a four-year degree (Bachelors or equivalent) in a relevant area, adequate background in Linguistics
McGill	MA Linguistics (coursework)	15 cu grad Ling courses plus research project	a B.A. with a specialization in linguistics
Memorial	MA Linguistics (thesis)	15 cu grad Ling courses plus thesis	BA major in Linguistics (or equivalent); (a minimum B+ average in the Linguistics courses)
Ottawa	MA Linguistics	18 cu (3 required and 3 electives courses) plus thesis	A B.A. with honours in Linguistics (or the equivalent)
Simon Fraser	MA Linguistics	24 cu plus thesis	an adequate background in linguistics (an introductory course in linguistics, courses in phonetics, phonology, syntax, morphology and semantics). Students having little or no academic preparation in linguistics will not be admitted.
York	MA Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) in linguistics or equivalent with a minimum of a B+ grade point average in the last two years of study
York	MA Applied Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) with a minimum of a B+ grade point average in the last two years of study in an appropriate field.

Appendix

List of Departments that agreed to participate in the MA elective components

1. Psychology
 2. Philosophy
 3. Graham Center
- (ref evidence of correspondence below)

List of individuals who agreed to contribute to the program as committee members, co-supervisors, etc.

1. Yin Liu (English)
 2. Richard Harris (English)
 3. Ven Eijk (U Regina, Department of Indigenous languages, Arts&Culture)
 4. Natalia Kanenko-Friesen (St. Thomas More College)
 5. Christopher Dutchyn (Computer Science)
 6. Ian McQuillan (Computer Science)
 7. Gord McCalla (Computer Science)
 8. John Moffatt (Graham Center)
 9. Jeanie Wills (Graham Center)
 10. Sarah Hoffman (Philosophy)
 11. Alexander Ervin (Anthropology)
 12. George Keyworth (Religion and Culture)
- (ref evidence of correspondence below)

List of other departments contacted with no positive response

1. English
- (ref evidence of correspondence below)

Evidence of correspondence with departments

1) Psychology Dept.

Dear Dr. Wood,

Although I am new to the position of Graduate Chair, your proposal is in keeping with our policy for admittance of non-majors to our Psychology graduate courses. Typically, students are advised to contact the Instructor of the particular course, and then, once the Instructor gives permission (usually on the basis of a quick e-mail from the student expressing interest in the course), our Graduate Programs Officer will assist with registration. At present, our Graduate Programs Officer is Shauna Quintin (shauna.quintin@usask.ca).

Should you need anything else in this regard, simply contact me.

Thank-you for your interest in our graduate courses, and best wishes for your new program,

Melanie

Dr. Melanie A. Morrison
Associate Professor, Graduate Programs Chair
Vice-Chair, University Faculty's Committee on Women's Issues
Department of Psychology, Room 68, University of Saskatchewan
Saskatoon, SK, S7N 5A5
CANADA

E-mail: melanie.morrison@usask.ca
Tel: 1 (306) 966-2564
Fax: 1 (306) 966-6630

From: Peter Wood [peter.wood@usask.ca]
Sent: July 30, 2013 3:38 PM
To: Morrison, Melanie
Subject: MA in Applied Linguistics

Dear Dr. Morrison,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

I am contacting you as the Graduate Chair of the Psychology Department to confirm that your Department has agreed to allow students enrolled in our program to register in the courses listed below offered by your department.

We understand that priority is given to students enrolled in Psychology and that other students will need to ask permission from the pertinent instructors.

Psy 802.3 Foundations of Research in Culture and Human Development
Psy 803.3 Culture and Human development
Psy 809.3 Qualitative Research.
Psy 836.3 Advanced Seminar on Motivation
Psy 837.3 Advanced Seminar in Human Memory
Psy 838.3 Advanced Seminar in Language Processing

Psy 839.3 Thinking and Reasoning

Thank you very much for your help in advance.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

2) Philosophy Department

Dear Eric,
Thank you very much for your quick reply.
We will add Phil 817 to the list of electives.
Best,
Peter

On 18/09/13 12:40 PM, Eric Dayton wrote:
Sorry Peter

I had obviously lost track of this and thought that I had already replied. Sure! The contemporaneity Analytic class PHIL 817 also has a strong phil of language component -- we teach it primarily as a history of philosophy Russell/Frege to Quine and so include both Wittgenstein and so called "ordinary language" philosophy, some Grice and the like.

But the classes you have identified are all suitable.

best
Eric

On 18/09/2013 12:08 PM, Peter Wood wrote:

Dear Dr. Dayton
I am writing to you again in order to enquire whether your department is still interested in supporting the MA in Applied Linguistics program. Please see the message below.
We are almost ready to submit the proposal, and would really like to include the courses mentioned below as electives.
I understand that this is a busy time, but could you send me a quick note, even if you are not interested, so I know that my e-mails didn't get lost.
Thank you very much in advance for your help.
Best,
Peter

----- Original Message -----

Subject: Fwd: MA in Applied Linguistics
Date: Fri, 23 Aug 2013 16:05:24 -0600
From: Peter Wood <peter.wood@usask.ca>
Organization: Department of Languages and Linguistics, University of Saskatchewan, Canada
To: <eric.dayton@usask.ca>

Dear Dr. Dayton,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

I am contacting you as the Chair of the Philosophy Department to confirm that your Department has agreed to allow students enrolled in our program to register in relevant courses offered by your department at the graduate, or undergraduate level.

In particular, we would like to offer the following courses to our students as electives:

Phil 842.3 Topics in Philosophical Logic
Phil 846.3 Seminar in Philosophy of Language
Phil 819.3 Wittgenstein

Thank you very much for your help in advance.

Best regards,

--
signature

Dr. Eric Dayton,
Professor & Head
Department of Philosophy, 624 Arts Tower
The University of Saskatchewan
9 Campus Drive
Saskatoon, Saskatchewan
CANADA S7N 5A5
tel: (306) 966-6386 e-mail: eric.dayton@usask.ca
Homepage: <http://homepage.usask.ca/~ebd038/>

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

3) English Department

Subject: Re: MA in Applied Linguistics
Date: Thu, 26 Sep 2013 16:39:07 -0600
From: Peter Wood <peter.wood@usask.ca>
Organization: Department of Languages and Linguistics, University of Saskatchewan, Canada
To: Hynes, Peter <pjh320@mail.usask.ca>

Dear Peter,

Thank you for your reply.

Yin is familiar with the history of the MA proposal and the courses that we would like to offer as electives. Maybe you can consult with her as well.

Thanks,
Peter

On 26/09/13 03:13 PM, Hynes, Peter wrote:

Dear Peter,

I'm sorry to have delayed responding to your inquiry. After asking my department head about it I'm still not clear on what's at stake. I will consult with one or two more people and get back to you early next week.

Best wishes,
Peter

On 2013-09-18, at 12:33 PM, Peter Wood <peter.wood@usask.ca> wrote:

Dear Dr. Hynes

I am writing to you again in order to enquire whether your department is still interested in supporting the MA in Applied Linguistics program. Please see the message below.

We are almost ready to submit the proposal, and would really like to include relevant courses offered by your department as electives.

I understand that this is a busy time, but could you send me a quick note, even if you are not interested, so I know that my e-mails didn't get lost?

Thank you very much in advance for your help.

Best,
Peter Wood

----- Original Message -----

Subject: MA in Applied Linguistics

Date: Tue, 30 Jul 2013 15:21:36 -0600

From: Peter Wood <peter.wood@usask.ca>

To: peter.hynes@usask.ca

Dear Dr. Hynes,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

I am contacting you as the Graduate Chair of the English Department to confirm that your Department has agreed to allow students enrolled in our program to register in relevant courses offered by your department at the graduate, or undergraduate level.

Thank you very much for your help in advance.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

--
Peter Wood
Assistant Professor of Linguistics and German Department of Languages and Linguistics University of Saskatchewan

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

4) Graham School of Professional Development

Hi Peter and Veronika,

I had a discussion with Dr Evitts today regarding the inclusion of these courses in the MA, and he consulted with our student centre on this matter. The consensus is that graduate students can enroll in these courses with the individual instructor's permission, provided that the course has been written into the student's programme of study.

I should also point out that, because Engineering and Agriculture students need certain of these courses to meet the requirements of existing options in their programmes, we're under an obligation, where necessary, to prioritize their needs with regard to enrollment, when classes reach capacity.

Let me know if you have any further questions.

John Moffatt, PhD
Associate Professor
Ron and Jane Graham School of Professional Development
College of Engineering
University of Saskatchewan
57 Campus Drive
Saskatoon SK S7N 5A9
(306) 966-2912
john.moffatt@usask.ca

5) Department of Indigenous Languages, Arts & Culture (University of Regina)

Dear Veronika,

First of all, allow me to apologize for this very late response to your email, but things have been pretty insane here. Anyway, yes, we would be interested in collaborating with you in the delivery of your MA in Applied Linguistics, either as committee members or as co-supervisors of your graduate students. However, we would have to limit ourselves to those projects that lie within our areas of expertise and interests, which means that we would be most useful for graduate projects that somehow involve First Nations languages. Also, the fact that with only three linguists here to deliver a full undergraduate program (Honours, Major and Minor) and an Individual Master's program, and considering that any sabbatical would reduce our Faculty by 33% for at least six months, means that we may not always be able to make the time available for collaborating on a particular project undertaken by any of your graduate students. However, we deeply appreciate your initiative on this and we are looking forward to a very fruitful collaboration between your program and ours.

I hope we can meet in the not too distant future, either in Saskatoon or here. I am sure that your fall semester is as busy as hours, so a meeting on short notice may not be feasible but perhaps the Christmas break may work (depending, of course, of the always tricky Saskatchewan road conditions at that time of year).

All the best, and looking forward to hearing back from you,

Jan van Eijk

Department of Indigenous Languages, Arts and Cultures

(306) 790-5950, ext. 3309

From: Makarova, Veronika [<mailto:v.makarova@usask.ca>]

Sent: August 26, 2013 4:57 PM

To: Doolittle, Edward

Cc: Olga Lovick; VanEijk, Jan; Wolvengrey, Arok

Subject: MA in Applied Linguistics, U of S

Dear Colleagues,

We are currently resubmitting our MA in Applied Linguistics Proposal to the College of Graduate Studies and Research.

Would you be interested in renewing your earlier expression of interest in collaborating with us on this program as potential committee members/co-supervisors of graduate students?

Please let me know if you need any additional information.

In turn, we would be happy to collaborating with your program on undergraduate and graduate projects.

Sincerely,

Veronika Makarova,

Head,

Department of Religion and Culture,

Linguistics Program Chair,

University of Saskatchewan

Correspondence with potential members of graduate student advisory committees

1) Dr. Yin Liu (Dept. of English)

On 2013-07-30 15:29, Peter Wood wrote:

Dear Dr. Liu,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,

Peter:

Yes, certainly you can put my name down.

Yin

--

Yin Liu
Department of English
University of Saskatchewan
9 Campus Drive
Saskatoon, SK S7N 5A5
Canada
+1-306-966-1835
yin.liu@usask.ca

2) Dr. Richard Harris (Dept. of English)

Hi Peter, and sure, happy to help in any way useful to you and your program. Richard

Sent from my iPad

On Jul 30, 2013, at 3:26 PM, "Peter Wood" <peter.wood@usask.ca> wrote:

Dear Dr. Harris,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814

3) Dr. Jan van Eijk (University of Regina)

Dear Veronika,

First of all, allow me to apologize for this very late response to your email, but things have been pretty insane here. Anyway, yes, we would be interested in collaborating with you in the delivery of your MA in Applied Linguistics, either as committee members or as co-supervisors of your graduate students. However, we would have to limit ourselves to those projects that lie within our areas of expertise and interests, which means that we would be most useful for graduate projects that somehow involve First Nations languages. Also, the fact that with only three linguists here to deliver a full undergraduate program (Honours, Major and Minor) and an Individual Master's program, and considering that any sabbatical would reduce our Faculty by 33% for at least six months, means that we may not always be able to make the time available for collaborating on a particular project undertaken by any of your graduate students. However, we deeply appreciate your initiative on this and we are looking forward to a very fruitful collaboration between your program and ours.

I hope we can meet in the not too distant future, either in Saskatoon or here. I am sure that your fall semester is as busy as hours, so a meeting on short notice may not be feasible but perhaps the Christmas break may work (depending, of course, of the always tricky Saskatchewan road conditions at that time of year).

All the best, and looking forward to hearing back from you,

Jan van Eijk

Department of Indigenous Languages, Arts and Cultures

(306) 790-5950, ext. 3309

From: Makarova, Veronika [<mailto:v.makarova@usask.ca>]

Sent: August 26, 2013 4:57 PM

To: Doolittle, Edward

Cc: Olga Lovick; VanEijk, Jan; Wolvengrey, Arok

Subject: MA in Applied Linguistics, U of S

Dear Colleagues,

We are currently resubmitting our MA in Applied Linguistics Proposal to the College of Graduate Studies and Research.

Would you be interested in renewing your earlier expression of interest in collaborating with us on this program as potential committee members/co-supervisors of graduate students?

Please let me know if you need any additional information.

In turn, we would be happy to collaborating with your program on undergraduate and graduate projects.

Sincerely,

Veronika Makarova,

Head,

Department of Religion and Culture,

Linguistics Program Chair,

University of Saskatchewan

4) Dr. Natalia Khanenko-Friesen (St. Thomas More College)

Dear Peter --

Yes, I will be able to participate in Theses that are related to my area

of expertise and interests.

At this moment, I cannot think of anybody at STM, but I will give it a further thought.

Sincerely,

Natalia

Dr. Natalia Khanenko-Friesen

Associate Professor, Cultural Anthropology

Head, Dept. of Religion and Culture

St. Thomas More College // University of Saskatchewan

1437 College Dr., Saskatoon, SK, S7N0W6, CANADA

Tel. (306) 966-6456, (306) 966-8900 main office

Research Associate

Prairie Centre for the Ukrainian Heritage

<http://www.stmcollege.ca/pcuh/index.php>

On 7/30/13 3:50 PM, "Peter Wood" <peter.wood@usask.ca> wrote:

Dear Dr. Khanenko-Friesen,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Would you also be able to tell me whether you can think of any body else in STM who might be interested in participating on a graduate student committee?

Thank you very much in advance for your help.

Best regards,

--

Peter Wood, PhD

Assistant Professor of Linguistics

Arts 908, Phone: 1-306-966-7814

University of Saskatchewan

5) Dr. Christopher Dutchyn (Computer Science Dept.)

On 2013-07-30, at 3:43 PM, Peter Wood <peter.wood@usask.ca> wrote:

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Yes; I am interested in computational linguistics.

Chris D.

6) Dr. Ian McQuillan (Computer Science Dept.)

Hi Peter,

Sorry for the delay on this reply.

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Yes, if the area is close to my own, I'd be interested.

Ian

Thank you very much in advance for your help.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

Ian McQuillan
Associate Professor of Computer Science

mcquillan@cs.usask.ca
ianmcquillan.com
Department of Computer Science
The University of Saskatchewan
Saskatoon, Canada

7) Dr. Gord McCalla (Computer Science Dept.)

Yes.

G.

From: Peter Wood [peter.wood@usask.ca]
Sent: Tuesday, July 30, 2013 3:44 PM
To: Gord McCalla
Subject: MA in Applied Linguistics

Dear Dr. McCalla,

We are in the process of resubmitting our proposal for an MA in Applied

Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

8) Dr. John Moffatt (Graham School of Professional Development)

Hello, Peter:

Yes, I would be willing to serve on graduate SACs where my contribution would be helpful.

Best regards,

John

John Moffatt, PhD

Associate Professor

Ron and Jane Graham School of Professional Development

College of Engineering

University of Saskatchewan

57 Campus Drive

Saskatoon SK S7N 5A9

(306) 966-2912

john.moffatt@usask.ca

From: Peter Wood [peter.wood@usask.ca]

Sent: July 30, 2013 3:46 PM

To: Moffatt, John

Subject: MA in Applied Linguistics

Dear Dr. Moffatt,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

9) Jeannie Wills (Graham Centre for the Study of Communication)

Hi Peter,

Sorry for the delay in responding, but I've been away.

Yes, I am still interested in sitting on students' committees.

Jeanie

Jeanie Wills, Ph.D.
Assistant Professor
Graham Centre for the Study of Communication
Room 2A20.3, 57 Campus Drive,
College of Engineering, University of Saskatchewan
Saskatoon, SK S7N 5A9
306-966-5360
jeannie.wills@usask.ca
Web: <http://grahamcentre.usask.ca>

-----Original Message-----

From: Peter Wood [<mailto:peter.wood@usask.ca>]

Sent: Tuesday, July 30, 2013 3:47 PM

To: Wills, Jeanie

Subject: MA in Applied Linguistics

Dear Dr. Wills,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

10) Dr. Sarah Hoffman (Philosophy Dept.)

Hi Peter,

Sorry for not being more prompt in replying. Beginning of term madness is all i can plead. In any case, yes I would be very pleased to be an adjunct member, or whatever the appropriate designation would be. If you need any further information, training, publications etc, from me at this point I would be happy to send them along, Hope all gos as well as is possible for you now.

all the best
Sarah

Dr. Sarah Hoffman
Graduate Chair
Associate Professor

Department of Philosophy
University of Saskatchewan
9 Campus Drive
Saskatoon SK S7K 5A5

sarah.hoffman@usask.ca

ph 306.966.6382
fax 306.966.2567

On 2013-09-18, at 12:05 PM, Peter Wood <peter.wood@usask.ca> wrote:

Dear Sarah,

I am writing to you again in order to enquire whether you are still interested in supporting the MA in Applied Linguistics program. Please see the message below.

We are almost ready to submit the proposal, and would really like to include you as a potential committee member.

I understand that this is a busy time, but could you send me a quick note, even if you are not interested, so I know that my e-mails didn't get lost.

Thank you very much in advance for your help.

Best,
Peter

----- Original Message -----

Subject: MA in Applied Linguistics

Date: Fri, 23 Aug 2013 11:21:56 -0600

From: Peter Wood <peter.wood@usask.ca>

Organization: Department of Languages and Linguistics, University of Saskatchewan, Canada

To: Sarah Hoffman <sarah.hoffman@usask.ca>

Dear Sarah,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,
Peter

--

Peter Wood
Assistant Professor of Linguistics and German
Department of Languages and Linguistics
University of Saskatchewan

--

Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

11) Dr. Alexander Ervin (Anthropology)

Sure Peter but there is little likelihood of that actually happening since I am a linguistic idiot although I have taken 9 cu of linguistics as part of anthropology major and graduate training. Yrs. Sandy Ervin

From: Peter Wood [peter.wood@usask.ca]

Sent: August 23, 2013 4:12 PM

To: Ervin, Alexander

Cc: Makarova, Veronika

Subject: MA in Applied Linguistics

Dear Alexander,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

Would you be interested to contribute to this program by acting as a member on graduate students' committees, or by acting as a co-supervisor if their research is close to your area of expertise?

Thank you very much in advance for your help and support for our program.

Best regards,
Peter

--

Peter Wood
Assistant Professor of Linguistics and German
Department of Languages and Linguistics
University of Saskatchewan

12) Dr. George Keyworth (Religion and Culture Dept.)

Hi Peter,

Yes, I am interested in assisting the Linguistics MA however possible.

Best,
George

George A. Keyworth, PhD
Assistant Professor of East Asian Religions
Undergraduate Chair
Department of Religion & Culture
University of Saskatchewan
ARTS 917 - 9 Campus Drive
Saskatoon, SK S7N 5A5 Canada
george.keyworth@usask.ca
Tel. 306.966.6774
Fax. 306.966.6804

On 2013/08/23, at 15:08, Peter Wood <peter.wood@usask.ca>
wrote:

Dear George,
We are in the process of resubmitting our proposal for an MA in Applied
Linguistics.

Would you be interested to contribute to this program by acting as
a member on graduate students' committees, or by
acting as a co-supervisor if their research is close to your area of
expertise?

Thank you very much in advance for your help and support for our program.

Best regards,
Peter

--
Peter Wood
Assistant Professor of Linguistics and German
Department of Languages and Linguistics
University of Saskatchewan

Course Creation Information Form

To be completed by the College or Department

(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	803.3
Term from which this course will become effective: 1st	
Month: (September)	Year: 2015

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements (<i>Completed Requirements, Fail, IP, In Progress</i>) N – Numeric/Percentage (<i>0 – 100%</i>) P – Pass/Fail (<i>Pass, Fail, In Progress</i>) S – Special [please specify if not NA]	N

(NA – Grade Not Applicable)

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate all possible choices. Please Grey out all possible choices) N/A

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?

Please Grey out all attributes you want attached to the course: N/A

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDEM	Elem and Middle Programs Only
ABJC	For Abor Justice Students Only	EDPP	Education - Pre Practicum
AFYP	Aboriginal 1st Year Exp Prog	EDSE	Education - Secondary
AGDP	Agricultural Diploma Program	FEEM	Materials Fee
ALTL	Laboratory on Alternate Weeks	GDI	Gabriel Dumont Institute
ALTT	Tutorial on Alternate Weeks	HLAN	Heritage Languages Class
AROL	Active for Roll Purposes Only	INDS	Independent Studies Class
AUD1	Audit Allowed with Permission	ITEP	ITEP Class
AUDX	Audit Not Allowed	LSC	Labour Studies Certificate
BAC	Business Admin Certificate	MIT	Master of International Trade
BLBD	Uses Blackboard Web Tools	MSEP	Math Science for Aboriginal St
CACE	Cert in Adult & Continuing Ed	MT1	1 st Half of a Multi-term Class
CAP	Cert in Agriculture Program	MT2	2 nd Half of a Multi-term Class
CCDE	Centre for Cont & Distance Ed	NEP1	NEPS Class w/ Student Fees
CIBA	CIBA Class for Aboriginals	NEPS	NEPS Student Fees Exempt
EC01	Elementary Cohort - Alpha	NTEP	NORTEP Class
EC02	Elementary Cohort - Beta	OC01	Off Campus-Prince Albert
EC03	Elementary Cohort - Chi	OC02	Off Campus-Carlton Trail RC
EC04	Elementary Cohort - Delta	OC03	Off Campus-Cumberland College
EC05	Middle Cohort - Gamma	OC04	Off Campus-Great Plains (SC)
EC06	Middle Cohort - Kappa	OC05	Off Campus-Great Plains (Kind)

OC06	Off Campus-Lakeland College
OC07	Off Campus-North West RC (NB)
OC08	Off Campus-Northlands College
OC09	Off Campus-Parkland (Yorkton)
OC10	Off Campus-SIAST (Moose Jaw)
OC11	Off Campus-Southeast (Weyburn)
PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full

ROYW	Royal West Campus
SIA	Sask Intercultural Association
STEP	SUNTEP Class
STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO
-----	-------

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus
-----	------------------	----	-----------

4. Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit
------	--------------------

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters)

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [‘ “ ; : , \$ & @ ! ? / + - = % # ()]

Advanced Conversation and Discourse Analysis

Course Description

Course Description (please limit to 150 words or less)

The course will introduce graduate students to advanced concepts in conversation and discourse analysis. It will deal with concepts in pragmatics, such as speech acts, felicity conditions and the cooperative principle in conversations. Later, the focus will shift to discourse analysis in which language use is examined within its sociocultural context. Students will be introduced to current research paradigms such as critical discourse analysis and sociocultural theory. Finally, the implications of research findings on language teaching within a communicative framework will be discussed.

Registration Information

***Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):**

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent	N/A
--	-----

<p>course, s/he should not be eligible to register for the course for which this form is being completed.</p> <p>2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.</p> <p>For degree audit checking, this means:</p> <ul style="list-style-type: none"> • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. <p>Please contact us about any concerns regarding this standard practice.</p>	
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Information For Display In The Calendar Only

Please refer to the Key to Course Descriptions at:

<http://www.usask.ca/calendar/registration/registration/coursenumbering/>

Calendar Credit Units (e.g. 110.6)	803.3
Calendar Term Hour Listing (e.g. 3L-2P)	1L2S

Additional Notes

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GSR 400.1

New Graduate

College of Graduate Studies and Research

Course Proposal

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA
S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website
(www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php),
to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Religion and Culture College of: Arts and Science

2.

V. Makarova
(Authorizing Unit Head - PLEASE PRINT)

[Signature]
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: LING 803.3

3.2 Title of course: Advanced Conversation and Discourse Analysis

3.3 Total Hours: Lecture: 11

Seminar: 22

Lab: _____

Tutorial: _____

Other: _____

3.4 Weekly Hours: Lecture: 1

Seminar: 2

Lab: _____

Tutorial: _____

Other: _____

3.5 Term in which it will be offered: T2

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

The course will introduce graduate students to advanced concepts in conversation and discourse analysis. It will deal with concepts in pragmatics, such as speech acts, felicity conditions and the

cooperative principle in conversations. Later, the focus will shift to discourse analysis in which language use is examined within its sociocultural context. Students will be introduced to current research paradigms such as critical discourse analysis and sociocultural theory. Finally, the implications of research findings on language teaching within a communicative framework will be discussed ..

4. Rationale for introducing this course:

This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (Please attach correspondence)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (Please list): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (Please list): MA Applied Linguistics

Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

Checklist:

Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed

Course Outline (syllabus) with Reading List must be included

Percentage of Total Mark for each evaluation listed

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at

http://www.usask.ca/cgsr/prospective_students/forms.php<http://www.usask.ca/cgsr/forms.php>

Professor must be a member of the Graduate Faculty

6.1 EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-15

7.2 From which colleges/programs: MA in Applied Linguistics

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Peter Wood, Assistant Professor, Department of Languages and Linguistics

8.2 How does the department plan to handle the additional teaching or administrative workload:

All resources are in place, the course will be a part of the assigned duties of the faculty.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No


9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01-12-14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.


(Authorizing College Signature (of the home academic unit))


(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 803.3
Advanced Discourse Analysis

Course Description:

This course will introduce graduate students to advanced concepts in conversation and discourse analysis. It will deal with concepts in pragmatics, such as speech acts, felicity conditions and the cooperative principle in conversation. The focus will then shift to discourse analysis in which language use is examined within its sociocultural context. Students will be introduced to current research paradigms such as critical discourse analysis and sociocultural theory. Finally, the implications of research findings on language teaching within a communicative framework will be discussed.

Learning Outcomes:

By the completion of this course, students will be expected to:

- be familiar with the major theoretical frameworks in Conversation Analysis (CA)
- be familiar with the major theoretical frameworks in Discourse Analysis (DA)
- be able to develop studies using CA and DA methodologies
- be able to conduct qualitative interviews
- be able to transcribe and annotate interviews
- be able to use transcription software such as CHILDES to transcribe and analyze CA/DA data
- be able to read and evaluate research papers dealing with CA and DA
- write research papers that either: describe a CA/DA study and its results and argues convincingly how the results should be interpreted; or, critically assess and discuss a CA/DA theory

Course Overview:

Class Schedule:

Week 1-2:

Pragmatics: speech act theory, felicity conditions, the Organon Model of communication

Week 3-5:

The structure of conversations: top-down and bottom-up approaches to the analysis of conversations

Week 6-9:

Discourse analysis: the sociocultural context and language use

Week 10-11:

Midterm Exam. Recent approaches to conversation analysis and discourse analysis: critical discourse analysis, sociocultural theory, and activity theory

Week 12-13:

Teaching second and foreign language learners to communicate: implications of CA and DA research for foreign language teaching.

Instructor Information:

Name: Peter Wood

Contact: E-mail: peter.wood@usask.ca, or phone: 966 7814

Office hours: T, Th, 1.00 - 2.00 pm

Required Resources:

Readings:

Cutting, Joan (2002). *Pragmatics and Discourse*. London, New York: Routledge.

Johnstone, Barbara. (2008) *Discourse Analysis*. 2nd edition. Oxford: Wiley-Blackwell.

Wetherall, Margaret et al. (2001) *Discourse Theory and Practice. A Reader*. London: Sage.

Fairclough, Norman (2004). Semiotic aspects of social transformation and learning, in R. Rogers (ed.) *An Introduction to Critical Discourse Analysis in Education*. Mahwah (NJ): Lawrence Erlbaum.

Lantolf, James (2006). Sociocultural Theory and L2. In: *Studies in Second Language Acquisition* 28: 67-109.

Thorne, Steven (2003). Artifacts and Cultures-of-Use in intercultural communication. *Language Learning and Technology* 7: 38-67.

Supplementary Resources:

Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:

1. Research paper:

Value: 30%.

Due Date: Final day of classes.

Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).

Description: Students will be required to write a research paper in which they use a conversation or discourse analysis method to analyze a short conversation of their choice. Rather than requiring students to apply for ethics approval, the analysis can be based on a publicly broadcasted conversation (interview, etc.). The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument and support it with the data collected, other research, and publications in the field, as well as the student's ability to assess the implications of her/his study within the discipline.

2. Midterm:

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components assessing students' critical thinking skills in application to the theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:

Value: 40%.

Date: Please see the section "Final Examination Scheduling" below.

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components assessing students' critical thinking skills in application to the theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the course.

University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

0-59 Failure

An unacceptable performance.

Final Exam Scheduling

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Submitting Assignments

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline.

Late Assignments

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control.

Criteria that Must be Met to Pass

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

Attendance Expectation

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

Participation

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work and class room discussions.

Student Feedback

Students are invited to give feedback on this class at any time. We are interested to know students' opinions on the material covered, the relevance this course has for them, their assessment of the textbook, teaching methods, and any other aspects of this course. Feedback will help us improve this course continuously.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Course Creation Information Form

To be completed by the College or Department

(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	804.3
Term from which this course will become effective: 1st	
Month: (september)	Year: 2015

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements (Completed Requirements, Fail, IP, In Progress) N – Numeric/Percentage (0 – 100%) P – Pass/Fail (Pass, Fail, In Progress) S – Special [please specify if not NA] (NA – Grade Not Applicable)	N

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate all possible choices. Please Grey out all possible choices) N/A

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?

Please Grey out all attributes you want attached to the course: N/A

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDSE	Education - Secondary
ABJC	For Abor Justice Students Only	FEEM	Materials Fee
AFYP	Aboriginal 1st Year Exp Prog	GDI	Gabriel Dumont Institute
AGDP	Agricultural Diploma Program	HLAN	Heritage Languages Class
ALTL	Laboratory on Alternate Weeks	INDS	Independent Studies Class
ALTT	Tutorial on Alternate Weeks	ITEP	ITEP Class
AROL	Active for Roll Purposes Only	LSC	Labour Studies Certificate
AUD1	Audit Allowed with Permission	MIT	Master of International Trade
AUDX	Audit Not Allowed	MSEP	Math Science for Aboriginal St
BAC	Business Admin Certificate	MT1	1 st Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	MT2	2 nd Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	NEP1	NEPS Class w/ Student Fees
CAP	Cert in Agriculture Program	NEPS	NEPS Student Fees Exempt
CCDE	Centre for Cont & Distance Ed	NTEP	NORTEP Class
CIBA	CIBA Class for Aboriginals	OC01	Off Campus-Prince Albert
EC01	Elementary Cohort - Alpha	OC02	Off Campus-Carlton Trail RC
EC02	Elementary Cohort - Beta	OC03	Off Campus-Cumberland College
EC03	Elementary Cohort - Chi	OC04	Off Campus-Great Plains (SC)
EC04	Elementary Cohort - Delta	OC05	Off Campus-Great Plains (Kind)
EC05	Middle Cohort - Gamma	OC06	Off Campus-Lakeland College
EC06	Middle Cohort - Kappa	OC07	Off Campus-North West RC (NB)
EDEM	Elem and Middle Programs Only	OC08	Off Campus-Northlands College
EDPP	Education - Pre Practicum	OC09	Off Campus-Parkland (Yorkton)

OC10	Off Campus-SIAST (Moose Jaw)
OC11	Off Campus-Southeast (Weyburn)
PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full
ROYW	Royal West Campus
SIA	Sask Intercultural Association

STEP	SUNTEP Class
STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO
-----	-------

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus
-----	------------------	----	-----------

4. Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit
------	--------------------

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters)

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]

Research Methods for Language Teachers and Applied Linguists

Course Description

Course Description (please limit to 150 words or less)

This course introduces graduate students to the fundamentals of research methods employed in experimental linguistics and applied linguistics. The course provides the students with the understanding of research design principles and gives them hand-on experience with quantitative methods for the analysis of linguistic data. This course focuses on the analysis techniques employed in natural language data processing. The range of concepts covered in class includes automated syntactic parsing, text classification, information extraction, tagging, and summarization. The students will also benefit from learning or reinforcing their previous knowledge of some data processing computer software packages, such as SPSS and Excel.

Registration Information

***Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):**

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:	N/A
--	-----

<p>1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.</p> <p>2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.</p> <p>For degree audit checking, this means:</p> <ul style="list-style-type: none"> • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. <p>Please contact us about any concerns regarding this standard practice.</p>	
--	--

Information For Display In The Calendar Only

Please refer to the Key to Course Descriptions at:

<http://www.usask.ca/calendar/registration/registration/coursenummering/>

Calendar Credit Units (e.g. 110.6)	804.3
Calendar Term Hour Listing (e.g. 3L-2P)	3L

Additional Notes

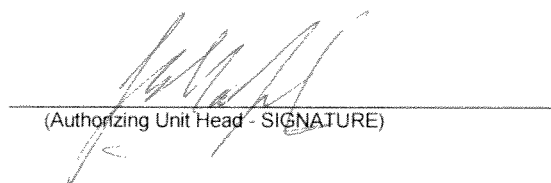
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In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☐ (must complete section 6.1) No ☒

Basic information about the proposed course:1. Department/Unit: Religion and CultureCollege of: Arts & Science

2.


(Authorizing Unit Head - PLEASE PRINT)
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: LING 804.33.2 Title of course: Research Methods for Language Teachers and Applied Linguists3.3 Total Hours: Lecture: 33

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.4 Weekly Hours: Lecture: 3

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.5 Term in which it will be offered: T1 ☐ T2 ☒ T1 or T2 ☐ T1 and T2 ☐3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course introduces graduate students to the fundamentals of research methods employed in experimental linguistics and applied linguistics. The course provides the students with the understanding of research design principles and gives them hand-on experience with quantitative methods for the analysis of linguistic data. This course focuses on the analysis techniques employed in natural language data processing. The range of concepts covered in class includes automated syntactic parsing, text classification, information extraction, tagging, and summarization. The students will also benefit from learning or reinforcing their previous knowledge of some data processing computer software packages, such as SPSS and Excel.

4. Rationale for introducing this course:

This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No ☒ Yes (**Please list**):

5.2 Were any other academic units asked to review or comment on the proposal?

No ☒ Yes (**Please attach correspondence**) ☐

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No ☒ Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No ☒ Yes (**Please list**):

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- ☒ Course objectives need to be clearly stated
 - ☒ Description of and Activities for Evaluation must be listed
 - ☒ **Course Outline** (syllabus) with **Reading List** must be included
 - ☒ Percentage of Total Mark for each evaluation listed
 - ☐ If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - ☒ Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 5-15

7.2 From which colleges/programs: Arts and Science

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Peter Wood, Assistant Professor, Department of Languages and Linguistics;

Ben Daniel Motidyang, Associate Member, Department of Languages and Linguistics

8.2 How does the department plan to handle the additional teaching or administrative workload:

Part of the instructor's academic load.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

None

9. Date of Implementation:

9.1 To be offered: Annually ☒ Biennially ☐ Alternate Years ☐ Other ☐

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01.12.14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))



(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 804.3
Research Methods for Language Teachers and Applied Linguistics

Course Description:

This course introduces graduate students to the fundamentals of research methods employed in experimental linguistics and applied linguistics. It provides students with an understanding of research design principles and gives them hands-on experience with quantitative methods for analysing linguistic data, focusing on the analytic techniques employed in natural language data processing. The range of concepts covered in class includes automated syntactic parsing, text classification, information extraction, tagging, and summarization. The students will also benefit from learning or reinforcing their previous knowledge of some data processing computer software packages, such as SPSS and Excel.

Learning Outcomes:

By the end of this course, learners will have developed:

- a general understanding of types of data in linguistics.
- a basic understanding of inferential approaches to data analysis
- an understanding of the fundamental logic of experiment design
- skills for designing hypotheses and testing them
- different techniques for summarizing quantitative linguistic data.
- an awareness of different software tools for analysing data.
- knowledge, skills, and techniques necessary to develop surveys and interviews
- an ability to critically read and understand published research

Course Overview:

Class Schedule:

- i. Introduction to Analytical Methods for Linguistic Data
- ii. Quantitative Research Approaches for Analysis of Linguistic Data
- iii. Types of Data in Linguistics
 - a. Analyzing numerical data
 - b. Analyzing Corpus data
- iv. Designing Experiments
- v. Experimental Design
- vi. Quasi-Experimental Design
- vii. Designing Questionnaires
- viii. Developing and testing research hypotheses
- ix. Collecting Linguistic Data **Midterm**
- x. Annotating/coding Linguistic Data
- xi. Processing Images, Sounds and Videos
- xii. Describing and Presenting Linguistic Data
- xiii. Presenting Linguistic Data in Graphs and Tables
- xiv. Text categorization and clustering

Instructor Information:

Name: Peter Wood

Contact: E-mail: peter.wood@usask.ca, or phone: 966-7814

Office hours: T, Th, 1.00 - 2.00 pm

Required Resources:

A course website preferably using Blackboard Course Management System will be made available in the beginning of the semester. The website will host learning materials covered in the class and online resources as well as tools and software for doing data analysis. Further, the website will serve as an interactive platform for communication and knowledge sharing among students and the instructor.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40%
	Total	100%

Evaluation Components:

1: Research paper:

Value: 30%.

Due Date: Last day of classes.

Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out quantitative research in Linguistics (20-25 pages, double spaced).

Description: Students will be required to write a research paper in which they use adequate quantitative methods introduced in the course. Rather than requiring students to apply for ethics approval, the analysis can be based on publicly available material. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument based on the data collected, other research, and publications in the field, as well as the student's ability to assess the implications of the study within the discipline.

2.: Midterm:

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' critical thinking skills in application to theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:

Value: 40%.

Date: Please see the section "Final Examination Scheduling" below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' critical thinking skills in application to theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

0-59 Failure

An unacceptable performance.

Final Exam Scheduling

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Submitting Assignments

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline.

Late Assignments

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control.

Criteria that Must be Met to Pass

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

Attendance Expectation

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

Participation

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work and class room discussions.

Student Feedback

Students are invited to give feedback on this class at any time. We are interested to know students' opinions on the material covered, the relevance this course has for them, their assessment of the textbook, teaching methods, and any other aspects of this course. Feedback will help us improve this course continuously.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Course Creation Information Form

To be completed by the College or Department

(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	806.3
Term from which this course will become effective: 1st	
Month: (September)	Year: 2015

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	I
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements (Completed Requirements, Fail, IP, In Progress) N – Numeric/Percentage (0 – 100%) P – Pass/Fail (Pass, Fail, In Progress) S – Special [please specify if not NA] (NA – Grade Not Applicable)	N

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate all possible choices. Please Grey out all possible choices) N/A

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?

Please Grey out all attributes you want attached to the course: N/A

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDSE	Education - Secondary
ABJC	For Abor Justice Students Only	FEEM	Materials Fee
AFYP	Aboriginal 1st Year Exp Prog	GDI	Gabriel Dumont Institute
AGDP	Agricultural Diploma Program	HLAN	Heritage Languages Class
ALTL	Laboratory on Alternate Weeks	INDS	Independent Studies Class
ALTT	Tutorial on Alternate Weeks	ITEP	ITEP Class
AROL	Active for Roll Purposes Only	LSC	Labour Studies Certificate
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AUDX	Audit Not Allowed	MSEP	Math Science for Aboriginal St
BAC	Business Admin Certificate	MT1	1 st Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	MT2	2 nd Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	NEP1	NEPS Class w/ Student Fees
CAP	Cert in Agriculture Program	NEPS	NEPS Student Fees Exempt
CCDE	Centre for Cont & Distance Ed	NTEP	NORTEP Class
CIBA	CIBA Class for Aboriginals	OC01	Off Campus-Prince Albert
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EC04	Elementary Cohort - Delta	OC05	Off Campus-Great Plains (Kind)
EC05	Middle Cohort - Gamma	OC06	Off Campus-Lakeland College
EC06	Middle Cohort - Kappa	OC07	Off Campus-North West RC (NB)
EDEM	Elem and Middle Programs Only	OC08	Off Campus-Northlands College
EDPP	Education - Pre Practicum	OC09	Off Campus-Parkland (Yorkton)

OC10	Off Campus-SIAST (Moose Jaw)
OC11	Off Campus-Southeast (Weyburn)
PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full
ROYW	Royal West Campus
SIA	Sask Intercultural Association

STEP	SUNTEP Class
STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO
-----	-------

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus
-----	------------------	----	-----------

4. Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit
------	--------------------

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters)

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]

Syntax and morphology for applied linguists

Course Description

Course Description (please limit to 150 words or less)

This course introduces students to contemporary theories of syntax and morphology, discusses their role in foreign language teaching and learning and introduces methodologies that aim at instructing learners on syntactic and morphological rules.

Registration Information

***Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):**

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	

	N
--	---

Equivalent Courses*

<p>Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:</p> <ol style="list-style-type: none"> 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking. <p>For degree audit checking, this means:</p> <ul style="list-style-type: none"> • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. <p>Please contact us about any concerns regarding this standard practice.</p>	N/A
---	-----

Information For Display In The Calendar Only

Please refer to the Key to Course Descriptions at:

<http://www.usask.ca/calendar/registration/registration/coursenummering/>

Calendar Credit Units (e.g. 110.6)	806.3
Calendar Term Hour Listing (e.g. 3L-2P)	3L

College of Graduate Studies and Research

Course Proposal

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Religion and Culture College of: Arts & Science

2. V. Makarova
(Authorizing Unit Head - PLEASE PRINT)

[Signature]
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: LING 806.3

3.2 Title of course: Syntax and Morphology for Applied Linguists

3.3 Total Hours: Lecture: 11

Seminar: 22

Lab: _____

Tutorial: _____

Other: _____

3.4 Weekly Hours: Lecture: 1

Seminar: 2

Lab: _____

Tutorial: _____

Other: _____

3.5 Term in which it will be offered: T1

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course introduces students to contemporary theories of syntax and morphology, discusses their role in foreign language teaching and learning and introduces teaching methodologies that aim at instructing learners on syntactic and morphological rules.

4. Rationale for introducing this course:

This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (Please attach correspondence)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (Please list): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (Please list): MA Applied Linguistics

Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

Checklist: Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed

Course Outline (syllabus) with Reading List must be included

Percentage of Total Mark for each evaluation listed

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at

http://www.usask.ca/cgsr/prospective_students/forms.php <http://www.usask.ca/cgsr/forms.php>

Professor must be a member of the Graduate Faculty

6.1 EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 5-15

7.2 From which colleges/programs: Arts and Science

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Peter Wood, Assistant Professor, Department of Languages and Linguistics

8.2 How does the department plan to handle the additional teaching or administrative workload:

The resources have been confirmed by the Department and the College. The course will be a part of the assignment of duties of the full-time faculty

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01.12.14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.


(Authorizing College Signature (of the home academic unit))


(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 806.3
Syntax and Morphology for Applied Linguists

Course Description:

This course introduces students to contemporary theories of syntax and morphology, discusses their role in foreign language teaching and learning, and introduces teaching methodologies for teaching morphological and syntactic rules.

We will learn about contemporary theories of syntax and morphology, such as the Minimalist Program, HPSG, LFG, and the Easier Syntax approach. After considering the role of grammar in various teaching paradigms, we will examine theories of syntactic and morphological acquisition in second language learning and consider how to integrate these theories into a modern foreign language syllabus.

Learning Outcomes:

By the completion of this course, students will be expected to:

- be familiar with the most important contemporary syntactic theories
- be familiar with the most important contemporary morphological theories
- be able to situate form focused instruction in contemporary language teaching paradigms
- be familiar with a range of form focused teaching methodologies

Course Overview:

Class Schedule:

1	Morphology I: inflectional morphology
2	Morphology II: derivational morphology
3	Morphology III: theoretical frameworks
4	Syntax I: transformational syntax
5	Syntax II: HPSG, LFG, Simpler Syntax
6	Syntax III: Construction Grammar
7	Grammar and Teaching Paradigms I: grammar translation, direct method, audio-lingual approach
8	Grammar and Teaching Paradigms II: TPR, Silent Way, Whole Language, etc.
9	Form Focused Instruction (Ellis text)
10	Teaching Grammar I
11	Teaching Grammar II
12	Testing and Assessment
13	Evaluating Teaching Material and Textbooks

Instructor Information:

Name: Peter Wood

Contact: E-mail: peter.wood@usask.ca, or phone: 966 7814

Office hours: T, Th, 1.00 - 2.00 pm

Required Resources:

Required Readings:

Sag, I. A., Wasow, T., & Bender, E. M. (2003). *Syntactic Theory: A Formal Introduction* (2nd ed.). Stanford: CSLI Publications.

Booij, G. (2005). *The Grammar of Words*. Oxford: OUP.

Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: OUP, pp. 837-906

Larsen-Freeman, Diane (1991). *Teaching Grammar*. In: M. Celce-Murcia(Ed.) *Teaching English as a Second or Foreign Language*. 2nd Edition. New York: Newbury House / Harper Collins, pp. 279-296

Culicover, Peter W. and Jackendoff, Ray (2006). The simpler syntax hypothesis. In: *Trends in Cognitive Sciences* 10(9), pp. 413-418.

Recommended Readings:

Culicover, P. (2009). *Natural Language Syntax*. Oxford: OUP.

Culicover, P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.

Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton.

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge,MA: MIT press.

Chomsky, N. (1995). *The Minimalist Program*. Boston: MIT press.

Bresnan, J. (2001). *Lexical-Functional Syntax*. Oxford: Blackwell.

Larsen-Freeman, D., & Long, M. (1990). *An Introduction to Second Language Acquisition Research*. London: Longman.

Katamba, F. (1994). *English Words*. London: Routledge.

Scalise, S. (1984). *Generative Morphology*. Dordrecht: Foris.

Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11(2), 129.

Schmidt, R. (1994). Deconstructing Consciousness in Search of a Useful Definition for Applied Linguistics. *AILA Review*, 11, 11–26.

Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and Second Language Instruction*. Cambridge: CUP.

Singleton, D. (1999). *Exploring the Second Language Mental Lexicon*. Cambridge: CUP.

Pollard, C. J., & Sag, I. A. (1987). *Information-Based Syntax and Semantics*. Volume 1. Stanford University: CSLI Publications.

Pollard, C. J., & Sag, I. A. (1994). *Head-Driven Phrase Structure Grammar*. Chicago: University of Chicago Press.

Pienemann, M. (1998). *Language Processing and Second Language Development: Processability Theory*. Amsterdam: J. Benjamins.

Giegerich, H. (1999). *Lexical Strata in English: Morphological Causes, Phonological Effects*. Cambridge: CUP.

Cook, V. (2003). *Linguistics and Second Language Acquisition: One Person with Two Languages*. In M. Aronoff & J. Rees-Miller (Eds.), *The Handbook of Linguistics* (pp. 488–511). Oxford:

Blackwell.

Cook, V., & Newson, M. (2007). Chomsky's Universal Grammar: an Introduction (3rd ed.). Oxford: Blackwell.

Anglin, J. M., Miller, G. A., & Wakefield, P. C. (1993). Vocabulary Development. A Morphological Analysis (Vol. 58) (No. 10). New York: Monographs of the Society for Research in Child Development.

Bauer, L. (1988). Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press.

Bauer, L. (1998). When is a Sequence of Noun + Noun a Compound in English? English Language and Linguistics, 2, 65-86.

Supplementary Resources:

Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:

1. Research paper:

Value: 30%.

Due Date: Last day of classes

Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).

Description: Students will be required to write a research paper in which they critically discuss the role of syntax and morphology in a teaching methodology, a textbook, or a language learning software. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument that is supported by original data, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to think critically about the theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:

Value: 40%.

Date: Please see the section “Final Examination Scheduling” below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to think critically about the theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

0-59 Failure

An unacceptable performance.

Final Exam Scheduling

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Submitting Assignments

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline.

Late Assignments

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control.

Criteria that Must be Met to Pass

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

Attendance Expectation

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

Participation

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work and class room discussions.

Student Feedback

Students are invited to give feedback on this class at any time. We are interested to know students' opinions on the material covered, the relevance this course has for them, their assessment of the textbook, teaching methods, and any other aspects of this course. Feedback will help us improve this course continuously.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Course Creation Information Form

To be completed by the College or Department

(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	808.3
Term from which this course will become effective: 1st	
Month: (September)	Year: 2015

Information Block

What is the academic college to which this course belongs?	CGSR
What is the department or school within that college that has jurisdiction over this course?	Languages and Linguistics, ICC
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	I
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements (Completed Requirements, Fail, IP, In Progress) N – Numeric/Percentage (0 – 100%) P – Pass/Fail (Pass, Fail, In Progress) S – Special [please specify if not NA] (NA – Grade Not Applicable)	N

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate all possible choices. Please **Grey** out all possible choices) N/A

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?

Please **Grey** out all attributes you want attached to the course: N/A

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	FEEM	Materials Fee
ABJC	For Abor Justice Students Only	GDI	Gabriel Dumont Institute
AFYP	Aboriginal 1st Year Exp Prog	HLAN	Heritage Languages Class
AGDP	Agricultural Diploma Program	INDS	Independent Studies Class
ALTL	Laboratory on Alternate Weeks	ITEP	ITEP Class
ALTT	Tutorial on Alternate Weeks	LSC	Labour Studies Certificate
AROL	Active for Roll Purposes Only	MIT	Master of International Trade
AUD1	Audit Allowed with Permission	MSEP	Math Science for Aboriginal St
AUDX	Audit Not Allowed	MT1	1 st Half of a Multi-term Class
BAC	Business Admin Certificate	MT2	2 nd Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	NEP1	NEPS Class w/ Student Fees
CACE	Cert in Adult & Continuing Ed	NEPS	NEPS Student Fees Exempt
CAP	Cert in Agriculture Program	NTEP	NORTEP Class
CCDE	Centre for Cont & Distance Ed	OC01	Off Campus-Prince Albert
CIBA	CIBA Class for Aboriginals	OC02	Off Campus-Carlton Trail RC
EC01	Elementary Cohort - Alpha	OC03	Off Campus-Cumberland College
EC02	Elementary Cohort - Beta	OC04	Off Campus-Great Plains (SC)
EC03	Elementary Cohort - Chi	OC05	Off Campus-Great Plains (Kind)
EC04	Elementary Cohort - Delta	OC06	Off Campus-Lakeland College
EC05	Middle Cohort - Gamma	OC07	Off Campus-North West RC (NB)
EC06	Middle Cohort - Kappa	OC08	Off Campus-Northlands College
EDEM	Elem and Middle Programs Only	OC09	Off Campus-Parkland (Yorkton)
EDPP	Education - Pre Practicum	OC10	Off Campus-SIAST (Moose Jaw)
EDSE	Education - Secondary	OC11	Off Campus-Southeast (Weyburn)

PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full
ROYW	Royal West Campus
SIA	Sask Intercultural Association
STEP	SUNTEP Class

STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO
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3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus
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4. Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit
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5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters)
(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [‘ “ ; : , \$ & @ ! ? / + - = % # ()]

Ling 808.3. Cultural components in language research and teaching

Course Description

Course Description (please limit to 150 words or less)

This course explores the interactions between language and culture with the focus on applied linguistic research as well as on second language learning and teaching Canadian culture to language learners.

Registration Information

***Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):**

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being	N/A
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<p>completed when the system does prerequisite checking and degree audit checking.</p> <p>For degree audit checking, this means:</p> <ul style="list-style-type: none"> • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. <p>Please contact us about any concerns regarding this standard practice.</p>	
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Information For Display In The Calendar Only

Please refer to the Key to Course Descriptions at:

<http://www.usask.ca/calendar/registration/registration/coursenumbering/>

Calendar Credit Units (e.g. 110.6)	808.3
Calendar Term Hour Listing (e.g. 3L-2P)	3L

Additional Notes

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College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad_studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☐ (must complete section 6.1) No ☒

Basic information about the proposed course:

1. Department/Unit: Religion and Culture

College of: Arts & Science

2.

V. Makarova
(Authorizing Unit Head - PLEASE PRINT)

[Signature]
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: LING 808.3

3.2 Title of course: Cultural components in Language teaching

3.3 Total Hours: Lecture: 33

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.4 Weekly Hours: Lecture: 3

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.5 Term in which it will be offered: T1 ☐ T2 ☒ T1 or T2 ☐ T1 and T2 ☐

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course explores the interactions between language and culture with the focus on second language learning and teaching Canadian culture to language learners.

4. Rationale for introducing this course:

This course is an elective course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No ☒ Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No ☒ Yes (Please attach correspondence) ☐

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No ☒ Yes (**Please list**): _____

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No ☒ Yes (**Please list**):

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

- Checklist:
- ☒ Course objectives need to be clearly stated
 - ☒ Description of and Activities for Evaluation must be listed
 - ☒ **Course Outline** (syllabus) with **Reading List** must be included
 - ☒ Percentage of Total Mark for each evaluation listed
 - ☐ If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - ☒ Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 5-15

7.2 From which colleges/programs: Arts and Science

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Richard Julien, Associate Professor, Department of Languages and Linguistics;

Sarah Hoffman, Associate Professor, Department of Philosophy

8.2 How does the department plan to handle the additional teaching or administrative workload:

Part of the instructor's academic load.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

None

9. Date of Implementation:

9.1 To be offered: Annually ☐ Biennially ☐ Alternate Years ☒ Other ☐

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01.12.14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

A handwritten signature in cursive script, appearing to read "David Parkinson", written over a horizontal line.

(Authorizing College Signature (of the home academic unit))

A handwritten signature in cursive script, appearing to read "David T. Parkinson", written over a horizontal line.

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

Linguistic Course Proposal

LING 808.3

Cultural Components in Language Research and Teaching

Course Description:

This course explores the interactions between language and culture with a focus on applied linguistic research, second language learning, and teaching Canadian culture to language learners.

Learning Outcomes:

By the completion of this course, students will be expected to:

- be familiar with various anthropological approaches to the study of language
- understand how language both reflects and shapes thought, culture, and power
- be able to apply the concepts studied in class to everyday experiences with language

Course Overview:

Class Schedule:

Weeks 1-2.

Cultural theories. Language planning ideologies. Global English and Local languages. Linguistic Imperialism theory.

Weeks 3-4. Language classroom as a scene of cross-cultural interaction. Culture bumps. Native speakers and local learners; centrally developed materials and local cultures. Teaching language or teaching culture and mode of behavior: a dilemma of ethics and purpose.

Weeks 5-6. Language and culture. The Whorfian hypothesis and beyond. Cultural influences at different structural levels of language

Weeks 7-8. Ethnography of communication. Cultural specifics of discourse. Aspects of intercultural communication.

Weeks 9-12. Focus on learning and teaching Canadian culture in the second language classroom. Physical, cultural, political, legal and social challenges of language teaching in Canada. Provincial mechanisms for regulating language learning. Aspects of Canadian culture and ways of integrating them into a language classroom.

Instructor Information:

Name: Veronika Makarova

Contact: E-mail: v.makarovad@usask.ca, or phone: 966 5641

Office hours: M, W, 1.00 - 2.00 pm

Required Resources:

Readings:

Byram, M. and Fleming, M. (1999). Language Learning in Intercultural Perspective: Approaches through drama and ethnography. Cambridge: CUP

Canagarajah, A. Suresh (1999). Resisting Linguistic Imperialism in English Teaching. Oxford: Oxford University Press

Holliday, Adrian (2005). Struggle to Teach English as an International Language. Oxford: Oxford

University Press.

Pennycook, Alastair (2006). *Global Englishes and Transcultural Flows*. Routledge.

Phillipson, Robert (1992). *Linguistic Imperialism*. Oxford: Oxford University Press

Phillipson, Robert [ed.] (2000). *Rights to Language*. Lawrence Erlbaum Associates.

Ricento, Thomas [ed.] (2000). *Ideology, Politics, and Language Policies*. John Benjamins

Sharifian, F. and Palmer, G. B (Eds.) (2007). *Applied Cultural Linguistics: Implications for second language learning and intercultural communication*. John Benjamins

Sonntag, Selma K. (2003). *The Local Politics of Global English*. Lexington Books.

Valdes, M-J. (1986). *Culture Bound*. Cambridge: CUP

Supplementary Resources:

Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:

1. Research paper:

Value: 30%.

Due Date: Last day of classes

Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).

Description: Students will be required to write a research paper in which they critically evaluate a teaching method of their choice with respect to cultural context. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. In addition, it has to show the student's ability to form a stringent argument that is supported by original data, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:

Value: 40%.

Date: Please see the section “Final Examination Scheduling” below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students’ ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the course.

University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

0-59 Failure

An unacceptable performance.

Final Exam Scheduling

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

Submitting Assignments

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline.

Late Assignments

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control.

Criteria that Must be Met to Pass

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

Attendance Expectation

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

Participation

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work and class room discussions.

Student Feedback

Students are invited to give feedback on this class at any time. We are interested to know students' opinions on the material covered, the relevance this course has for them, their assessment of the textbook, teaching methods, and any other aspects of this course. Feedback will help us improve this course continuously.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Course Creation Information Form

To be completed by the College or Department

(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	810.3
Term from which this course will become effective: 1st	
Month: (January)	Year: 2015

Information Block

What is the academic college to which this course belongs?	Arts & Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements (<i>Completed Requirements, Fail, IP, In Progress</i>) N – Numeric/Percentage (<i>0 – 100%</i>) P – Pass/Fail (<i>Pass, Fail, In Progress</i>) S – Special [please specify if not NA] (<i>NA – Grade Not Applicable</i>)	N

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate all possible choices. Please Grey out all possible choices) N/A

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?

Please Grey out all attributes you want attached to the course: N/A

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDPP	Education - Pre Practicum
ABJC	For Abor Justice Students Only	EDSE	Education - Secondary
AFYP	Aboriginal 1st Year Exp Prog	FEEM	Materials Fee
AGDP	Agricultural Diploma Program	GDI	Gabriel Dumont Institute
ALTL	Laboratory on Alternate Weeks	HLAN	Heritage Languages Class
ALTT	Tutorial on Alternate Weeks	INDS	Independent Studies Class
AROL	Active for Roll Purposes Only	ITEP	ITEP Class
AUD1	Audit Allowed with Permission	LSC	Labour Studies Certificate
AUDX	Audit Not Allowed	MIT	Master of International Trade
BAC	Business Admin Certificate	MSEP	Math Science for Aboriginal St
BLBD	Uses Blackboard Web Tools	MT1	1 st Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	MT2	2 nd Half of a Multi-term Class
CAP	Cert in Agriculture Program	NEP1	NEPS Class w/ Student Fees
CCDE	Centre for Cont & Distance Ed	NEPS	NEPS Student Fees Exempt
CIBA	CIBA Class for Aboriginals	NTEP	NORTEP Class
EC01	Elementary Cohort - Alpha	OC01	Off Campus-Prince Albert
EC02	Elementary Cohort - Beta	OC02	Off Campus-Carlton Trail RC
EC03	Elementary Cohort - Chi	OC03	Off Campus-Cumberland College
EC04	Elementary Cohort - Delta	OC04	Off Campus-Great Plains (SC)
EC05	Middle Cohort - Gamma	OC05	Off Campus-Great Plains (Kind)
EC06	Middle Cohort - Kappa	OC06	Off Campus-Lakeland College
EDEM	Elem and Middle Programs Only	OC07	Off Campus-North West RC (NB)

OC08	Off Campus-Northlands College
OC09	Off Campus-Parkland (Yorkton)
OC10	Off Campus-SIAST (Moose Jaw)
OC11	Off Campus-Southeast (Weyburn)
PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full
ROYW	Royal West Campus

SIA	Sask Intercultural Association
STEP	SUNTEP Class
STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO
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3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus
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4. Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit
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5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters) (Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]
Special Topics: Language and Gender

Course Description

Course Description (please limit to 150 words or less)
This course focuses on the role of languages in constructing and sustaining gender in different societies around the world. Students will also examine linguistic mechanisms of creating gender division and stereotypes. As well as remedying gender-related inequalities.

Registration Information

***Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):**

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being	N/A
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<p>completed when the system does prerequisite checking and degree audit checking.</p> <p>For degree audit checking, this means:</p> <ul style="list-style-type: none"> • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. <p>Please contact us about any concerns regarding this standard practice.</p>	
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Information For Display In The Calendar Only

Please refer to the Key to Course Descriptions at:

<http://www.usask.ca/calendar/registration/registration/coursenumbeing/>

Calendar Credit Units (e.g. 110.6)	3
Calendar Term Hour Listing (e.g. 3L-2P)	3L

Additional Notes

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College of Graduate Studies and Research**Course Proposal**

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: Religion and Culture College of: Arts & Science

2.

V. Makarova
(Authorizing Unit Head - PLEASE PRINT)

[Signature]
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: LING 810.3

3.2 Title of course: Language and Gender

3.3 Total Hours: Lecture: 39

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.4 Weekly Hours: Lecture: 3

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.5 Term in which it will be offered: T2

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course focuses on the role of languages in constructing and sustaining gender in different societies around the world. Students will also examine linguistic mechanisms of creating gender divisions and stereotypes, as well as remedying gender-related inequalities.

4. Rationale for introducing this course:

This course is an elective course in the proposed MA in Applied Linguistics.

5. Impact of this course:

- 5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
 No Yes (Please list):
- 5.2 Were any other academic units asked to review or comment on the proposal?
 No Yes (Please attach correspondence)
- 5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?
 No Yes (Please list): _____
- 5.4 Course(s) for which this graduate course will be a prerequisite?
 None
- 5.5 Is this course to be required by your graduate students, or by graduate students in another program?
 No

Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

Checklist: Course objectives need to be clearly stated
 Description of and Activities for Evaluation must be listed
 Course Outline (syllabus) with Reading List must be included
 Percentage of Total Mark for each evaluation listed
 If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at http://www.usask.ca/cgsr/prospective_students/forms.php
 Professor must be a member of the Graduate Faculty

6.1 EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

- 7.1 Expected Enrolment: 5-15
 7.2 From which colleges/programs: Arts and Science

8. Resources:

- 8.1 Proposed instructor(s) (Please include qualifications):
 Veronika Makarova, Associate Professor, Department of Languages and Linguistics, Linguistics Program Chair
- 8.2 How does the department plan to handle the additional teaching or administrative workload:
 Part of the instructor's academic load.
- 8.3 Are sufficient library or other research resources available for this course:
 Yes
- 8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
 None

9. Date of Implementation:

- 9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01.12.14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))



(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 810.3
Language and Gender

Course Description:

This course focuses on the role of languages in constructing and sustaining gender in different societies around the world. Students will also examine linguistic mechanisms of creating gender divisions and stereotypes, as well as remedying gender-related inequalities.

Learning Outcomes:

By the completion of this course, students will be expected to:

- have acquired the research background and methodology for studying gender-related issues in linguistics and applied linguistics
- be able to conduct gender-related research in language and language teaching

Course Overview:

Class Schedule:

Weeks 1-2. Topic: Constructing Gender. Reading: Text, Ch. 1, pp 9-51.

Content: the difference between sex and gender, number of human genders, masculinity, femininity and intersex, social construction of gender in family and social learning.

Week 3. Topic: Linking the Linguistic and the Social. Reading: Text, Ch. 2, pp 52-83.

Content: linguistic resources of gender expression, stereotypes of gender expression, speech situations and events, conversational styles (an overview).

Week 4. Topic: Organizing Talk. Reading: Text, Ch. 3, pp 91-128.

Content: overview of speech events, gender-specific organization of speech events.

Week 5. Topic: Making Social Moves. Reading: Text, Ch. 4, pp 129-156.

Content: overview of Speech Act Theory, gender-specific preference of speech acts.

Week 6. Topic: Positioning Ideas and Subjects. Reading: Text, Ch. 5, pp 157-191.

Content: Deference, respect, engagement, commitment, support, directness and indirectness in relationship to gender.

Week 7. Topic: Implied Meaning. Reading: Text, Ch. 6, pp 192-227.

Content: Aspects of meaning in communication practice, assignment of roles in communication, GLBT metaphor.

Week 8. Topic: Gendered categories. Reading: Text, Ch. 7, pp 228-265.

Content: categories related to gender and their expression in language, categories in genderized discourse, new gender-related categories and their reflection in language.

Week 9. Topic: Gender ideologies and language variability. Reading: Text, Ch. 8, pp 266-292.

Content: gender ideologies, gender expression across linguistic varieties (dialects, sociolects and gender expression).

Week 10. **Midterm.** Topic: Stylistics of gender in cyber-space. Reading: Text, Ch 9. pp 305-330.

Content: stylistic studies of gender-specific language of the Internet (dating sites and chat rooms).

Week 11. Gender and language in the workplace. Reading: Handout.
Content: gender-specific language use in the workplace. Sexisms and gender-neutral language.

Week 12. Review. Project presentations.

Instructor Information:

Name: Veronika Makarova

Contact: E-mail: v.makarova@usask.ca, or phone: 966 5641

Office hours: M, W, 1.00 - 2.00 pm

Required Resources:

Required Readings:

Eckert, P. & McConnell-Ginet, S. 2003. Gender and Language. NY: Cambridge University Press

Recommended Readings:

Coates, J. 1998. Language and Gender: A reader.

Talbot, Mary M. 1998. Language and gender: an introduction

Tannen, D. 1994. Gender and discourse. Oxford: Oxford University Press.

Tannen, D. 2001. You just don't understand: Women and men in Conversation. NY: Quill

Tannen, D. 2001. Talking from 9 to 5: Women and Men at Work. NY: Quill.

Weatherall, A. 2002. Gender, language and discourse. Psychology Press.

Supplementary Resources:

Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:

1. Research paper:

Value: 30%.

Due Date: Last day of classes

Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages 12pt font, double-spaced).

Description: Students will be required to write a research paper based on a study they conduct addressing a research question related to a topic covered in this course. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument that is supported by original data, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to apply critical thinking skills to the frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:

Value: 40%.

Date: Please see the section "Final Examination Scheduling" below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to apply critical thinking skills to the frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the course.

University of Saskatchewan Grading System for Graduate Courses

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A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
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A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

0-59 Failure

An unacceptable performance.

Final Exam Scheduling

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

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<http://students.usask.ca/academics/exams.php>

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Late Assignments

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control.

Criteria that Must be Met to Pass

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

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Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

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Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work and class room discussions.

Student Feedback

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Integrity Defined (from the Office of the University Secretary)

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<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

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or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Course Creation Information Form

To be completed by the College or Department

(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	811.3
Term from which this course will become effective: 1st	
Month: (September)	Year: 2015

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements (Completed Requirements, Fail, IP, In Progress) N – Numeric/Percentage (0 – 100%) P – Pass/Fail (Pass, Fail, In Progress) S – Special [please specify if not NA] (NA – Grade Not Applicable)	N

Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate all possible choices. Please Grey out all possible choices) N/A

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?

Please Grey out all attributes you want attached to the course: N/A

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDSE	Education - Secondary
ABJC	For Abor Justice Students Only	FEEM	Materials Fee
AFYP	Aboriginal 1st Year Exp Prog	GDI	Gabriel Dumont Institute
AGDP	Agricultural Diploma Program	HLAN	Heritage Languages Class
ALTL	Laboratory on Alternate Weeks	INDS	Independent Studies Class
ALTT	Tutorial on Alternate Weeks	ITEP	ITEP Class
AROL	Active for Roll Purposes Only	LSC	Labour Studies Certificate
AUD1	Audit Allowed with Permission	MIT	Master of International Trade
AUDX	Audit Not Allowed	MSEP	Math Science for Aboriginal St
BAC	Business Admin Certificate	MT1	1 st Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	MT2	2 nd Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	NEP1	NEPS Class w/ Student Fees
CAP	Cert in Agriculture Program	NEPS	NEPS Student Fees Exempt
CCDE	Centre for Cont & Distance Ed	NTEP	NORTEP Class
CIBA	CIBA Class for Aboriginals	OC01	Off Campus-Prince Albert
EC01	Elementary Cohort - Alpha	OC02	Off Campus-Carlton Trail RC
EC02	Elementary Cohort - Beta	OC03	Off Campus-Cumberland College
EC03	Elementary Cohort - Chi	OC04	Off Campus-Great Plains (SC)
EC04	Elementary Cohort - Delta	OC05	Off Campus-Great Plains (Kind)
EC05	Middle Cohort - Gamma	OC06	Off Campus-Lakeland College
EC06	Middle Cohort - Kappa	OC07	Off Campus-North West RC (NB)
EDEM	Elem and Middle Programs Only	OC08	Off Campus-Northlands College
EDPP	Education - Pre Practicum	OC09	Off Campus-Parkland (Yorkton)

OC10	Off Campus-SIAST (Moose Jaw)
OC11	Off Campus-Southeast (Weyburn)
PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full
ROYW	Royal West Campus
SIA	Sask Intercultural Association

STEP	SUNTEP Class
STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO
-----	-------

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus
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4. Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit
------	--------------------

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters)

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , \$ & @ ! ? / + - = % # ()]

Advanced Sociolinguistic theory and methods

Course Description

Course Description (please limit to 150 words or less)

This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, collecting and analyzing sociolinguistic data. The theoretical approaches include linguistic relativism, language variation, sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics.

Registration Information

***Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):**

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.	N/A
---	-----

<p>2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.</p> <p>For degree audit checking, this means:</p> <ul style="list-style-type: none"> • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. <p>Please contact us about any concerns regarding this standard practice.</p>	
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Information For Display In The Calendar Only

Please refer to the Key to Course Descriptions at:

<http://www.usask.ca/calendar/registration/registration/coursenumbering/>

Calendar Credit Units (e.g. 110.6)	811.3
Calendar Term Hour Listing (e.g. 3L-2P)	2L1S

Additional Notes

--



In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☐ (must complete section 6.1) No ☒

Basic information about the proposed course:

1. Department/Unit: Religion and Culture

College of: Arts and Science

2.

V. Makarova
(Authorizing Unit Head - PLEASE PRINT)

[Signature]
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: LING 811.3

3.2 Title of course: Advanced Sociolinguistic Theory and Method

3.3 Total Hours: Lecture: 33

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.4 Weekly Hours: Lecture: 3

Seminar: _____

Lab: _____

Tutorial: _____

Other: _____

3.5 Term in which it will be offered: T1 ☒ T2 ☐ T1 or T2 ☐ T1 and T2 ☐

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, collecting and analyzing sociolinguistic data. The theoretical approaches include linguistic relativism, language variation, sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics.

4. Rationale for introducing this course:

This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?


No ☒ Yes (Please list):

- 5.2 Were any other academic units asked to review or comment on the proposal?
No ☒ Yes (**Please attach correspondence**) ☐
- 5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?
No ☒ Yes (**Please list**): _____
- 5.4 Course(s) for which this graduate course will be a prerequisite?
None
- 5.5 Is this course to be required by your graduate students, or by graduate students in another program?
No ☒ Yes (**Please list**):)
6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)
- Checklist:
- ☒ Course objectives need to be clearly stated
 - ☒ Description of and Activities for Evaluation must be listed
 - ☒ **Course Outline** (syllabus) with **Reading List** must be included
 - ☒ Percentage of Total Mark for each evaluation listed
 - ☐ If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
 - ☒ Professor must be a member of the Graduate Faculty
- 6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.
7. Enrolment:
- 7.1 Expected Enrolment: 15-15
- 7.2 From which colleges/programs: Arts and Science
8. Resources:
- 8.1 Proposed instructor(s) (Please include qualifications):
Veronika Makarova, Associate Professor, Department of Languages and Linguistics, Linguistics Program Chair;
Peter Wood, Assistant Professor, Department of Languages and Linguistics
- 8.2 How does the department plan to handle the additional teaching or administrative workload:
All resources are in place, the course will be a part of the assigned duties of the faculty.
- 8.3 Are sufficient library or other research resources available for this course:
Yes
- 8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
No
9. Date of Implementation:
- 9.1 To be offered: Annually ☐ Biennially ☐ Alternate Years ☒ Other ☐

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 21.12.14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

Linguistic Course Proposal
LING 811.3
Advanced Sociolinguistic Theory and Methods

Course Description:

This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, including methods of collecting and analyzing sociolinguistic data. The theoretical frameworks considered include linguistic relativism, language variation, sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics.

Learning Outcomes:

By the completion of this course, students will be expected to:

- be familiar with the most important theoretical frameworks within Sociolinguistics
- be able to develop quantitative studies addressing research problems in Sociolinguistics
- be able to design a qualitative studies addressing research problems in Sociolinguistics
- be able to develop studies using Conversation analysis
- be able to conduct qualitative interviews
- be able to transcribe and annotate conversations using software such as CHILDES, or ELAN
- be able to read and evaluate Sociolinguistics research
- write research papers that discuss the design of a study using conversation analysis, or quantitative methods,, discuss the collection of data, the analysis of the data, and the evaluation of the results produced by the study.

Course Overview:

Class Schedule:

Weeks 1-2.

Earlier approaches to sociolinguistic descriptions (descriptivists, dialectologists, early urban studies; Marxist Sociology and Sociolinguistic Theory)

Weeks 3-4

Behaviouristic Models and sociolinguistics, the sociology of language, the social psychology of language, linguistic anthropology, social anthropology

Weeks 5-6.

Modern sociolinguistic theories

Ethnomethodology and Ethnography of communication, Variationist sociolinguistics,

Week 7.

Canadian sociolinguistic theories.

Weeks 8-9

Locating and selecting subjects. Data collection (surveys, interviews, observations, fieldwork)

Week 10. Linguistic and sociolinguistic variables. Language variation and the social world and sociolinguistic variables (models of social class, gender, social networks, ethnicity and race).

Weeks 11-12. Analyzing and interpreting variation. Analyzing style-shifting and code-switching

Instructor Information:

Name: Veronika Makarova

Contact: E-mail: v.makarova@usask.ca, or phone: 966 5641

Office hours: M, W, 1.00 - 2.00 pm

Required Resources:

Readings:

Bayley, Robert, Lucas, Ceil (eds). 2007. Sociolinguistic variation: Theories, Methods and Applications ISBN-13: 9780521691819

Chambers, J.K. 2009. Sociolinguistic Theory: Linguistic variation and its social significance. Chichester, U.K.; Malden, MA: Blackwell. (Textbook)

Chambers, J. K. 2003. Sociolinguistic Theory. 2nd ed. Oxford: Blackwell.

Coulmas, Florian (ed). 1997. The Handbook of Sociolinguistics. Oxford: Blackwell. ISBN: 0-631-21193-4

Coupland, Nikolas & Adam Jaworski (eds.) 2009. The New Sociolinguistics Reader. Basingstoke: Palgrave Macmillan.

Coupland, Nikolas, Srikant Sarangi, and Christopher N. Candlin (eds.) 2001. Sociolinguistics and Social Theory. Harlow: Pearson.

Fasold, Ralph W. 1984. The Sociolinguistics of Society. Oxford: Blackwell

Heller, Monica. 2008. Language and the nation-state: Challenges to the sociolinguistic theory and practice. J Sociolinguistics, 12/4, 2008: 504-524.

McMahon, April. 1999. Understanding Language Change. Cambridge: Cambridge UP.

Meyerhoff, Miriam. 2006. Introducing Sociolinguistics. New York: Routledge. ISBN 0-415-39948-3

Milroy, Lesley and Gordon, Matthew. 2003. Sociolinguistics: Method and interpretation. Oxford: Blackwell

Švejc, Aleksandr D. 1986. Contemporary Sociolinguistics. Theory, Problems, Methods. John Benjamins.

Tagliamonte, Sali A. 2006. Analyzing Sociolinguistic Variation. Cambridge: CUP (Textbook)

Wardhaugh, R. 2010. An introduction to sociolinguistics. 6th Ed. Chichester: Wiley-Blackwell.

Watts, Richard J. 2003. Politeness. Cambridge: Cambridge University Press. ISBN 978-0-521-79406-0. A sociolinguistics book specializing in the research on politeness. It's a little tough at times, but very helpful and informative.

The Journal of Linguistic Anthropology.

Supplementary Resources:

Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:

1. Research paper:

Value: 30%.

Due Date: Last day of classes

Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).

Description: Students will be required to write a research paper in which they use a Sociolinguistic research method of their choice. Rather than requiring students to apply for ethics approval, the analysis can be based on a publicly broadcasted conversation (interview, etc.), or statistics on Linguistic Data, such as the Canadian census data. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument that is supported with the data collected, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:

Value: 40%.

Date: Please see the section "Final Examination Scheduling" below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

0-59 Failure

An unacceptable performance.

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or contact DSS at 966-7273 or dss@usask.ca.

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Memorandum

To: Sandra Calver, Associate Secretary, Academic Programs Committee (APC) of University Council

CC: Dr. Veronika Makarova, Head, Department of Religion and Culture
Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date: January 6, 2015

Re: New Program Proposal – Master of Arts in Applied Linguistics

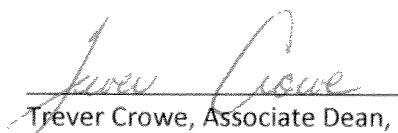
Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of University Council, please find appended to this memo:

- Motions for approval from the Graduate Programs Committee and the Executive Committee of CGSR
- The proposal for the creation of a new Master of Arts in Applied Linguistics
- Consultation with the Registrar form
- Responses from Planning and Priorities Committee of University of Council to Notice of Intent
- Notice of Intent for program proposal

The College of Graduate Studies and Research supported the creation of the new Master of Arts in Applied Linguistics with a final motion to recommend the proposal to APC, carried by the College Executive Committee on January 6, 2015.

The Master of Arts in Applied Linguistics is designed to satisfy demand globally, nationally, and locally. The program has been very popular and successful at the University of Saskatchewan with students admitted “special-case”. The new program contributes to the institution’s 3rd integrated plan offering interdisciplinary graduate programming by bridging science, humanities and social science in the exploration of language and its acquisition and use by humans.

Please do not hesitate to contact me to address any questions or concerns that may arise.


Trever Crowe, Associate Dean, CGSR

MEMORANDUM

TO: Dr. Veronika Makarova, head, Department of Religion and Culture
Dr. David Parkinson, vice-dean, Humanities and Fine Arts

FROM: Fran Walley, chair, planning and priorities committee of Council

DATE: June 23, 2014

RE: **Notice of Intent for a Master of Arts in Applied Linguistics**

Thank you once again for attending the planning and priorities committee meeting on May 28th to present the notice of intent for a new Master of Arts in Applied Linguistics.

Members commented on an excellent proposal, demonstrating a clear demand for graduate studies in the area of applied linguistics, which is inherently interdisciplinary, and has positive outcomes for program graduates. The program utilizes new faculty resources in response to the expansion of students in the linguistics program over the past three years and will enable the college and faculty in this area to increase their research intensity.

As proponents advance the proposal, the committee suggests the following information be included in the full program proposal:

- That the possibility of future collaboration with the Department of Native Studies with respect to native languages be considered;
- That the proposal outline those additional resources required in terms of faculty time to develop new courses;
- That the proposal highlight the benefits such as research capacity building and enhancing research opportunities;
- That the proposal expand upon the financial implications of the program.

Dr. Veronika Makarova
Dr. David Parkinson
June 23, 2014
Page 2

Please let me know if you have any questions regarding any of the items listed above. I wish you every success as you move your proposal through the approval process.

Sincerely,

A handwritten signature in blue ink, appearing to read "Russ Isinger".

- c Roy Dobson, chair, academic programs committee
- Ernie Barber, incoming provost and vice-president academic
- Russ Isinger, registrar and director of student services
- Trever Crowe, associate dean, College of Graduate Studies and Research
- Alexis Dahl, director of the programs office, College of Arts and Science

New Graduate Program Proposal

Master's program M.A. in Applied Linguistics

Notice of Intent (resubmission)

**Submitted to
The College of Graduate Studies and Research and
The Planning and Programs Committee of University Council
April 2014**

The current University guidelines for new program submissions have been used in preparing this letter of intent.

We request the College of Graduate Studies and Research and the Planning Committee of Council to provide feedback on this proposal.

Proposal history

On September 30, 2009, we submitted to the PPCC our Notice of Intent to create an MA in Applied Linguistics in two options: Thesis program and Course program with the focus on ESL/EFL. The proposal was accepted by the PPCC in your memo of 15 October, 2009. The committee, however, expressed a suggestion that “serious consideration” should be given to “re-structuring the program as two separate programs, based upon their distinctions” (PPCC memo, 2009, p.2).

The MA proposal was subsequently developed and submitted to CGSR, but it was temporarily withdrawn by the College of Arts and Science until Linguistics program could acquire more resources and be transferred to another unit. In 2013-2014, Linguistics program acquired additional resources and was transferred to the Department of Religion and Culture. This allowed us to resubmit the revised MA proposal to the CGSR. In preparing the revised version of the proposal, we implemented the above suggestion of PPCC to split the 2 options of the former program proposal into two separate degrees: MA in Applied Linguistics (a thesis-based program) and MATESOL (course-based program). We submitted a notification of NOI change to PPCC in February 2014, and received a request from the Committee Chair Dr. Fran Walley (via Sandra Calver) on February 13, 2014, to resubmit full NOI for both programs. In response to this request by the committee, we therefore hereby submit the new updated NOI for the MA in Applied Linguistics.

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

A. Demand: global, national, provincial, and university

On the global scale, we see an increasing demand in specialists in languages and cultures, language maintenance, and language documentation. Many universities in the English-speaking countries have created MA and PhD programs that accommodate

language specialists from all over the world who are pursuing postgraduate education. Our proposed *MA in Applied Linguistics* is a two-year research-based program with a focus on advanced studies in language learning, language acquisition and linguistic data analysis.

In Canada, leading universities are investing in the development of linguistic research, often in conjunction with other disciplines. Notable in the recent advance of such research collaboration are institutions such as the Centre for Research on Language, Mind and Brain (McGill University and Montreal Neurological Institute) and the Centre for Comparative Psycholinguistics (University of Alberta).

Saskatchewan acutely needs specialists who can describe and popularize English and French as they are spoken in the province, describe and maintain heritage languages, advise the government on the issues of language planning and culture; work with school and educational board authorities on the development of adequate language teaching/learning programs.

While most leading Canadian Universities have postgraduate programs in Linguistics or Applied Linguistics, students majoring in Linguistics at the University of Saskatchewan have no opportunities to pursue postgraduate degrees. The demand in a graduate Applied Linguistics program is created first and foremost by an increase in enrollments in undergraduate Linguistics program. In 2013-14, Linguistics has 67 majors in 3yr/4yr/Honours Linguistics degrees, and the enrollments in Linguistics undergraduate courses in the last 3 years have increased by 78%, according to the official HUMFA statistics.

As well, this university has not yet taken advantage of the rich potential to attract graduate students interested in studying and conducting research in areas of Applied Linguistics of particular relevance to this region. Many language teachers in the province will be interested in upgrading their qualifications and fostering their careers via obtaining a Masters' degree in Applied Linguistics.

Applied Linguistics is one of the most popular areas of specialization in Humanities in China and India. A creation of an MA in Applied Linguistics will help to attract graduate students from the universities in these countries.

Thus, we see the potential demand in the program within the university itself, within the province as well as internationally.

B: Impact on interdisciplinary collaborations and research

Applied Linguistics embodies interdisciplinarity. As such, it opens significant prospects for collaboration in research, teaching, and supervision between the host Department (Religion and Culture) and Departments of Psychology, Philosophy, and Computer Science, which will yield a new emphasis and indeed a sense of urgency to language related research at the University of Saskatchewan.

The unique features of the program

The MA has a number of unique features that will allow it to become one of the leading programs in Canada are:

- The creation of unique courses of high relevance to language-related professions will attract students;
- Insuring flexibility whereby learners can select some courses to pursue their own individual interests;
- Interdisciplinarity (the inclusion of an elective course component in cognate disciplines)
- High experiential learning and community engagement components.

b. Goals

The goals of the new programs are seen thus:

- attracting students from overseas, other provinces, and within the province towards studies of languages spoken in the province of Saskatchewan;
- providing an outcome to graduate studies for students interested in language structure, use and maintenance,
- providing an opportunity for graduate studies for students interested in the heritage languages of the province

The program will be offered as follows:

The **MA in Applied Linguistics** is thesis-based (15 cu coursework plus 15cu thesis=30 cu total). It addresses the needs of the province in language specialists who will:

- describe and popularize English and French as they are spoken in the province;
- promote and research heritage languages and their development in Canada through data collection, speaker statistics, and sociolinguistic studies (the language of the expertise of the current Linguistics faculty – French, English, German, Russian, Inuktitut, as well as the Asian languages taught in the new home Department of Religion and Culture: Hebrew, Chinese, Japanese, and Sanskrit.
- advise the government on the issues of language planning and policy, development, maintenance, learning, and culture by gathering and processing language data;
- pursue other applications of advanced studies of natural and artificial languages in society such as discourse analysis, sociolinguistics, lexicography, artificial intelligence, computer-based translation and language recognition

Learning objectives:

Discovery goals:

- 1) Acquire the intellectual capacity and learner independence required for continuing professional and academic development in the area of Applied Linguistics
- 2) Develop an ability to select techniques and methods adequate to the analysis of a given situation of language use in the modern society; have the ability to address the complexity of the social background of language use.

Knowledge Goals:

- 3) acquire a systematic body of knowledge of the area of applied linguistics sufficient for conducting independent studies of language structure and language

- functions in society;
- 4) develop critical thinking skills required for the critical analysis and application of current linguistic and applied linguistic theories;
 - 5) Acquire sufficient knowledge and practical skills in conducting independent research in the field;
 - 6) Acquire interdisciplinary breadth of theoretical approaches and methodologies and the ability to link research directions with cognate disciplines.

Integrity goals

- 7) Act responsibly, be aware of the fact that a language researcher represents the academic community in the community of language practice;
- 8) Follow appropriate procedures for ethical research and the demands of academic integrity

Skills goals

- 9) Develop the academic communication ability (oral and written)

Citizenship goals

- 10) Respect and treasure all languages and cultures of Canada

The learning objectives above comply with the learning objectives specified by the CGSR for Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 39).

The objectives will be achieved via

- a) The planning and execution of an independent research project in the field of applied linguistics under the guidance of the supervisor;
- b) Taking the course work in the area to enhance theoretical knowledge and critical thinking;
- c) Taking a research methodology course that trains the students to conduct research in the unique area of language-related research;
- d) Having a restricted elective component in the program from cognate disciplines;
- e) Participating in research colloquia and conferences; submitting academic papers to research venues.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

a. Student Demand

As outlined in (1), there are 3 major groups of potential applicants to the degree:

- Undergraduate students of Linguistics and its cognate disciplines in the University of Saskatchewan;
- Teachers of national and heritage languages in the province willing to enhance their knowledge of linguistic theory;
- International applicants predominantly from China, India and Russia.

Among the undergraduate students at the University of Saskatchewan, interest is growing towards a career in Linguistics/Applied Linguistics. The numbers of students majoring in

Linguistics has gone up 400% since 2003. A survey of 104 undergraduate students conducted in the fall of 2008, showed that 103 respondents (99%) think that the University of Saskatchewan would benefit from the degree, and 68 respondents (65%) would consider applying for the degree, if it were offered.

The University of Saskatchewan could also appeal to teachers of French, Spanish, Russian, Ukrainian and Aboriginal and heritage languages willing to enhance their knowledge of language acquisition, structure and maintenance.

The creation of the MA Applied Linguistics program in Saskatchewan will help with the retention of young specialists in the province. Currently, students have to move elsewhere to pursue any language studies at the graduate level.

b. Perceived need within a national context

Saskatchewan has an enormous need for linguistic research, since a large variety of languages is represented in the province. Understanding of the specific features and circumstances of speakers of different languages in Saskatchewan is essential for the sense of place and pride that the people of the province feel towards their homeland. The discussion of the local varieties will be attractive for mass media of the province and will booster the connections between the university and the community. Even small student projects conducted by undergraduate students majoring in Linguistics and Linguistics + Languages have already attracted media attention. Tyler Cottenie's investigation of the etymology of the word "*bunny hug*" were described in the *Star Phoenix* (French, 2007); Robin Burlingham's studies of the origins of the word "*gibbled*" were discussed on CBC Radio, in the *Star Phoenix*, and in the *Guelph Mercury* (MacPherson, 2007). Given the current interest in the languages used in this province, the media and public attention promises to remain enthusiastic regarding the research into the languages of Saskatchewan conducted by the students in the MA in Applied Linguistics.

While all other provinces of Canada have Applied Linguistics degree which fosters research programs in national and minority languages of Canada spoken in these provinces, Saskatchewan does not have a program in the area. Unique specializations of our faculty (in Russian, German, Chinese, Japanese, Inuktitut, ESL, French language studies) can attract students from neighboring provinces as well.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

The proposal aligns well with the University, College and Divisional priorities.

A. "Pursue academically and student driven streamlining and innovations" IP 3, p. 15)

This program will contribute significantly to the fulfillment of the Third Integrated Plan. This program's design makes an emphasis on the advancement of professional skills in Applied Linguistics, i.e., language-related research as well as practical applications in translation and language maintenance.

The research component in our proposed program will be academically vibrant and will also serve the needs of a diverse student population. They will be well positioned to pursue careers in colleges and universities, as well as in non-academic sectors and interdisciplinary areas in Canada and elsewhere. Coupled with attracting a diverse student population, this model will generate additional revenue.

The program aims to advance experiential learning and community connections via training for field-work in Saskatchewan in Research Methods course, focusing on research addressing real-life language maintenance issues in Saskatchewan and invited lectures by community scholars held in Sociolinguistics course.

B. “Strength comes through interdisciplinary and multidisciplinary efforts, with Partnerships that cut across disciplines” (IP 3, p. 5)

The MA is an example of innovative programming. While the core of the program is within the discipline of Applied Linguistics, it also builds inter-unit collaboration that brings together faculty with research expertise in a variety of areas, such as Applied Linguistics, Psychology, Computer Science, and Communication.

- The program will benefit from Asian language courses offered in the new host Department (Religion and Culture): Chinese, Hebrew, Sanskrit, Hindi and Japanese. These courses increase the area of Applied Linguistics studies open to the students (i.e., they can study acquisition of national and a variety of heritage languages of Canada).
- While the program does not focus on Aboriginal languages (since this is the domain of the Native Studies Department), we have additional faculty resources in FNU/Regina university for assistance on projects that may want to introduce some comparison with Aboriginal languages. Three faculty from FNU/Regina are adjuncts in our Department and have expressed renewed interest in joining committees for students whose research may involve some Aboriginal languages component.

By creating these unique interdisciplinary experiences for students and faculty, the program will address the major priorities of the University identified in the Third Integrated Plan, namely to:

- “We will continue to identify, find or develop spaces and places for collaboration and incubation of ideas across disciplines and with a diversity of partners.” (IP 3, p. 6)
- “become a major presence in graduate education.” (IP 3, p.7)

C. “Enhance the University’s research, scholarly and artistic profile” (Integrated Plan, Priority Areas, p. 4)

The proposed program answers the provincial, national and international demands for

specialists in several key areas: language acquisition; language maintenance; language data collection, storage, and processing; translation and interpreting. The need for such specialists is particularly acute in Saskatchewan, a province with a rich multilingual and multicultural heritage. The program will also attract a significant number of students from abroad, since Applied Linguistic studies are highly popular in a variety of regions, such as China, Japan, Middle East, Europe and countries of the former Soviet Union. In these ways, the program will contribute to “be a major presence in graduate education” (IP 3, p. 4). Interaction of the issues related to the teaching and scientific studies of languages in the local Saskatchewan and global contexts within the academic courses of the program and within the research of students and faculty will help the university to “[cultivate] locally grounded aspects of culture, creativity and community that also speak to global issues and challenges” (Third Integrated Plan, p. 11).

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

There are currently no competing programs in the University of Saskatchewan or in the province of Saskatchewan. The suggested program will have a strong undergraduate basis.

As already outlined above in (1, 2 and 3), the program will open more possibilities for collaboration between Linguistics and cognate programs (Religion & Culture, Psychology, English, Computer Science, Philosophy) via graduate student committee membership, co-supervision and interdisciplinary research links.

No existing programs would be deleted.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

The Linguistics program has moved to a new Department (Religion and Culture) in 2013. This move signified important changes that improved the position of Linguistics in the Division and provided it with new resources and new connections with languages.

- There are no additional resources required for the program. Three full-time Faculty positions in Linguistics plus one term appointment and the forthcoming 5th tenure-track position (allocated to Linguistics in 2014/2015 HUMFA Divisional Plan) can handle the core course component of the program. These investments of the College in Linguistics were a necessary financial instrument to respond to the grown demand in Linguistics enrollments at both undergraduate and graduate levels (in the Special Case MA Linguistics). The growth of the demand in Linguistics was further

confirmed during evaluations of the TransformUS exercise.

- In addition to the required 12 cu of graduate Linguistics/Applied Linguistics courses, the 3 cu of electives requirement comes from the offerings by four more different units in the University of Saskatchewan. 15 faculty from 3 departments / units in the University of Saskatchewan and University of Regina / FNU have confirmed their interest in being involved in the graduate student committees and student supervision.
- Faculty support: the Department of Religion and Culture unanimously supported the MA in Applied Linguistics. The program will be revenue-generating with external funding and tuition fees brought in by students from abroad.

Space, audiovisual requirements, library needs, equipment are considered in the detailed budget provided in the full proposal. We do not anticipate any additional resources to be required.

Veronika Makarova,

Associate Professor,
Chair, Interdisciplinary Linguistics Program,
Head, Department of Religion and Culture

David Parkinson,

Professor,
Vice-Dean,
Division of Humanities and Fine Arts,
College of Arts and Science.



Memorandum

To: Sandra Calver, Associate Secretary, Academic Programs Committee (APC) of University Council

CC: Dr. Veronika Makarova, Head, Department of Religion and Culture
Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date: January 6, 2015

Re: Decisions by the CGSR Executive Committee and the Graduate Programs Committee regarding a new Master of Arts in Applied Linguistics

The Graduate Programs Committee considered the proposal for the creation of a new Master of Arts degree in Applied Linguistics at meetings held on November 10, 2014, and December 8, 2014. Following the November meeting, the proponents were asked to respond to 12 issues identified in the proposal including: clarifying program requirements; clarifying course offerings and instructor availability/faculty load; completeness of proposal information; program requirements at comparator institutions; enrolment expectations; rationale for program development; admission requirements versus selection criteria, and overall consistency of information. The proponents were diligent in responding to issues identified. The Graduate Programs Committee reviewed the revised proposal information in December. There was some discussion about the course syllabi information as it seemed somewhat generic, but it was determined that individual course instructors would have academic freedom to provide more specificity. The Graduate Programs Committee wanted consultation to occur with Women, Gender and Sexuality Studies regarding the Gender and Language Course. Professor Marie Lovrod responded for Women, Gender and Sexuality Studies (WGSS) indicating the new LING course would be a nice elective offering for students in the WGSS program, and Professor Lovrod indicated overall support for the program proposal.

Motion: *"To approve the new MA program in Applied Linguistics."* Cooley/Waldner CARRIED

The Executive Committee of CGSR considered the proposal for creation of a new Master of Arts degree in Applied Linguistics at its meeting on January 6, 2015. Committee members discussed resources and available faculty. Some grammatical errors were noted in the proposal. Members noted that "acculturation" of immigrants as a term may have negative connotations and suggested that "integration" may be a better term.

Motion: *"To approve the proposal for the Master of Arts in Applied Linguistics."* Pohler/Henderson CARRIED

From:
Veronika Makarova,
Head,
Department of Religion and Culture

To:
Dr. Dionne Pohler, Chair,
Graduate Programs Committee, CGSR

Cc: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research
Dr. David Parkinson, Vice-Dean, HUMFA, College of Arts and Science

Re: Response to CGSR memo of November 26, 2014

Date: December 1, 2014

Dear Dr Pohler, dear Graduate Programs Committee members,
Thank you very much for your thoughtful reading of our resubmitted MA in Applied Linguistics program proposal.

I answer the questions that you raised in your memo of November 26, 2014 as well as attach the revised version of the proposal incorporating all your suggestions.

1. *In the course proposals, there was reference to a program Option A and a program Option B. Options were not indicated in other areas of the program proposal. The Committee would like that information clarified.*

I apologize for the oversight. There are no options in the proposal. The course proposals have been corrected and appended to the currently attached version of the MA proposal.

2. *Some of the course proposals did not indicate the timings of offerings, that is, which terms and years courses would be offered.*

A chart with the schedule of course offerings (required vs electives) has been added to the proposal, the course proposal forms have been corrected.

3. *Some courses were indicated to be elective course offerings in some parts of the proposal, but were identified as compulsory in other parts of the proposal. The proposal needs to clearly and consistently identify the proposed requirements for degree completion.*

The required vs elective components were clarified in the main body of the proposal. The course proposal forms have been corrected.

4. *Some information from the course forms and syllabi was missing. The course forms and syllabi need to be completed in full.*

The course forms and syllabi have been updated following the guidelines on the website of Gwenna Moss Center for Teaching Effectiveness. Revised forms and syllabi are attached.

5. *The overall amount of course offerings seemed too ambitious for the projected enrolment.*
The elective component course number has been cut from 4 (in the earlier version) to two (in the currently resubmitted version). The scheduling chart was offered to show that the number of course offerings per year is realistic.

6. *Course evaluation information needs to provide more detail.*
The syllabi have been revised to reflect this recommendation.

7. *The Committee would like to know what other Linguistics Master's level programs exist in Canada, specifically at other U15 institutions. Please provide a table indicating admission and program requirements for comparator programs.*
The chart was added as an Appendix to the proposal (p 22) as well as to this memo.

8. *The proposal contained inconsistencies with projected enrolment numbers.*
Course forms have been revised accordingly.

9. *The Committee would like to see a stronger rationale for introducing the program.*
Rationale has been enhanced in the currently resubmitted version.

10. Committee members expressed concern regarding the workload for the faculty complement. Members questioned the implications to student programs if faculty were unavailable.

The current proposal requires the maximum of 9 cu of graduate Linguistics courses offered towards the program per year (ref the scheduling chart on p. 14). Since 2010-11, Linguistics program has already been offering 9 to 15cu graduate courses a year towards the MA in Linguistics (Special case) student programs of studies. Linguistics currently has 5 full-time positions, of which 3 are designated primarily towards the proposed MA in Applied Linguistics. Each faculty in Linguistics has the regular workload of 15 (Assistant/Associate profs) to 18 (instructors) cu per year. This workload is the same as in all Humanities Departments (except for English and History where the faculty workload is reduced) and is determined by the internal policies of the College of Arts and Science. Thus, the total yearly capacity in Linguistics program is 27 courses or 81 cu, of which 3 courses (9cu) is dedicated towards the proposed graduate program. 19-20 courses (up to 60 cu a year) are sufficient for the running of the undergraduate Linguistics program and have been offered in the last few years. The number of faculty in Linguistics therefore guarantees that the program is robust and can sustain the 9 cu graduate courses a year. As the enrollments in the proposed MA increase, the program will likely transition to the offering of all the 12cu required courses on the yearly basis.

11. *Committee members questioned the admission requirements wondering if the proposed requirement of 12 credit units of Linguistics courses completed during the bachelor's*

degree would be a mandatory admission requirement or if it should be a consideration when screening applications.

Most graduate programs in Linguistics require from 12 cu Ling up to a 4yr BA/ BAHON majoring in Ling (39 cu Ling). However, the minimal requirement we have found in Canada is 9cu. We therefore changed the requirement to 9 cu.

12. Overall, the proposal needs to be consistent throughout.

We revised the proposal for consistency.

13. Associate Dean Trever Crowe would be prepared to work with the proponents to help facilitate approval.

We thank Associate Dean Crowe for his support and assistance. I will request an overview of the revised proposal.

Sincerely,
Veronika Makarova,
Head,
Department of Religion and Culture,
Linguistics Program Chair.

Appendix

Linguistics Master's level programs in Canadian universities

University	Program	Program requirements	Admission requirements
Alberta	MSc Ling	21 cu coursework plus thesis (thesis-based) 27 cu plus project (coursework)	15cu Linguistics
BC	MA Ling (thesis)	18cu coursework plus 6cu thesis	substantive coursework in the areas of linguistics that form the theoretical core of our program: syntax, phonology, phonetics, and semantics (about 18cu min)
Calgary	MA Linguistics	12 cu Ling, thesis research presentation	A four-year undergraduate degree with a Grade Point Average of at least 3.0 or equivalent. Significant undergraduate training in linguistics, normally including at least one course in syntax and one course in phonology.
Carleton	MA Applied Linguistics	15 cu plus thesis	a B.A.(Honours) degree in a discipline involving the analysis of language or the study of language use or learning; or a 3 year B.A. in a relevant discipline
Manitoba	MA Linguistics	18 to 24 cu plus research paper	a four-year degree (Bachelors or equivalent) in a relevant area, adequate background in Linguistics
McGill	MA Linguistics (coursework)	15 cu grad Ling courses plus research project	a B.A. with a specialization in linguistics
Memorial	MA Linguistics	15 cu grad Ling courses plus	BA major in Linguistics (or equivalent); (a

	(thesis)	thesis	minimum B+ average in the Linguistics courses)
Ottawa	MA Linguistics	18 cu (3 required and 3 electives courses) plus thesis	A B.A. with honours in Linguistics (or the equivalent)
Simon Fraser	MA Linguistics	24 cu plus thesis	an adequate background in linguistics (an introductory course in linguistics, courses in phonetics, phonology, syntax, morphology and semantics). Students having little or no academic preparation in linguistics will not be admitted.
York	MA Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) in linguistics or equivalent with a minimum of a B+ grade point average in the last two years of study
York	MA Applied Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) with a minimum of a B+ grade point average in the last two years of study in an appropriate field.