



# LING 309 LANGUAGE AND POWER SUMMER 2023 (AN EXAMPLE)

COURSE DESIGN CONVERSATIONS



## **LING 309 *Language and Power* Summer 2023 (Example for Constructive Alignment)**

This example alignment chart demonstrates how course learning outcomes can be aligned to teaching and learning activities and student assessment methods:

1. A variety of teaching and learning activities and assessment methods can be used to measure course learning outcomes throughout the course.
2. A specific teaching and learning activity can be used to scaffold student learning in preparation for the assessment.
3. A specific assessment method can be used to measure multiple levels of learning by varying the questions/purpose of that assessment.

### **Course context:**

This 3-credit course will focus on the use of language to create, enhance and justify positions of dominance or subordination, or to influence and persuade populations. It will look at how language reflects a speaker's age, ethnicity, gender and class and examine how language represents and constructs a speaker's identity and attitude to language use.

The course aims to develop students' awareness of linguistic diversity as well as linguistic tolerance and empathy. The long-term goal of the course is to contribute to greater linguistic justice.

### **Number of Students:**

100 students, often attended by Communications and Film, Political Science, Linguistics and Languages students

### **Course Learning Outcomes:**

By the end of the course, students are expected to:

- Apply sociolinguistic concepts to everyday situations and their own life.
- Analyze the ways in which language can reinforce or challenge social hierarchies and discriminations within a community, drawing connections between language policy and linguistic justice.
- Interpret the representation of identity in language use, considering factors such as age, ethnicity, gender, and class.
- Evaluate the impact of linguistic diversity on societal interactions, recognizing the contributions of various cultural and social groups, including their own.



<b>Course Learning Outcome(s)</b> <i>What should students be able to do, know, or value by the end of the course?</i>	Teaching & Learning Activities	Student Assessment Method (Grade %)	Level of Bloom's Taxonomy		
			<i>Remember/Comprehend</i>	<i>Apply/Analyze</i>	<i>Evaluate/Create</i>
1. Compare and contrast key sociolinguistic concepts based on factors influencing language choice such as age, ethnicity, gender, and class.	<b>Instructor does:</b> Lectures Creates thought-provoking discussion questions allowing students to reflect on sociolinguistic concepts covered in class. Encourages students to engage in self-reflections of class material, providing examples from their own lives.  <b>Students do:</b> Reading, listening to lectures Participate in small group and large group discussions on a given topic.	<b>4 online quizzes on D2L (4 x 5%) - 20%</b>  15-20 questions each of different types (multiple choice, true/false, drop and drag, fill in the blanks). Question pools and a randomization feature in used.  Open book (students are allowed to use their notes, the instructor's slides, the textbook)	✓	✓	
2. Develop awareness of linguistic diversity as well as linguistic tolerance and empathy. 3. Apply sociolinguistic concepts to everyday situations and their own life.	<b>Instructor does:</b> Lectures Presents factors influencing language choice and sets up student group discussions in person and online (using Top Hat). At the end of each discussion, there is a debrief and a general summary, reinforcing the notions studied in class.	<b>2 online discussions of assigned readings</b> (at least 1 post and 1 response to another student's post per discussion) - 15% Choose two topics from the forum to which they contribute at least one post and respond to at least one other student's post. Establish connections	✓	✓	✓



	<p><b>Students do:</b> Reading, listening to lectures Analyze the sociolinguistic concepts, establishing connections between the assigned readings and the lecture.</p>	between the assigned readings, lectures and everyday life, providing examples from their own life.			
4. Develop a language policy for a particular country, taking into account ways in which language can reinforce or challenge social hierarchies and discriminations.	<p><b>The instructor</b> describes the main notions related to language policy and asks students to provide examples of countries corresponding to the presented models.</p> <p><b>Students</b> discuss the examples of language policies in countries around the world.</p> <p><b>Students</b> do an ungraded trivia game on the covered concepts and examples.</p>	<p><b>Group Project - 25%</b> (group presentation – 10% + final project submission – 15%).</p> <p><b>The instructor</b> 1) creates D2L groups of 4-5 participants with the names of countries the language situation and policy of which students will research; 2) posts a clear plan with the steps students need to take before they submit their final project; 3) provides a list of resources students can draw on when working on the group project.</p> <p><b>Students</b> 1) self-enrol into one of the groups based on the country they are interested in researching; 2) allocate roles with the group; 3) create a draft of the project which they will</p>	✓	✓	✓



		<p>present to the TA; 4) receive feedback from the TA and share an abstract of their project in D2L Discussions and give feedback to other groups on their respective projects; 4) create the final version of the project which they will submit to D2L Dropbox.</p>			
<p>5. Synthesize and critically reflect on concepts related to linguistic diversity and how they affect the everyday life of various cultural and social groups, including their own.</p>	<p><b>The instructor</b> encourages students to share examples from their own life in class discussions to demonstrate the studied concepts. Divides students into groups asking them to create a poster on a given topic, demonstrating connections between different sociolinguistic concepts.</p> <p><b>Students do:</b> Review the class material and create posters demonstrating connections between sociolinguistic concepts, do a gallery walk reflecting on different groups' posters.</p>	<p><b>Final reflective essay (30%)</b> 10-12 questions that students respond to in 200-300 words each, connecting the lectures, assigned readings and their personal experiences.</p>	✓	✓	✓



		<b>Class participation (10%)</b> Based on Top Hat and in-class attendance and activities, assessed with a rubric	✓	✓	✓
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