Designing an accessible Introduction to Hispanic Linguistics course

ASHWINI GANESHAN
DEPARTMENT OF MODERN LANGUAGES
Organization

1. Challenges
2. Designing the course
3. Assessments and rubrics
4. Class materials
1. Challenges

- **Covering Content**
  - the expectation is that the course will provide a solid overview of a wide range of topics in Hispanic Linguistics
  - in many institutions it prepares students for future linguistics courses within the department; but not in all.

- **Textbooks**
  - information, not meaning-making or transfer
  - proficiency level
  - not tailored

- **New linguistics research and authentic examples of language use**
2. Designing the Course

- Knowledge and awareness of your context
- Backward Design (Tyler, 1948; Anderson et al., 2001)
  - Learning goals (Barkley & Major, 2016)
  - Learning outcomes (Bloom’s Taxonomy)
  - Taxonomy of Significant Learning (Dee Fink 2013)
- Assessments
- Class materials
Big Idea, Essential Questions (Wiggins & McTighe, 2011, p.73)

1. Cause genuine and relevant inquiry.
2. Provoke deep thought, lively questions, sustained inquiry, new understanding, and more questions.
3. Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
4. Stimulate vital ongoing rethinking of ideas, assumptions, and prior lessons.
5. Spark meaningful connections with prior learning and personal experiences.
6. Naturally recur, creating opportunities for transfer to other situations.
Big Idea, Essential Questions for Intro to Hispanic Linguistics

- What is language?
- How and why do human beings learn/use languages?
- What is language/the Spanish language made of?
- How can we study the Spanish language in a scientific manner?
- What is the connection between the structure and the function of Spanish language?
- How does the Spanish language change or stay similar across different Spanish speaking communities?
- What are the similarities and differences between the English language and the Spanish language?
Learning goals and learning outcomes (Barkley & Major, 2016)

- Learning goals (hope)
  - What do you want your students to learn and gain in your course?

- Learning outcomes (proof)
  - What your students will be able to do on completing the course?
Learning outcomes

Bloom’s Taxonomy

- **Remember**
  - Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate

Observable

Revised version Anderson et al, 2001
Original version Bloom, 1956
Learning goals for Intro to Hispanic Linguistics

- to familiarize students with the basic concepts in several areas of Hispanic linguistics
  - phonetics and phonology
  - morphology
  - syntax
  - semantics and pragmatics
  - sociolinguistics
- to prepare students for future linguistics and language courses
  - learn to read simple linguistic texts
  - use linguistic terminology to describe linguistic phenomena
  - find patterns and do simple analyses of data
Learning outcomes for Intro to Hispanic Linguistics

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

a) identify the different areas of study within Hispanic linguistics;

b) demonstrate a familiarity and understanding of the basic concepts in linguistics, phonetics, phonology, morphology, and syntax;

c) analyze a simple set of linguistic data in the above areas, speculate, and draw plausible conclusions;

d) read short linguistic texts and summarize the main ideas;

e) describe Spanish language variations observed across Latin America and the USA using basic concepts in phonetics, phonology, morphology, and syntax;

f) discuss the importance of language study in the context of current world issues.
Taxonomy of Significant Learning (Dee Fink 2013)

Learning Goals Inventory (Barkley and Major, 2016):

Source:
https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf
Learning goals

- to give students the opportunity
  - for cooperative and collaborative learning
  - to become autonomous and self-aware learners
  - to make meaning of the class content
## Short summary

<table>
<thead>
<tr>
<th>Big Idea, Essential Questions</th>
<th>Learning goals</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does speech differ from orthography?</td>
<td>To teach IPA to show that speech and orthography are different and to show that IPA may be a more scientific method (than orthography) to capture speech</td>
<td>By the end of the chapter/course, the student will be able to demonstrate that speech and orthography can differ.</td>
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## Short summary + next steps

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<th>Big Idea, Essential Questions</th>
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<th>Assessments</th>
<th>Class materials</th>
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<td>To teach IPA to show that speech and orthography are different and to show that IPA may be a more scientific method (than orthography) to capture speech</td>
<td>By the end of the chapter/course, the student will be able to demonstrate that speech and orthography can differ.</td>
<td>IPA transcription of a text (HW, part of exam)</td>
<td>Exercises on IPA transcription</td>
</tr>
</tbody>
</table>
## 3. Assessments
(See HO)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Outcomes are assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Participation</td>
<td>b, d</td>
</tr>
<tr>
<td>Short Quizzes (multiple for each chapter, two dropped)</td>
<td>a, b, c, e</td>
</tr>
<tr>
<td>Chapter Exams (5x, one can be retaken)</td>
<td>a, b, c, e, f</td>
</tr>
<tr>
<td>Homework (5x or more, all or nothing, at least 3 must be completed satisfactorily)</td>
<td>a, b, c, d, e, f</td>
</tr>
<tr>
<td>Final Group Project &amp; Presentation (1x, all or nothing)</td>
<td>a, b, c, d, e, f (at least 4 of these)</td>
</tr>
</tbody>
</table>
3. Assessments contd.

- Multiple ways and chances to assess outcomes
  - written and oral, other creative means
  - choices in assessments and/or questions
  - resubmissions
  - reflection questions
  - combination of individual work and group work

- Rubrics
Homework

- **Homework (5x or more, all or nothing, at least 3 must be completed satisfactorily):**
  - assigned at the end of each chapter
  - cover both the theoretical aspects and practical problem sets.
  - can be discussed in groups but the final version must be prepared and submitted individually by the date indicated on Blackboard.
  - late homework assignments not accepted.
  - After satisfactorily completing 2 homework assignments, the 3rd one can be done in pairs or groups.

- **All or Nothing (See Nilson, 2015, for Specifications grading)**
  - in order to receive the 20% of the grade 3 homework assignments must be completed satisfactorily on time.
  - In case you submit a homework assignment but it is not satisfactory, you will have one chance to revise and resubmit it after I have given you feedback.
  - You will have a week to submit the revised homework assignment. Late revised submissions will not be accepted.
Example 1: Homework 3, Chapter 5  
(See HO)

- Two parts with choices
- Learning outcomes depend on choices chosen:
  (b) demonstrate a familiarity and understanding of the basic concepts in linguistics, phonetics, phonology, morphology, and syntax;
  (c) analyze a simple set of linguistic data in the above areas, speculate, and draw plausible conclusions;
  (d) read short linguistic texts and summarize the main ideas;
  (e) describe Spanish language variations observed across Latin America and the USA using basic concepts in phonetics, phonology, morphology, and syntax;
  (f) discuss the importance of language study in the context of current world issues.
- Rubric is a checklist
Final Group Project

- Final Group Project & Presentation (1x, all or nothing)
  - should be meaningful to you and your group.
  - an applied project that uses theoretical concepts.
  - should reflect at least 4 of the 6 learning outcomes of the course.
  - the rubric created together in class and then adapted to every group project as needed.

- All or nothing (See Nilson, 2015, for Specifications grading)
  - you have to meet all the guidelines for the project otherwise you receive a zero
  - you have three chances to re-do/re-attempt any of the guidelines not met
Example 2: Final Group Project

Learning outcomes (4 of 6 have to be met):

(a) identify the different areas of study within Hispanic linguistics;
(b) demonstrate a familiarity and understanding of the basic concepts in linguistics, phonetics, phonology, morphology, and syntax;
(c) analyze a simple set of linguistic data in the above areas, speculate, and draw plausible conclusions;
(d) read short linguistic texts and summarize the main ideas;
(e) describe Spanish language variations observed across Latin America and the USA using basic concepts in phonetics, phonology, morphology, and syntax;
(f) discuss the importance of language study in the context of current world issues.

Freedom to make it meaningful
Rubric and deadlines

See HO
4. Class materials

- Textbook and workbook
- Other books
- Online resources:
  - Sounds of Speech: http://soundsofspeech.uiowa.edu/index.html#english
  - Gramáticas: https://www.gramaticas.net/
  - Introducción a la Lingüística: https://sites.google.com/site/linguisticaveronicahdez/home
  - Lingthusiasm: https://lingthusiasm.com/
  - Diccionario de Lengua de Señas Mexicana: https://www.conapred.org.mx/documentos_cedoc/DiccioSenas_ManosVoz_ACCSS.pdf
  - Corpora: http://spanishintexas.org/
  - Pragmatics: http://coremah.com
4. Class materials contd.

- About writing
## Reevaluation

<table>
<thead>
<tr>
<th>Big Idea, Essential Question</th>
<th>Learning goals</th>
<th>Learning outcomes</th>
<th>Assessments</th>
<th>Class materials and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the Big Idea and Essential Questions need to be revisited and reformulated?</td>
<td>Do the learning goals reflect the Big Idea and Essential Questions of the course?</td>
<td>Do the learning outcomes align with the learning goals of the course? How?</td>
<td>Do the assessments show that students are achieving the learning outcomes? Which ones?</td>
<td>Do class activities help the student work towards achieving success in the assessments? How do you know? Which class activities help with which assessments?</td>
</tr>
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</table>
Conclusion

- Knowledge and awareness of your context
- Backward Design (Tyler, 1948; Anderson et al., 2001)
  - Big Idea, Essential Question (Wiggins & McTighe, 1998)
  - Learning goals
  - Learning outcomes (Bloom’s Taxonomy)
  - Taxonomy of Significant Learning (Dee Fink 2013)
  - Assessments
  - Class materials and activities
Bibliography


QUESTIONS?

Email: ganeshan@ohio.edu

Website: http://ashwiniganeshan.wixsite.com/ganeshan
### 3. Assessments

(See HO)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Grade</th>
<th>Which learning outcomes are assessed</th>
</tr>
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<tbody>
<tr>
<td>Preparation and Participation</td>
<td>10%</td>
<td>b, d</td>
</tr>
<tr>
<td>Short Quizzes (multiple for each chapter, two dropped)</td>
<td>10%</td>
<td>a, b, c, e</td>
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<tr>
<td>Chapter Exams (5x, one can be retaken)</td>
<td>50%</td>
<td>a, b, c, e, f</td>
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<tr>
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<td>20%</td>
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