

Detailed Course List

MA Applied Linguistics & Discourse Studies

The descriptions below are more detailed than the official descriptions found in the [Graduate Calendar](#). Please note courses may vary somewhat from year to year.

ALDS 5000 - 5099 - Core

ALDS 5001 Directions in Applied Linguistics & Discourse Studies (0.5 credit) * required

This course offers an introduction to the M.A. program in Applied Linguistics and Discourse Studies. It is concerned with “directions” in ALDS in two senses: it reviews many of the directions in which ALDS theory and research are oriented, and it aims to support the clarification and elaboration of the directions of students’ own work in the program. Guest lectures and associated readings elaborate diverse areas of ALDS research and theory. Students work with textual practices commonly used in the program, including careful reading, journal-writing, and preparation of bibliographies and literature reviews. The entire course is highly interactive, with students sharing ideas and resources, as well as interacting with faculty.

ALDS 5002 Inquiry Strategies in Applied Linguistics & Discourse Studies (0.5 credit) * required

Inquiry strategies in ALS shape research that is undertaken to understand language, speech and writing; their uses; and their teaching/learning. These strategies have several aspects. First, research questions are

formulated. These questions variously take up theoretical traditions (in linguistics, social science, and education), policy interests (e.g. in educational or labour market management), or practitioner concerns (e.g. in teaching strategies or teaching autonomy). Second, methodology is articulated. There is a choice of research approach (e.g. a quasi-experiment or ethnography) suited to the questions formulated. Ethical clearance is obtained (if the research involves human participants), observations are made (or data is collected). Results are presented and discussed. Conclusions relate the research findings to current work, identify limitations and implications, and suggest future directions. This course examines research from a methodological perspective, and introduces students to the range of research approaches and inquiry strategies available for Applied Language Studies.

ALDS 5005 Theoretical Foundations for Applied Linguistics & Discourse Studies (0.5 credit)

The course explores the contributions of major theorists Lev Vygotsky, Mikhail Bakhtin, Michel Foucault, Pierre Bourdieu, Dorothy Smith, Anthony Giddens, and Kenneth Burke, with a focus on theoretical concepts of particular significance for research and pedagogy in

Applied Language Studies. With each author, we will first read and discuss primary texts and then examine one or more recent qualitative research studies that draw on the author’s work to orient the research and construct a theoretical framework for analyzing empirical data.

ALDS 5100 - 5199 - Theoretical & Linguistic Descriptions of Language Use

ALDS 5102 Systemic-Functional Linguistics (formerly LALS 5709) (0.5 credit)

Functions of language in the exchange of meanings between people in a wide variety of communicative situations. Semantic and syntactic resources available in these different contexts. Interactions between language and the social context.

A few of the reasons why we study language from a functional perspective are:

- to understand how language varies according to both user and use,
- to understand why a text (or discourse) means what it does,
- to understand the relation between language and culture and language and situation,

- to understand the many aspects of the role of language in the social communities in which we are engaged.

**ALDS 5103 Major Structures of English
(formerly LALS 5801)**
(0.5 credit)

The structure of the English language, highlighting important contrasts between English and other languages and grammatical difficulties for ESL learners.

* **Note:** May be piggybacked with ALDS 4801

ALDS 5200 - 5299 - Language Pedagogy & University Teaching

ALDS 5201 Language Classroom Research
(0.5 credit)

Students in this course investigate second language classroom research, looking both at the research methodologies that have been used, and the data and findings that are available. Particular attention is paid to the types of questions that have been asked about these kinds of classrooms and the different research traditions that have evolved. Finally, new directions in research and methodology will be investigated. Students will observe a language classroom during the term and collect data for analysis.

ALDS 5202 Curriculum in Language Teaching
(0.5 credit)

This course examines current theory and practice in curriculum development as it relates to: stakeholder interest and involvement, philosophies of teaching and learning, and theories of educational change. Students will explore issues relating to curricular innovation in relation to changing definitions of language, and alternative teaching methodologies and syllabus design. Students are encouraged to draw on their own experiences in specific language teaching/learning contexts to reflect on both curricular potential and resistance to educational change.

ALDS 5203 Issues in English Language Teaching/Teacher Education
(0.5 credit)

Rather than provide a basis in methodology, this course examines current issues in second and foreign language teaching and teacher education. Topics/issues vary from year to year, but can include the following: error correction, appropriate pedagogy, group work, critical pedagogy, and English as a global language, approaches to language teacher education and methodologies used in teacher education programs. Students are encouraged to draw on their experiences from ESL and EFL contexts and to explore them in relation to theory and research. The course begins as a lecture format, but gradually changes to one of seminars.

ALDS 5204 Seminar in University Teaching
(0.5 credit)

This seminar addresses current research in higher education teaching. Principles of teaching and learning, methods of instruction, modes of academic discourse, and the role of teaching in university scholarship are topics covered in this course. The course is designed for graduate students interested in teaching in university settings.

ALDS 5205 Teaching English as a Second Language: Methodology
(1.0 credit)

Classification of classroom teaching methods and materials; adaptation of teaching materials for particular situations; creation of teaching materials; teaching techniques and strategies.

* **Note:** Piggy-backed with ALDS 4205 .

ALDS 5207 Pedagogical Grammar in Second & Foreign Language (SL/FL) Teaching
(formerly LALS 5603)
(0.5 credit)

This seminar examines the concept of pedagogical grammar in second language teaching, and critically examines recent theories on "focus on form" in communicative language classrooms and related empirical work.

ALDS 5208 Languages for Specific Purposes (LSP)

(0.5 credit)

This course examines research and practices in Languages for Specific Purposes, a sub-field of applied linguistics aimed at addressing the specific needs of language learners for specialized communication. The course will begin with an overview of the scope and history of LSP in view of related fields, and then investigate key issues and approaches in LSP research and pedagogy. While many examples will be taken from English for Academic Purposes, particularly the EAP program at Carleton, the methodologies for discourse analysis, needs analysis, and course development that will be examined in the course will be applicable to, and illustrated in light of, other strands of ESP such as English for Business and English for the Workplace. Participants in the seminar will be encouraged to draw on LSP research to design a course and materials for a specific group of learners, and/or to contribute to LSP research by conducting a study on a specialized discourse or an LSP teaching context. Reflecting the bias of LSP toward the English language, class discussion will focus on the teaching and learning of English. However, situations and research involving other languages, such as French or Japanese, will also be considered according to the course participants' interests.

ALDS 5300 - 5399 - Language & Cognition

ALDS 5301 Language & Cognition

(0.5 credit)

Structure and representation of linguistic knowledge in human cognition. May include child language acquisition, language processing and language impairment.

* **Note:** Cross-listed with Cognitive Science CGSC 5003

ALDS 5302 Language Acquisition (formerly LALS 5601)

(0.5 credit)

This course will deal with a selected number of issues in language acquisition research, mainly focusing on second language acquisition. A sampling of topics covered would include:

1. various proposals for conceptualising and assessing development in the second language;
2. the role of input and feedback;
3. comprehension and its relationship to acquisition;
4. the issue of fossilization;
5. the role of metalinguistic information in internalising a second language;
6. the relationship between acculturation and second language learning success.

ALDS 5303 Linguistic Analysis, Culture & Cognition

(0.5 credit)

Universals of language from a cross-culture perspective. Studies of lesser-known languages leading to critical understanding of universal human concepts and communication

practices in culture-specific configurations. Cross-linguistic analysis as a means to general understanding of diversity and universality in human cognition.

ALDS 5400 - 5499 - Contexts of Language Use

ALDS 5407 Language Policy & Planning

(0.5 credit)

Analysis of interaction of political, social and cultural factors in the planning and implementation of language policy around the world, with particular emphasis on the case of English in a selection of socio-political contexts. Exploration of various theoretical and methodological orientations in the field of LPP.

ALDS 5408 Critical Discourse Analysis (formerly LALS 5708)

(0.5 credit)

Inquiry into the role of language and discourse, including multimodal discourses, in the structuring and motivating transforming of sociopolitical and cultural change. Critical analysis of discourse in a wide range of contexts such as the media and education will be of use to graduate students in each of the streams of the M.A. program. It will help students interested in ESL or EFL to examine teaching texts more critically; for those in the writing/genre, and literacy stream it will help them to analyze the different rhetorical purposes to which written and spoken language are put and to engage with the many

discursive aspects in different situational contexts.

ALDS 5409 Policy and Practice in Literacy & Language Education (formerly LALS 5704 Research in Adult Literacy)

(0.5 credit)

This seminar examines the shaping of literacy and language education within larger institutional processes. It has a particular concern with the ways that programs and teaching are structured within extended social relations of public discourse, government policy, and institutional “accounting” practices (mandates, funding, curricula, reporting requirements, etc.). The method of institutional ethnography will be introduced as a way to discover the embedding of teaching and learning within institutional and ideological regulation, starting from the places we experience them. In major papers for the seminar, participants may focus on diverse areas of language and literacy education in accordance with their interests.

ALDS 5500 - 5599 - Testing, Assessment & Evaluation

ALDS 5501 Language Testing & Assessment

(0.5 credit)

This course will provide you with the opportunity to: read extensively about key issues in language testing, analyze methods for the test development and validation, review

methods applied to the analysis of tests, particularly as they relate to issues of reliability and arguments for validity, engage in research related to test taking and test evaluation.

ALDS 5600 - 5799 - Writing Studies

ALDS 5605 Research & Theory in Workplace Writing (formerly part of LALS 5605 Writing: Overview of Approaches)

(0.5 credit)

The course explores major developments in the study of workplace writing from the 1970s to the present, with an emphasis on more recent research. Attending to theories and methods that researchers have used to study writing in the workplace, we will examine published research that looks at questions such as how writing is used in accomplishing work, what constitutes proficiency in writing in professional settings, and how novices in the workplace learn to write in the ways they need to. In addition to exploring theories and reading reports of empirical research, you will engage in a guided research project of your own, examining a workplace genre of your choice. Other course work could include written commentaries on the course readings and a seminar presentation.

ALDS 5606 Adult Literacy Practices & Learning

(0.5 credit)

This seminar develops a tradition of theory and research in which literacy is understood as all the practices with texts through which people engage in social relations, in their communities

and in all the institutions of society. In this tradition, literacy learning is seen to occur within that active engagement, so the technical capacities of literacy are secured simultaneously with claiming their powers. This implies that teaching and program organization at their best are coherent with learners' lives. Although the seminar will focus in part on adults in Canada with limited literacy, the conception of literacy as social practices will allow participants in project work to make discoveries about the workings and learning of literacy in any sphere of professional or everyday experience.

ALDS 5607 Research & Theory in Academic Writing (formerly part of LALS 5605 Writing: Overview of Approaches)

(0.5 credit)

The course examines major developments in the study of academic writing from the late 1960s to the present, with an emphasis on more recent research. As theories, research methods, and pedagogies have evolved, the study of academic writing has maintained a focus on four primary issues: what the act of writing in academic settings entails, what proficiency in academic writing involves, how students develop their writing abilities, and how writing instruction can support this development. In addition to exploring theories and reading reports of empirical research, you will engage in a guided research project, examining a disciplinary discourse of your choice. Other course work could include written commentaries on the course readings and a seminar presentation.

ALDS 5703 Approaches to Genre Studies

(0.5 credit)

Over the last several decades, genre has become a central theoretical concept and tool of analysis in the fields of Writing Studies and Discourse Studies. At the same time, scholars working in different traditions of genre studies (for example, English for Specific Purposes, North American Genre Theory, and the Sydney School) have reinterpreted the notion of genre with an accent on its social dimensions and an emphasis on non-literary genres. In this course we will examine several recent approaches to genre and discuss the social, cultural, and ideological dimensions of genres used in different disciplinary and professional settings. In addition to exploring theories and reading reports of research in genre studies, you will engage in a guided research project, investigating a genre of your choice using tools discussed in the course readings. Other course work could include written commentaries on the course readings and a seminar presentation.

ALDS 5705 Second Language Writing:

Research & Theory

(0.5 credit)

This graduate seminar examines theories and practices related to the teaching and learning of writing in a second language through discussions, readings, and opportunities for writing about and reflecting upon writing. The course format is intended to help participants make connections among personal experiences of teaching and learning writing, ways of teaching L2 writing, and current research and theories on L2 writing development and L2 writing instruction. The

first part of the course will focus on understanding the nature of L2 writing development from different theoretical orientations and from the multiple perspectives of developing writers and L2 writing researchers. Then, the course will focus on the ways in which instruction may facilitate L2 writing development. Through its two-fold focus on the learning and teaching of L2 writing, the course will attempt to synthesize theories and practices of L2 writing into principles and models of L2 writing development and L2 writing instruction.

ALDS 5800 - 5899 - Practicum Courses

ALDS 5806 Practicum in Language Teaching (formerly LALS 5206)

(0.5 credit)

Observation of English as a second language classrooms, supported and informed by theory and research in language teaching. Topics include the roles of learners and teachers, types of classroom discourse, materials and syllabuses, and sociocultural issues. Students will be required to synthesize their observations with guided reading on particular themes.

ALDS 5900 - 5999 - Tutorials, Special Topics, Research Essay & Thesis

ALDS 5902 Tutorial in Applied Linguistics & Discourse Studies

(0.5 credit)

The tutorial (which is like an independent study or directed reading course) is offered in any term under the supervision of a faculty member who agrees to participate.

*** Note:** Must be taken with supervisor and permission of department.

ALDS 5903 Special Topics in the Teaching & Acquisition of Additional Languages

(0.5 credit)

Exploration of a topic from current research into the teaching and acquisition of additional languages. Topics vary from year to year.

See web site for course description.

ALDS 5904 Special Topics in Written Discourse/Literacies (0.5 credit)

Exploration of a topic from current research into the nature, acquisition and teaching of written discourse/literacies. Topics vary from year to year.

See web site for course description.

ALDS 5905 Special Topics in Applied Linguistics & Discourse Studies (0.5 credit)

Exploration of a topic from current research into the nature, acquisition and teaching of written discourse/literacies. Topics vary from year to year.

See web site for course description.

ALDS 5907 Tutorial in Applied Linguistics & Discourse Studies

(1.0 credit full year course)

** Note: Must be taken with supervisor and obtain permission of department.*

ALDS 5908 Research Essay

(1.0 credit)

** Note: Must be taken with supervisor and obtain approval of a research essay proposal.*

ALDS 5909 MA Thesis

(2.0 credits)

** Note: Must be taken with supervisor and obtain approval of a thesis proposal.*

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