List of Fall 2014 Graduate Courses (full descriptions follow below):

311: 1st Sem Dutch-Grad Stdts, 3 cr.
313: 3rd Sem Dutch-Grad Stdts, 3 cr.
335: Dutch Conversation & Composition, 3 cr.
391: German for Graduate Reading Knowledge, 3 cr.
401: 1st Sem German for Grad Stdts, 3cr.
402: 2nd Sem German for Grad Stdts, 3cr.
403: 3rd Sem German for Grad Stdts, 3cr.
404: 4th Sem German for Grad Stdts, 3cr.
645: Topics in Dutch Culture, 3-4 cr.
650: History of the German Language, 3 cr.
676: Adv Seminar in German Studies, 3 cr.
708: 19th Century German Lit, 3 cr.
727: Topics - Applied Linguistics, 3 cr.
755: Old Germanic Languages, 3 cr.
758: Topics-Contemporary German, 3cr.
948: Seminar - German Lit & Culture, 3cr.
970: Adv Sem-German Linguistics, 3cr.

Fall 2014 Graduate Course Descriptions

NOTE: Verify availability of sections using online timetable!!

311: 1st Sem Dutch-Grad Stdts, 3 cr.
Lec 1, MTWR, 12:05 p.m.
Lec 2, MTWR, 1:20 p.m.
Prerequisites: none.
Please contact jvtaylor@wisc.edu with any questions.
(Also offered as 111 for undergraduate students).

One of the advantages of studying at the UW is being able to take courses in Dutch. Although the study of Dutch linguistics and literature has steadily expanded at major American universities in recent years, many universities do not offer this language. Since Dutch is a Germanic language—linguistically related to both German and English—and since Dutch culture and literature have always had close ties to a number of international cultures, Dutch is a logical choice as an additional language for American students of German language, literature and culture, and for those from a range of other majors or areas of interest. See our website at http://german.lss.wisc.edu/dutch. Note that 111 meets four days a week (not on Fridays).
**Required textbooks:**
Please note that the publisher offers a package (book + site license) in which #2 below would be included with #1. Please don’t purchase the site license twice. If you purchased the book second-hand (i.e. without a site license), please attend class first or contact jvtaylor@wisc.edu for advice.

1. *Code Plus Takenboek / Deel 1 0-A1*
   *Basisleerang Nederlands Voor Anderstaligen*
   Paperback | 2012
   ISBN 9006814350

2. Site license—you may wish to attend the first day of class first. Select A or B:
   A. for first semester only:
      CODE Plus cursistlicentie deel 1 (0-A1)
      €18,00 EAN: 9789006814316
      Or
   B. For the whole year (at a discount): CODE Plus cursistlicentie deel 1&2 (0-A2)
      €30,00 EAN: 9789006814330


---

**313: 3rd Sem Dutch-Grad Stdts, 3 cr.**
Lec 1, MTWR, 12:05 p.m.
Prerequisites: Dutch 312 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(Also offered as 213 for undergraduate students).
See description for First Semester Dutch - German 311.
Note that 313 meets four days a week (not on Fridays).

**Required textbook:**
Please note that the publisher offers a package (book + site license) in which #2 below would be included with #1. Please don’t purchase the site license twice. If you purchased the book second-hand (i.e. without a site license), please attend class first or contact jvtaylor@wisc.edu for advice.

1. *CODE plus Takenboek / 3 A2-B1*
   Paperback | 2012
   ISBN 9006814377
   Please note that this is the book for the Third AND Fourth-Semester Dutch classes (German 213-214).

2. Site license—you may wish to attend the first day of class first.
   CODE Plus cursistlicentie deel3 (A2-B1), €40.00 EAN: 9789006814309
Recommended textbooks:
Dutch/English, English Dutch dictionary. Students often ask about dictionaries. You need to make sure that you select one that indicates genders of Dutch nouns. These two do: *Handwoordenboek Engels-Nederlands / Nederlands-Engels*. (Hardback)

335: Dutch Conversation & Composition, 3 cr.
MWF 1:20 p. m.
Prerequisites: German 314 or consent of instructor.
Please contact jvtaylor@wisc.edu with any questions.
(Also offered as 235 for undergraduate students).
Language of Instruction: Dutch.

The aim of “German” 335 is to develop the student’s ability to speak and write in Dutch on everyday matters, current events, and academic topics through daily oral work (in-class discussions and presentations) and regular essays. This course employs a multi-media approach. It not only reinforces the skills practiced in Fourth Semester Dutch, but also helps students to work on more advanced structures, and to fine-tune one’s vocabulary to include more formal registers such as academic language, as well as the rich idioms and proverbs which make Dutch such an interesting language to learn. The final grade is based on the following components: class participation, essays, quizzes, one or more presentations, oral and written exams. Course language is Dutch; excellent preparation for study or research abroad in the Netherlands or Flanders.

Required textbooks:
*CODE Plus* deel 4 B1-B2; Cursistenpakket (Boek plus licentie)
EAN: 9789006815184

391: German for Graduate Reading Knowledge   (3 credits
Calomino, TR 11:00 a.m.-12:15 p.m.
No previous knowledge of German required
Open to graduate students and advanced undergraduates
Language of instruction English
Please contact calomino@wisc.edu or SCalomino@aol.com with any questions.
Regular attendance is expected (or contact via email or telephone if attendance not possible)
Please note the following guidelines on academic honesty:
http://students.wisc.edu/saja/misconduct/UWS14.html#points
This course is intended for those who wish to develop primarily reading skills in German. A thorough presentation of German grammar will be coupled, from the start, with regular practice in reading and translation. Various levels of academic prose will be covered with a twofold goal: participants will develop skills at comprehension in reading expository German in general; individuals will have the opportunity to begin reading German in their own research areas as well.

**Required textbook:**
2. Cassell’s *German-English / English-German Dictionary*. Cassell & Co./ MacMillan. (or other equivalent dictionary)

**NOTE: Verify availability of sections using online timetable!!**

**401: First Semester German, 4 cr.**
- Lec 2, MTWRF, 9:55-10:45
- Lec 3, MTWRF, 11:00-11:50
- Lec 4, MTWRF, 12:05-12:55
- Lec 5, MTWRF, 1:20-2:10
- Lec 6, MTWRF, 2:25-3:15
- Lec 7, MWR, 3:30-4:50
- Lec 8, MWR, 7:99-8:20

Prerequisites: None.
Please contact [jmschuel@wisc.edu](mailto:jmschuel@wisc.edu) with any questions.
(This course is also offered for undergraduate students as **German 101**.)

Presumes no knowledge of the German language. In the course students learn basic vocabulary around topics such as classroom objects, daily routines, descriptions of people and objects, simple narration in present time, etc. German 401(101) covers material presented in the textbook VORSPRUNG from Kapitel 1 to Kapitel 6. Students read and discuss “real” texts (written by and for native) speakers from the start. Grammar is explained using examples from these texts as well as from a graphic novel, told in installments, that traces the journey of an American exchange student, Anna Adler, to the university in Tübingen as well as her adventures once there. The course also offers basic cultural insights and comparisons that are further elaborated on in second-year courses. Testing is done in increments of chapter quizzes; there is no mid-term and no traditional final exam. Students also complete writing & reading assignments as well as matching assessments, all with a take-home component. There are two oral projects. Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

**Required textbooks:**
Lovik, Guy, and Chavez. *Vorsprung, 3rd edition* (Cengage) and bundled e-book license. Check the course's Learn@UW site for information on options for purchasing the required materials.
Recommended textbooks:

NOTE: Verify availability of sections using online timetable!!

402: Second Semester German, 4 cr.
Lec 2, MTWRF, 9:55-10:45
Lec 3, MTWRF, 11:00-11:50
Lec 4, MTWRF, 1:20-2:10
Lec 5, MWR, 3:30-4:50

Prerequisites: German 401(101) or appropriate score on the placement exam. Please contact jmschuel@wisc.edu with any questions.

(This course is also offered for undergraduate students as German 102.)

Continuation of German 401(101). Students learn to narrate using past time markers, to express wishes and conditional ideas, to expand on their ability to describe, and to understand and produce extended texts on everyday topics. German 402(102) covers material presented in the textbook *VORSPRUNG* from Kapitel 7 to Kapitel 12. Students read and discuss “real” texts (written by and for native) speakers from the start. Grammar is explained using examples from these texts as well as from a graphic novel, told in installments, that traces the journey of an American exchange student, Anna Adler, to the university in Tübingen as well as her adventures once there. The course also offers basic cultural insights and comparisons that are further elaborated on in second-year courses. Testing is done in increments of chapter quizzes; there is no mid-term and no traditional final exam. Students also complete writing & reading assignments as well as matching assessments, all with a take-home component. There are two oral projects. Class participation is encouraged and an attendance policy is in place. This course cannot be audited.

Required textbooks:
Lovik, Guy, and Chavez. *Vorsprung, 3rd edition* (Cengage) and bundled e-book license. Check the course’s Learn@UW site for information on options for purchasing the required materials.

Recommended textbooks:
NOTE: Verify availability of sections using online timetable!!

403: Third Semester German, 4 cr.
Lec 1, MTWR, 8:50-9:20
Lec 2, MTWR, 9:55-10:40
Lec 3, MTWR, 11:00-11:50
Lec 4, MTWR, 12:05-12:55
Lec 6, MW, 3:30-5:10
Prerequisites: German 402(203) or appropriate score on the placement exam.
Please contact jmschuel@wisc.edu with any questions.
(This course is also offered for undergraduate students as German 203.)

German 403(203), like German 404(204), reviews German grammar but (a) prior knowledge of these concepts is assumed and (b) the sequence of grammar forms to be reviewed differs from that of first-year curricula, in other words, the grammar focused on in 403(203) is not identical to that dealt with in 401/402 (101/102). The primary objective of the course is to give students the opportunity to explore language as it is embedded in the culture. Students will explore mostly contemporary but also historical aspects of the cultures of the German-speaking countries through a journey through the Stationen (stations) of which each stands for a major city in Austria, Germany, or Switzerland and the region that it represents. Testing is done in increments, with chapter quizzes instead of mid-terms or a traditional final exam. Students complete writing and reading assessments, all with a take-home component. There are two oral projects (not traditional exams). Mid-semester, students will have the opportunity to sign up for a mini seminar of their choice. These three-class-period events substitute for regular class meetings and permit students to explore specific interests, ranging from cultural products such as food and drink or literary periods to cultural practices, such as the “rules of appropriate interactions” and how they are different from American practices, to cultural perspectives, such as the history of the language or regional differences in dialects. This course cannot be audited.

**Required textbooks:**
Augustyn and Euba, *Stationen, 3rd edition* (Cengage) and matching QUIA code (for access to required online student activities). Check the course’s Learn@UW site for information on options for purchasing the required materials.

**Recommended textbooks:**
NOTE: Verify availability of sections using online timetable!!

404: Fourth Semester German, 4 cr.
Lec 1, MTWR, 8:50-9:40 (BLIND)
Lec 2, MTWR, 9:55-10:45
Lec 3, MTWR, 11:00-11:50
Lec 4, MTWR, 12:05-12:55
Lec 5, MW, 3:30-5:10
Prerequisites: German 403(203) or appropriate score on placement exam.
Please contact jmschuel@wisc.edu with any questions.
(This course is also offered for undergraduate students as German 204.)

German 404(204), like German 403(203), reviews German grammar but (a) prior knowledge of these concepts is assumed and (b) the sequence of grammar forms to be reviewed differs from that of first-year curricula, in other words, the grammar focused on 404(204) is not identical to that dealt with in 401/402 (101/102). The primary objective of the course is to give students the opportunity to explore language as it is embedded in the culture. Students will explore mostly contemporary but also historical aspects of the cultures of the German-speaking countries through a journey through the Stationen (stations) of which each stands for a major city in Austria, Germany, or Switzerland and the region that it represents. Testing is done in increments, with chapter quizzes instead of mid-terms or a traditional final exam. Students complete writing and reading assessments, all with a take-home component. There are two oral projects (not traditional exams). Mid-semester, students will have the opportunity to sign up for a mini seminar of their choice. These three-class-period events substitute for regular class meetings and permit students to explore specific interests, ranging from cultural products such as food and drink or literary periods to cultural practices, such as the “rules of appropriate interactions” and how they are different from American practices, to cultural perspectives, such as the history of the language or regional differences in dialects. This course cannot be audited.

Required textbooks:
Augustyn and Euba, Stationen, 2nd edition (Cengage) and matching QUIA code (for access to required online student activities). Check the course Learn@UW site for information on options for purchasing the required materials.

Recommended Textbooks:

645: Topics in Dutch Culture: Amsterdam / New Amsterdam / New York, 3-4 cr.,
Taylor, TR 9:30-10:45 a.m.
Language of instruction: English and Dutch
Please contact jvtaylor@wisc.edu with any questions.
Immigration is a topic of great interest in Europe and the United States in our time. This course will study the record of the early European/Dutch settlement known as New Amsterdam/New Netherland, and allow the student to consider what it meant at the time, and what this history contributes to the present. We will discuss a history that was, for a while, relatively unknown, and ask ourselves why this history was obscured, and what difference it made. This course will involve a lot of discussion in class (and online). It invites students to read attentively, to think carefully, and to discuss thoughtfully and vigorously – face-to-face and/or on-line. In addition to learning about the culture of New Netherland, students will have ample opportunity to practice their critical thinking skills and their oral and written communication skills. This course also functions, where needed, as an introduction to some “ways of knowing” that belong to the traditions of the Humanities. While it requires some practice and discipline, the ability to engage even sensitive matters in a spirit of respect and cooperation is an important skill for life, for employability and for citizenship.

German 245 is taught in English and presumes no prior knowledge about the Low Countries (the Netherlands and the Dutch-speaking part of Belgium). Students enrolled in German 445 and 645, who are reading texts in Dutch, writing their assignments in Dutch, and participating in a weekly discussion in Dutch, will also participate in three hours of discussion in English together with the students enrolled in German 245.

Required Textbooks:
— Will be available on reserve in the library —
5. Additional material will be available online.

650: History of the German Language, 3 cr.
Salmons, MWF 11-11:50 a.m.
Prerequisites: Senior standing or consent of instructor
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions and see http://joseph-salmons.net.

This course introduces you to the field of German historical linguistics, including basic research methodologies. The course involves extensive hands-on work with data of
many kinds. We’ll examine the origins and development of the German language, from
prehistory to the present day, with attention to both structural aspects (sounds, word
forms, sentence structures), and how they have evolved in changing cultural and social
settings. In the later parts of the course, we’ll discuss the development of a standard
language and its relationship to regional and social varieties.

Requirements:
Homework and exercises, midterm, final (take-home), short writing assignments, participation.

Required text:

Course website:
We will use Learn@UW for some purposes, but most materials are available freely at www.histofgerman.net.

Adler, TR 1:00-2:15 pm
Prerequisites: Graduate student status
Language of instruction: German
Please contact hadler@wisc.edu with any questions

Course Description:
In dieser Vorlesung werden wir uns mit Grundzügen der deutschsprachigen
wichtigsten Autorinnen, Autoren, Gattungen, Problemen und Herausforderungen
der Literatur jener Zeit bekannt zu werden. Wir werden zudem diskursive
Kontinuitäten, Brüche und Innovationen beobachten und analysieren. Ein
Charakteristikum des 19. Jahrhunderts ist, daß seine Literatur zwischen enger
 Kontextbindung und extremer Kontextferne schwankt. In einem zuvor nicht
gekannten Ausmaß wird Literatur einerseits politisiert und zieht sich andererseits
bis zur programmatischen Kommunikationsverweigerung in esoterische Bereiche
zurück. Für den Roman hat das 19. Jahrhundert bis heute wirksame Standards
gesetzt. Das gleiche gilt für Feuilleton und Essay. Die epochalen Emphasen
reichen von traumschwerer, eskapistischer, aber auch politischer Romantik und
nischensüchtigem Biedermeier über das von der Restauration hart bedrängte
Junge Deutschland und dem die Industrialisierung aufgreifenden Vormärz bis hin
ter der folgeträchtigen, aber hochambivalenten Zeit des Realismus, seiner
Verschärfung im Naturalismus und der extremen Gegenbewegung im
Symbolismus. Es war nicht, wie Hegel mutmaßte, die Philosophie, die im 19.
Jahrhundert an die Spitze der Diskurschierarchie rücken sollte, sondern die
Ökonomie, die auch die Literatur grundsätzlich prägte und entscheidend mit zur
Gründung der bürgerlichen Frauenbewegung beitrug. Kurz: Es ist ein dramatisch

**Required texts:**

**Course web site:**
[https://www.academia.edu/1739614/Deutsche_Literatur_und_Kultur_des_19._Jahrhunderts](https://www.academia.edu/1739614/Deutsche_Literatur_und_Kultur_des_19._Jahrhunderts)

**727: Hot topics, hot seat: Language Program Direction, 3 cr.**
Chavez, TR, 8:00-9:15 a.m.
Prerequisites: Graduate standing in a relevant field (e.g., a foreign language; SLA; C&I)
Open to: Graduate students
Language of instruction: English
Please contact mmchavez@wisc.edu with any questions.

This course looks at issues of curricular policies (such as L1 use; explicit grammar instruction; the inclusion of literary texts & films; definitions of ‘culture’; teaching personnel; use of technology; student aptitude & motivation; etc.); articulation (how the language program contributes to the overall mission of a language department); placement; and rationales for foreign language study (including so-called 'language requirements') from four perspectives: research; critical approach; practice; and stakeholders’ views.
Course participants may but need not be future language program directors (LPDs). All participants will develop further their current beliefs about and knowledge of the workings of foreign language programs. Assignments include regular critical readings of research articles and prepared participation in class discussions; an overview of relevant professional organizations; surveys of language programs and institutions (compiled and presented by student groups); interviews with stakeholders (program directors; language students; undergraduate program directors; faculty); a (collaborative or individual) creative writing (yes!) assignment based on research (think of historical fiction), such as entries into a fictitious program director’s diary, a fictitious email exchange between TAs and a language program director (LPD), or minutes of an undergraduate program committee meeting, all with explicit references to (real) research studies, embedded into the text or as explanatory footnotes; analyses of (real) syllabi; weighted lists (initial and end-of-semester) of challenges to programs & program directors; an outline-style personal statement (an LPD’s equivalent of a ‘teaching philosophy’), in two variants: (a) a document written for public consumption; and (b) a version with no-holds-barred statements of belief on at least 3 hot-button issues; and a final project that will be a fleshed-out version of one of a subset of other (previously mentioned) assignments and can emphasize a focus on practice- (e.g., dossier) or research (e.g., for a pilot study; later conference presentations or scholarly articles), with (if students plan to develop the project toward presenting it to a public scholarly audience) or without an IRB protocol. Examples of research projects include comparisons of syllabi and their explicit as well as implicit objectives & assumed ‘best practices’ (and their relationship to research); comparisons of stakeholders’ views and documented practices; studies of curricular transitions (and fissures); or studies of diverse student populations and how they participate in the curriculum laid out for them. Examples of practice-oriented projects include a program for TA orientation, with research-referenced explanations, together with a mission statement for the program and expectation statements that describe the proper roles of the LPD, teachers, and students; a comparative analysis of program mission statements with regard to several specific (emerging) themes, together with a reasoned description of an ‘ideal’ language program; or a research-referenced outline of hot-button issues together with descriptions of extreme positions on each, combined with the writer’s personal position on each issue. Typically, research-based projects will be collaborative (student pairs or groups) whereas practice-oriented projects (which usually emphasize personal opinions) will be individual.

The course alternates between whole-class meetings (primarily but not exclusively) in the first half and (primarily in the second half) meetings of student groups and individual meetings between instructor and students.

**Required texts:**
2. A selection of research articles, to be uploaded to the course’s Learn@UW site, together with accompanying materials.
755: Old Germanic Languages, 3 cr.
Howell, MWF 9:55-10:40 a.m.
Prerequisites: Graduate standing or consent of instructor
Language of instruction: English
Please contact rbhowell@wisc.edu with any questions.

This course will focus on the history and structure of Old Saxon, the earliest attestation of continental Low German. The primary source will be the magnificent poetic Old Saxon gospel harmony commonly referred to as the "Hêliand --- the Savior." This Germanic version of the life of Christ represents the first and finest exemplar of original poetry in Low German. We will place Old Saxon in the broader context of the West Germanic dialect continuum, with constant reference to Ingvæonic dialects such as Old English, Old Frisian and Old Low Franconian as well as to Old High German. Students will be expected to demonstrate command of the major features of Ingvæonic dialects and to master the structure of Old Saxon. Examinations will consist of translation of Old Saxon texts into German or English, grammatical identifications and short answer questions dealing with the external history of the Saxons and with the development of Old Saxon phonology, morphology, syntax and lexicon. The final grade will be determined by performance on a six-week, a twelve-week and a final examination and by daily course participation.

Required Textbook:

758, Lec. 001: Palæography of Medieval and Early Modern German, 3 cr
Calomino, TR 9:30-10:45 a.m.
Acquaintance with an older Germanic language desirable
Open to graduate students and those in medieval and Early Modern studies
Language of instruction: English
Please contact calomino@wisc.edu or SCalomino@aol.com with any questions.
Regular attendance is expected (or contact via email or telephone if attendance not possible).
Please note the following guidelines on academic honesty:
http://students.wisc.edu/saja/misconduct/UWS14.html#points

The goal of this course is to introduce students to the techniques and practice of German palæography and its traditions from the early nineteenth century to the present day. As an introduction to varying methodologies and transcription, participants in the course will work with reproductions and facsimiles of (primarily) German manuscripts from the ninth through the sixteenth centuries. Further, in addition to gaining familiarity with scribal practice in major geographical regions, course discussions will concentrate on specific problems in the transcription and
edition of medieval and early modern literary records as well as charters, civic
documents, etc. Topics will include the influence of Latin script, multiple
transmissions of individual texts, and possibilities for the dating and identification
of regional dialects based on manuscript evidence. The mutual transmission of late
medieval manuscripts and early printed books will also be treated. The evolution of
concepts in textual editing of medieval and early modern documents, and
implications for the critical reception of these materials, will be a concern
throughout the semester. Participants will complete an edition of representative
manuscripts as a course project. Materials for photocopying, including facsimile and
manuscript reproductions, will be provided by the instructor. Internet and other
supplementary resources, e.g. the used of digitized manuscripts from major
European and American archives, will be used as well.

**Required textbooks:**
Karin Schneider. *Paläographie und Handschriftenkunde für Germanisten*. Tübingen:
Max Niemeyer, 1999. (or latest ed.)
Albert Derolez. *The Palaeography of Gothic Manuscript Books: From the Twelfth to
Bernhard Bischoff. *Latin Palægraphy: Antiquity & the Middle Ages*. Cambridge:
Raymond Clemens and Timothy Graham. *Introduction to Manuscript Studies*. Ithaca

**758, Lec. 002: The Morphology of German, 3 cr.**
**Salmons, MWF 1:20 p.m.**
Prerequisites: Graduate standing or consent of instructor
Language of instruction: English
Please contact jsalmons@wisc.edu with any questions.

The word forms of German provide one of the easiest and best entry points to
understanding many aspects of German linguistics. Recent years have seen rapid progress
in the analysis of how gender is assigned on new nouns and how it changes in older
vocabulary, how plurals are formed (the role of -s plurals), how and why strong verbs are
(or aren’t) becoming weak, and how compounds are formed (e.g. with 'linking elements').
These issues are testing grounds for a range of current linguistic theories, including
sociolinguistics and linguistic variation, language change, and formal linguistics. We will
discuss a set of key problems, drawing on current research findings, and gather and
analyze new data on selected issues.
Requirements: homeworks, midterm, final (take-home), short writing assignments,
including a short paper, participation.

**Required textbooks:**
Packet of readings available through MadCat and/or Learn@UW.

**Course website:** We will use Learn@UW and probably a class blog.
948: Seminar – Nachbilder der DDR/Afterimages of the GDR
Klocke, M 4:00-6:30 p.m.
Prerequisites: Graduate status
Language of instruction: German
Contact: Please contact sklocke@wisc.edu with any questions.


Evaluation: Vorbereitung und Teilnahme an den Diskussionen im Seminar sowie online im Vorfeld des Seminars (Learn@uw); Erstellen von Bibliografie und „Abstract“ für eine wissenschaftliche Hausarbeit; die Abfassung einer wissenschaftlichen Hausarbeit am Semesterende.

Required textbooks:
Kerstin Hensel, Gipshut
Thomas Henseler und Susanne Buddenberg, Grenzfall
Emine Sevgi Özdamar, Seltsame Sterne starren zur Erde
Antje Ravic-Strubel, Tupolew 134
Eugen Ruge, In Zeiten des abnehmenden Lichts
Simon Urban, Plan D
Further texts will be made available through Learn@uw.
Films will be available electronically.

970: Motivations, Perceptions, and Attitudes in SLA
Chavez, TR, 11 a.m. -12:15 p.m.
Prerequisites: instructor’s permission; SLA-research-experienced graduate standing in a relevant field (e.g., a foreign language; SLA; or C&I), with students past their preliminary exams, including dissertators, given preference but all considered. Open to: Graduate students (for specific eligibility, see above)
This course follows a common theme, as shown in the course title, but not a common syllabus. The objective of the course is to support students in their personal research projects, either ongoing (such as dissertations or dissertation proposals) or in the planning stages. Students will receive (and provide) assistance with scientific phrasing and presentation of research (including abstract writing, conference proposals, and conference presentations); research design; data analysis (please note, not inferential statistics but rather, the phrasing and sequencing of research questions, the selection of appropriate data for analysis, and analytic approaches); data presentation; discussion of findings; and review & discussion of prior research. The instructor may serve as PI but students with other PIs on their research projects will be required to show the PI’s consent for them to receive permission to register for the course. The specific whole-class meeting schedule (within the parameters described above) will be determined so as to accommodate the needs of individual course participants with alternatives including the course convening in student (and instructor) subsets and individual student-instructor meetings. Students will set their own objectives (including evaluation criteria) for the course; these will be presented to and need to be approved by the instructor at the beginning of the semester and will constitute the basis of evaluation at the end of the semester.

**Required textbooks:** none.

**Recommended texts:** varies by student