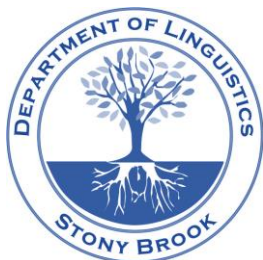# The World Upside Down
Flipping the Classroom in a Large Linguistics Course
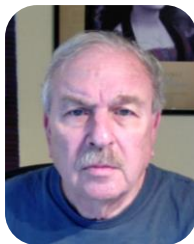
Department of Linguistics
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Aniello De Santo

Our Project: LIN 200 Language in the U.S.

Goal:

- Convert the largest Linguistics gen-ed course at SBU into an online format.

Funding:

- An online initiative grant at SBU starting in spring 2017.

- Used to cover interview and technology expenses.

- Used to hire students to work on the project.

Our Project: LIN 200 Language in the U.S.

Team:

- Faculty (course design, pedagogical treatment)

- Graduate students (technical skills, student perspective, teaching of Beta version)

- Undergraduate students (selection of bank questions, social media content)

- Department support

Principles of the Project

1. Offer students a clear structure through modules.
2. Engage students in active learning using brief materials and the tools of the LMS (=Blackboard Learn).
3. Make students interact with one another.
4. Cultivate students' communication and time management skills.
5. If something doesn't work, change it!

Structure of Each Module

1. HOW TO STUDY THIS MODULE PDF	**5. READING** PDF
2. INTRODUCTION ▶ YouTube	**6. PRACTICE QUIZ** Bb Blackboard
3. BASIC THEORY vt voicethread	**7. DISCUSSION BOARD** Bb Blackboard
4. INVITED LECTURE echo360	

Structure of a Sample Module

0. How to study this week

Attached Files: 🎧 📄 How to study Week 4 ⊘ (58.644 KB)

1. Intro: Bernie Sanders' accent

Bernie Sanders' accent, explained
Duration: 4:40
User: n/a - Added: 2/18/16

Watch Video

2. In-class lecture: American English dialects - Part 2

Attached Files: 🎧 📄 American English Dialects - Part 2 ⊘ (1.441 MB)

Dr. Paola Cepeda's notes for the session of Tuesday, February 19, 2019.

echo **3. Invited lecture: New York English**

Dr. **Kara Becker** (Reed College) talks about the three distinctive features of New York City English and the future of this variety in the American society.

4. Reading: Newman (2006) New Yawk Tawk

Attached Files: 🎧 📄 Newman 2006 New Yawk Tawk ⊘ (255.573 KB)

Newman, Michael (2006). New Yawk Tawk. In *American Voices. How dialects differ from coast to coast*, ed. by Walt Wolfram & Ben Ward, 82-87. Malden, MA: Blackwell.

5. Practice quiz: New York English

This practice quiz contains multiple-choice questions about New York English .
Questions are based on the in-class discussion and the contents of the online module.
This is a practice quiz, which means that it **does not** count towards your final grade.

6. Discussion: New York English

Enabled: Adaptive Release

In the not-so-distant-past, some schools and companies considered that some New Yorkers had speech problems because of their accent. Even today, you can find workshops for New York accent reduction, which are advertised as beneficial to improve clarity in speech, so the participant can be understood in their schools, their workplace and within their community. What do you think about these workshops? Why do you think these workshops are specially targeting New Yorkers? Do these workshops have a solid linguistic base? In what circumstances do you think they are useful or worth the cost?

Please remember:

- Each **Leader** should open a new thread answering the discussion trigger (200 words) no later than **Friday, February 22, 1:00 pm.**
- **Commenters** should reply to at least once of the Leaders' thread (100 words) no later than **Sunday, February 24, 1:00 pm.**

Invited Lecturers

Students interact through discussion boards

Issue # 1:

- How to engage several hundred people in a meaningful discussion?

Our Solution: Reduce number of conversations

- Only Leaders make new posts on a weekly topic.
- The rest of the students comment on Leaders' posts
- Leaders get varied responses and defend their point of view.

Students interact through discussion boards

Issue # 2:

- How to grade several hundred contributions in a discussion board?

Our Solution: Control participation and peer-regulation

- Overall quality can be assessed by measuring interaction.
- Participants call out irrelevant or plagiarized posts.
- Some manual labor is still involved to check who participated.

Assessing students' learning through exams

What we are doing now:

• Exams are in-classroom activities.

Alternative:

• Exams could be administered remotely (using exam centers, Respondus Lockdown Browser, Proctor U, etc.).

• We haven't attempted these alternatives yet.

Assessing students' learning through exams

What we are doing now:

• Exams contain multiple-choice and true-false questions.

Alternative:

• Exams could include linguistic problems and essay writing.

• We have tried creating question banks with Respondus for Blackboard, but the software is not helpful.

Principles of the Project

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✓ Make students interact with one another.

✓ Cultivate students' communication and time management skills.

✓ If something doesn't work, change it!

Thank you!

Acknowledgments:
- Our invited lecturers
- Office of the Provost, Stony Brook University
- LSA Annual Meeting 2020

More info:
linguistics.stonybrook.edu/outreach/online-linguistics

Our Invited Lecturers

- John Baugh
- Kara Becker
- Evan Bradley
- Cecilia Cutler
- Marianna DiPaolo
- Carmen Ebner
- Carmen Fought
- Agnes He
- Lynn Hou
- William Labov
- Robert Leonard
- Wesley Leonard
- Ryan Lepic
- Erez Levon
- Andrew Lynch
- John McWhorter
- John R. Rickford
- Gareth Roberts
- Devyani Sharma
- Sali Tagliamonte
- Walt Wolfram