

Language & Culture

Syllabus

LING 3470 – Fall 2017

3 Credits

Pre-requisite: None

Time: T, H – 9:10-10:30 a.m.

Location: CRCC 115

Instructor: Miranda McCarvel

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Office: LNCO 2930

Hours: T – 10:45-11:45 or by appointment

Course Description

This course surveys the social and cultural contexts of languages throughout the world. It examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with the extent of language's influence on culture. A variety of cultures and languages are examined.

General Education/Bachelor Degree Requirement Met

General Education

LING 3470 meets the Humanities Exploration (HF) requirement. This course addresses the following Essential Learning Outcomes: Critical Thinking, Written Communication, and Intercultural Knowledge and Competence.

Bachelor Degree Requirement

LING 3470 meets the International (IR) requirement. This course addresses the following Essential Learning Outcomes: Critical Thinking, Written Communication, and Intercultural Knowledge and Competence.

Overview

The course will focus on topics such as identity, social factors of language use, language vitality, language structures, and issues of globalization. Each language is a repository of history and knowledge as well as the culture of a group of speakers. Languages and cultures from around the world will be discussed, with special focus on endangered languages. In addition, this course will cover basic linguistics concepts.

Course Objectives

By the end of this course you will be able to:

1. Demonstrate familiarity with the theory of linguistic relativity and be able to articulate the potential flaws and strengths of the theory
2. Express which aspects of culture can affect language and how
3. Articulate how culture death and language death are interrelated and give examples
4. Provide examples from other cultures of how language and culture have affected one another

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5. Critically assess your own culture and language and point out examples where your culture and language affect one another

Readings

Readings for this class will be limited to articles posted on Canvas. There are readings assigned for every topic, if not every class. You are expected to complete the readings prior to the class for which they are assigned, unless otherwise indicated. The readings will be the topic of your writing exercises. Readings may or may not be discussed in class.

Teaching and Learning Methods

This course will be a combination of interactive lectures, case studies, and in-class activities. The lectures will present information on basic linguistic concepts and how culture affects language – specifically examining dialects, identity, language politics, and society. The case studies will examine a variety of endangered languages and cultures. These case studies will highlight the relationship between culture and language loss. The in-class activities will allow you to put the information and skills you learn into practice. The activities require active engagement by you as a student. You will be expected to contribute ideas and participate in active learning.

This is an upper-division course and as such you will be required take notes, attend class, do several readings a week, complete weekly quizzes, and synthesize difficult concepts.

As culture and its many components, including language, can be sensitive issues, you are expected to display a level of personal maturity. Respecting other's views, experiences, languages, dialects, and cultures is a vital aspect of personal maturity.

Policies

Attendance & Participation

The University requires students to attend classes. You are responsible for any material covered in class, including lectures, handouts, and group work. Because we will be doing group work during class, I expect you to attend all classes. If, by some unfortunate circumstance, you do miss a lecture, make sure you do the reading and borrow notes from a reliable classmate. If you are unable to obtain the notes from a classmate, please see me to discuss the missed lecture. While attendance will not be taken, excessive absences and/or tardiness will affect your grade in that participation counts for 5% of your grade and at least 50% of each test will cover material presented during the lectures. You are expected to participate in class. Participation includes being attentive, contributing during class discussion, and completing in-class activities.

Technology

While you are allowed to use laptops and tablets, please limit your use to the academic domain (i.e. do not check your Facebook). If you choose to use a laptop, you are asked to sit towards the back so as to be less of a distraction to others. If you use a tablet or iPad, you may sit closer to the front. Please do not engage in disruptive online behavior. Cell phones are tolerated in class as long as they are being used for academic purposes (i.e. note taking). Non-academic cell phone usage during class is rude and prohibited.

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Behavior

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Questions? See: <http://www.regulations.utah.edu/academics/6-400.html>.

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Canvas

We will be using Canvas extensively. Please visit our site frequently (at least twice a week) as important information will be posted here. You can access it by logging onto CIS and clicking on Go To This Class under My Classes or by going to <https://utah.instructure.com/>. This syllabus and class schedule will be posted on Canvas.

Assessments/Grading

Assessing your knowledge will be done in several ways: tests, quizzes, written exercises, and participation. Your grade will be composed of credit for the completion of these. They are weighted accordingly:

Test	60%
Quizzes	10%
Written Exercises	25%
Participation	5%

Tests

There will be three tests in this class, worth 60% of your grade (each test is weighted equally). The first two tests are non-cumulative. The third test is cumulative and as such will cover all material presented throughout the entirety of the semester. The first and third tests are in-class

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tests; the second test is a take home test. You are expected to work alone on all tests and cite all sources, outside the textbook and lecture, that you use in completing your test. Failure to cite sources will be considered plagiarism. Copying definitions for dictionaries, google, etc. is considered cheating. You must use your own words. Working with another student or person to complete your test will be considered cheating.

If you fail to take/turn-in a test, you will receive a zero. There are three exceptions. One is arranging to take the test prior to the test date. If you know that you will be unable to take a test on the date indicated, please contact me prior to the date to make arrangements. This will be only done in extreme circumstances (and leaving early for fall or winter break is not a good reason). Failure to contact me prior to the date of the test will result in you being unable to take the test. The second exception is absence due to documented illness. If you are ill and miss a test, you must present documentation to me (in the form of a doctor's note) as soon as possible. The last is attendance of University-related activities. This does not mean going to a game, this means playing in a game. You must present a note from your coach, director, etc. to be permitted to reschedule your test. This must be done prior to the test.

Quizzes

There will be weekly quizzes on Canvas, worth 10% of your grade. These quizzes are composed of approximately five questions and are designed to review and put into practice important concepts learned in class and in the readings and to prepare you for the tests. The quiz for each week will be available on Thursday and due by midnight the following Thursday (except during the Break). Your lowest quiz grade will be dropped. The quizzes cannot be made up if missed. Do NOT use the Canvas webpage (app is okay) on a mobile device to complete your quizzes. Canvas has, in the past, failed to record attempts submitted using mobile devices.

Writing Exercises

There will be weekly writing exercises worth 25% of your grade. The writing exercises assigned are intended to allow you to develop a deeper understanding of a topic presented in the readings. These exercises will take the form of written responses to a prompt. By synthesizing and then putting ideas into your own words, you will better comprehend the topics. These are not summaries! I have read these papers, I know what they say. These papers represent your opinion on the material and require you to integrate your opinion and information from the readings and class to present a valid and logical argument.

For each exercise you do, you will write a 3 to 4-page response. This response must be double spaced, 1" margins, and 12-point font (Arial, Garamond, Times New Roman, etc.). Please include your name, UID, and the exercise number at the top of the page (single spaced). Your response must be thoughtful, demonstrate understanding of the material under discussion, and be grammatically well written. You are not required to use outside sources, but if you do use them, please cite them properly and include a reference (APA style preferred).

There are 13 exercises total, but you are only required to complete 3 exercises. You must choose one from Exercises 1 through 4, one from Exercises 5 through 8, and one from Exercises 9 through 13. An exercise will be assigned on Tuesday of each week via Canvas. This exercise will then be due the following Tuesday at 9:10 a.m. Exercises will be submitted in PDF format via

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the Assignments page on Canvas. Submissions must be in PDF format. You can easily convert almost any file to PDF via Microsoft Word, either via Save As or Print As PDF. Late exercises will not be accepted.

Participation

There will be in-class activities throughout the semester. These activities are designed to introduce, review, and/or reinforce materials and concepts from the lectures and readings. These activities will be collected and the completion of these activities will be worth 5% of your final grade. These cannot be made up if missed.

Grading

Final grades will be assigned according to the following percentages. These percentages represent a percentage of the total possible points for the class.

	B+ = 87% - 89%	C+ = 77% - 79%	D+ = 67% - 69%	
A = 94% - 100%	B = 83% - 86%	C = 73% - 76%	D = 63% - 66%	E = 0% - 59%
A- = 90% - 93%	B- = 80% - 82%	C- = 70% - 72%	D- = 60% - 62%	

Extra Credit Opportunity

The Department of Linguistics is a research-based department. Faculty and students in the Department are constantly conducting linguistics-based research. As most of our research requires living subjects, we recruit students from the U to participate in these studies. If you participate in a Speech Acquisition Lab Research Study, you are then eligible for extra credit in this course. You will receive 5 extra points on your lowest test score for participating. To participate, please register at the Speech Acquisition Lab Experimentrix website - <http://linguistics.utah.edu/speech-lab/experiments.php>. Once registered, you may begin signing up for experiments. If you are taking other classes that also provide extra credit for participation in a Speech Acquisition Lab experiment, you may not use the same experiment for this class. This is the only opportunity for extra credit.

Class Schedule

The class schedule will be posted on Canvas. That electronic version of the syllabus will be treated as a living document and will always be the most up-to-date version of the course syllabus. Throughout the semester there may be changes to the schedule of the course and the schedule on Canvas will reflect those changes.

Week	Date	Topic	Reading	Exercises	Quizzes/Tests
1	8/22	Introduction to Class/ What is culture?			
	8/24	Linguistics – Phonology	Trudgill, 2004*		
2	8/29	Linguistics – Phonology/Morphology	Michael, 2007*	Exercise 1 Assigned	

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	8/31	Linguistics – Morphology/Syntax			Quiz 1 due by Midnight
3	9/5	Linguistics – Syntax/Semantics		Exercise 1 Due Exercise 2 Assigned	
	9/7	Linguistics - Semantics			Quiz 2 due by Midnight
4	9/12	Linguistic Relativism/Universalism	Regier et al, 2010*	Exercise 2 Due Exercise 3 Assigned	
	9/14	“Grammar of Happiness”	Everett, 2005 Bambini et al., 2006		Quiz 3 due by Midnight
5	9/19	Test 1		Exercise 3 Due Exercise 4 Assigned	Test 1
	9/21	Dialects	Baugh, 2003		Quiz 4 due by Midnight
6	9/26	Dialects/Bilingualism		Exercise 4 Due Exercise 5 Assigned	
	9/28	Bilingualism	Montes-Alcalá, 2007		Quiz 5 due by Midnight
7	10/3	Pidgins & Creoles	McWhorter, 2003	Exercise 5 Due Exercise 6 Assigned	
	10/5	Pidgins & Creoles			Quiz 6 due by Midnight
8	10/10	Fall Break			
	10/12	Fall Break			
9	10/17	Language & Nations	Bugarski, 2001	Exercise 6 Due Exercise 7 Assigned	
	10/19	Language & Nations			Quiz 7 due by Midnight
10	10/24	Language & Time	Núñez & Sweetser, 2006 Núñez et al., 2012	Exercise 7 Due Exercise 8 Assigned	
	10/26	Language & Time			Quiz 8 due by Midnight
11	10/31	Names & Naming	Fryer & Levitt, 2004	Exercise 8 Due Exercise 9 Assigned	Test 2 Distributed
	11/2	Names & Naming			

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12	11/7	Endangered Languages & Revitalization	Crystal 1997, 1999, & 2002	Exercise 9 Due Exercise 10 Assigned	Test 2 due
	11/9	Blackfoot Language & Culture	Malik, 2000 McWhorter, 2014		
13	11/14	Blackfoot Language & Culture		Exercise 10 Due Exercise 11 Assigned	
	11/16	South African Language & Politics	Greenfield 2010		Quiz 9 due by Midnight
14	11/21	South African Language & Politics		Exercise 11 Due Exercise 12 Assigned	
	11/23	Thanksgiving Holiday			Quiz 10 due by Midnight
15	11/28	Dyirbal Language & Culture	Dixon, 1989 & 1990	Exercise 12 Due Exercise 13 Assigned	
	11/30	Dyirbal Language & Culture			Quiz 11 due by Midnight
16	12/5	Review for Test 3		Exercise 13 Due	
	12/7	Last Day of Classes – Test 3			Test 3

*Read after the associated lecture