

# LING 3470-090: Language and Culture (Online)

Fall 2021

3 credit hours

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**Note: This is a preliminary syllabus and details can change. Please check the official syllabus on Canvas when the course is published.**

## Teaching Team

### Instructor

Seung Kyung Kim, PhD

[seungkyung.kim@utah.edu](mailto:seungkyung.kim@utah.edu)

Virtual Office Hours: Tues 11am – noon & Thurs 1:30 – 2:30pm (Mountain Time), or by appointment

Office Hour Zoom Link: See Canvas

### Teaching Assistant

Ying Zhang

[u1361304@utah.edu](mailto:u1361304@utah.edu)

Virtual Office Hours: By appointment

## When & Where

This is a semester-long asynchronous online course, which does not have a specific in-person meeting time or location. It is *not* a self-paced course, and it is crucial that students plan and manage their schedules effectively to keep up with the course materials and due dates.

## Course Description

### Overview

This course examines the ways in which a human language reflects the ways of life and beliefs of its speakers and the extent to which language has influence on culture. We will also explore issues of linguistic identity, language contact, and language death. Languages and cultures from around the world, including endangered languages and their cultures, will be discussed. In addition, we will cover basic linguistics concepts.

### Prerequisites

The course does not have a prerequisite. No background in linguistics is assumed. All students are welcome, but the intended audience for this course is juniors and seniors in non-linguistics majors.

### General Education and Bachelor Degree Requirement Designation

This course meets the **Humanities Exploration (HF)** requirement and the **International (IR)** requirement.

### Required Materials

- There is no textbook for this course. Instead, readings are mainly drawn from scholarly articles and they will be available on Canvas.
- *Technology*: You need a laptop or desktop computer with internet access in order to participate in this online course. For virtual office hours, a webcam and microphone will be needed. (A tablet computer is probably *not* sufficient to fully participate in the course.)

## Course Goals

- Understand the theory of linguistic relativity and articulate potential flaws and strengths of the theory
- Articulate how language and culture affect one another
- Critically assess your own culture and language, and find examples where your culture and language affect each other
- Understand how culture death and language death are interrelated and provide examples
- Develop familiarity with basic linguistics concepts
- Practice and improve academic reading and writing skills

## Course Details

### Course Structure

- The course is organized into several modules. Each module focuses on one topic, and we will spend 1-2 weeks on each module. To keep the pace of the course steady, modules will become available incrementally throughout the semester.
- Please keep in mind that not all modules are created equal in terms of workload. Some may require more time and effort than others.
- Modules will typically consist of readings, videos, quizzes, and discussion board activities.
- Otherwise indicated, you should watch videos first, then complete readings, and then work on other learning activities.

### Videos & Readings

- Videos include mini-lectures and other online resources.
- Assigned readings will be mostly scholarly journal articles. *These can be dry, dense and difficult.*
- It is okay and, in fact, expected that you do not understand all the theoretical and technical details from readings. Focus on grasping main points and arguments.
- Readings and videos are not officially assigned as assignments and are not attached with due dates, as they are not graded. Therefore, they do not show up on your Canvas to-do list.
- Nonetheless, you should make sure to complete videos and readings before doing other assignments. *Set due dates for readings and videos for yourself.* Readings and videos will help you successfully complete other assignments.

### Discussion Board Activities

- You will be assigned to a discussion group of 5 to 8 students, and this discussion group will remain the same throughout the semester.
- Each module will have one or more discussion board activities, and grading may include both individual and group components depending on the activity.
- Please keep in mind that not all discussion board activities are created equal in terms of workload. Some may require more time and effort than others.
- For each discussion board, you will need to write a main post and at least two replies. Replies are usually due one week after the main post.
- In order to successfully complete discussion board activities, read instructions carefully in terms of what the prompt is, how long your main post should be, and how (and when) to leave replies.
- **Note that discussion replies do not show up on your Canvas to-do list.** It is your responsibility to keep track of the due dates for them.

## Quizzes

- Each module will have one or more quizzes, and the questions are drawn from the readings and videos.
- You will be able to take each quiz twice, and the higher score will be recorded.

## Response Papers to Documentary Films

- You will watch two documentary films relevant to course content.
- For each documentary film, you will need to write a 3-5 page (double-spaced) response paper.

## Final Paper

- There is no final exam for this course. Instead, you will write a final paper demonstrating your understanding of course material.
- Your final paper will be about 5-7 pages (double-spaced).

## Miscellaneous Activities

- In order to facilitate your learning, you will be asked to complete various tasks that are not formal assignments. These could include brief surveys, polls, and simple activities.

## Experiment Participation (Extra Credit)

- You can earn extra credit for the course by participating in studies conducted by the Speech Lab at the Linguistics Department.
- You can sign up for the experiments on the Utah Linguistics SONA system, an online scheduling system. For more information about how to create a SONA account and sign up for experiments, visit <https://sites.google.com/view/speech-acquisition-lab/participate-in-experiments?authuser=0>.
- You can earn up to a total of **2 credits**. Different studies offer different number of credits, so check before you sign up. Even if you earn more than 2 credits, only 2 credits will be counted.
- If you have a question about accommodation and/or prefer to complete an alternative assignment for any reason, please create a SONA account and then email the Speech Lab at [speechacquisitionlab@gmail.com](mailto:speechacquisitionlab@gmail.com). *Arrangements for alternative assignments must be made before the current semester's add/drop deadline.*

## Grading

- Quizzes: 35%
- Discussion board activities: 30%
- Documentary responses: 10% (5% each)
- Final paper: 20%
- Miscellaneous: 5%
- Extra credit: SONA experiments, up to 2% (1 SONA credit = 1 %)

## Grade Scale

94 – 100	A	74 – 76.9	C
90 – 93.9	A-	70 – 73.9	C-
87 – 89.9	B+	67 – 69.9	D+
84 – 86.9	B	64 – 66.9	D
80 – 83.9	B-	60 – 63.9	D-
77 – 79.9	C+	0 – 59.9	E

## Course Policies

### Communication

- The best way to communicate with me is to send an email to [seungkyung.kim@utah.edu](mailto:seungkyung.kim@utah.edu).
- When you have a non-sensitive question, please send your email to Ying Zhang, the course TA, whose email is [u1361304@utah.edu](mailto:u1361304@utah.edu). She will forward your email to me if needed.
- When you email, please put **[LING3470]** at the beginning of the subject line. Prefixing subject lines like this is a good practice to help the receiver to recognize the nature of the messages quickly.
- You can also use Inbox on Canvas to send a message to Ying Zhang or me.
- When you have questions that other students can also benefit from (e.g., about course schedules, content, and assignments), please post your question on the **Community Board on Canvas**.
- We will respond to your emails and questions within 48 hours (excluding weekends and holidays).
- Take advantage of office hours. You do not have to have a specific question to stop by.

### Assignment Submission & Late Assignments

- All assignments must be submitted to Canvas. Email submissions are not allowed.
- In this course, most of the assignments will be due on **Tuesday at 11:59 pm**.
- Having a single due date is to provide you with predictability and consistency so that you can plan and manage your time effectively. Keep in mind that having a single due date means **multiple assignments are due on the same day**. Plan accordingly and set your own deadlines; you do not want to find yourself having to complete three assignments at once on a Tuesday evening.
- Read through an assignment as soon as it is posted and estimate how much time and effort will be required. Start early and do not wait until the last moment.
- **Do not solely rely on the Canvas to-do list.** It is your responsibility to keep up with readings and videos, and other assignments/activities that may be communicated through learning materials and announcements. For example, replies to discussion boards will not show up on the to-do list.
- Late submissions are allowed (**up to 48 hours**) with penalty (10% per 24 hours). *Do not submit your work after the 48 hour window (even if an assignment is open). Work submitted after the 48 hour window will not be graded and receive no credit.* If you experience medical/family emergencies, contact me to discuss extension options.

### Academic Honesty and Integrity

- This course does not tolerate academic dishonesty and misconduct.
- The bottom line is *your work should be your own*. For more information on academic honesty and integrity, visit the Student Code page (<https://regulations.utah.edu/academics/6-400.php>).

### Accommodation

Accommodations will be considered on an individual basis and may require documentation. Please contact me as soon as possible to request accommodation of any kind.

### Department of Linguistics' Commitment to Diversity and Inclusion

Our classrooms provide opportunities to embrace diversity and promote equity. As educators, we commit to engaging *all* students in higher education. This commitment requires that we are willing to listen, learn and change; that our classrooms challenge assumptions; and that all members of our community are responsible for creating and maintaining a safe space for learning and growth. Respectful debate and civil disagreement are encouraged and expected; mocking, belittling, and bullying will not be tolerated.

## University Policies

### **The Americans with Disabilities Act**

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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### **University Safety Statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [utah.edu](http://utah.edu).

## Course Schedule

The schedule can change. It is your responsibility to check Canvas frequently to keep updated with the most up-to-date information.

Week	Dates	Topic	Learning activities	Notes
0		Introduction	Read: <ul style="list-style-type: none"><li>• Syllabus</li></ul> Do: <ul style="list-style-type: none"><li>• Quiz #0: Syllabus Quiz</li><li>• Discussion #0: Introduce yourself</li></ul>	
1	8/23 - 8/27	Basic Linguistics - Phonology	Read: <ul style="list-style-type: none"><li>• Trudgill 2004</li></ul> Watch: <ul style="list-style-type: none"><li>• Video(s)</li></ul> Do: <ul style="list-style-type: none"><li>• Discussion #1</li><li>• Quiz #1</li></ul>	
2	8/30 - 9/3	Basic Linguistics - Morphology	Read: <ul style="list-style-type: none"><li>• Michael 2020</li></ul>	

			Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #2</li> <li>• Quiz #2</li> </ul>	
3	9/6 - 9/10	Basic Linguistics - Syntax & Semantics	Read: <ul style="list-style-type: none"> <li>• Wierzbicka 1986</li> <li>• Pullum 1991</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #3</li> <li>• Quiz #3</li> </ul>	9/6 (Mon): Labor Day Holiday
4	9/13 - 9/17			
5	9/20 - 9/24	Linguistic Relativity	Read: <ul style="list-style-type: none"> <li>• Lucy 1997</li> <li>• Regier et al. 2010</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #4</li> <li>• Quiz #4</li> </ul>	
6	9/27 - 10/1			
7	10/4 - 10/8	Dialects	Read: <ul style="list-style-type: none"> <li>• Baugh 2003</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #5</li> <li>• Quiz #5</li> </ul>	
8	10/11 - 10/15	<b>Fall Break</b>		
9	10/18 - 10/22	Multilingualism	Read: <ul style="list-style-type: none"> <li>• Conliffe et al. 2013</li> <li>• Tan 1990</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #6</li> <li>• Quiz #6</li> </ul>	<b>10/16 (Tue): Documentary Response #1 due at 11:59 pm</b>
10	10/25 - 10/29			
11	11/1 - 11/5	Pidgins & Creoles	Read: <ul style="list-style-type: none"> <li>• Lipski 1986</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #7</li> <li>• Quiz #7</li> </ul>	

12	11/8 - 11/12	Endangered Languages	Read: <ul style="list-style-type: none"> <li>• Crystal 1997, 1999</li> <li>• Malik 2000</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #8</li> <li>• Quiz #8</li> </ul>	
13	11/15 - 11/19			
14	11/22 - 11/26	Language & Time	Read: <ul style="list-style-type: none"> <li>• Núñez et al 2012</li> <li>• Levin &amp; Norenzayan 1999</li> </ul> Watch: <ul style="list-style-type: none"> <li>• Video(s)</li> </ul> Do: <ul style="list-style-type: none"> <li>• Discussion #9</li> <li>• Quiz #9</li> </ul>	<b>11/24 (Tue): Documentary Response #2 due at 11:59 pm</b>  11/25-26 (Thu-Fri): Thanksgiving Holidays
15	11/29-12/3			
16	12/6 - 12/10	Wrap Up		12/9 (Thu): Last day of class 12/10 (Fri): Reading Day
Final	<b>12/14 (Tue): Final paper due at 11:59 pm</b>			