

Language & Culture

Syllabus

LING 3470 – Fall 2021 3 Credits

Tuesday 12:25-1:45 pm M LIB 1130

Instructor:	Karen Marsh Schaeffer	T.A.:	Yan Shi
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Office:	LNCO 2300	Office:	LNCO 2930
Hours:	Monday 1-2pm virtual, Tuesday 9:30-10:30am, and by appt.	Hours:	TBA

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

Language & Culture

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 in which they are discussed, unless otherwise indicated. The readings will be the topic of your writing exercises.

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 readings each 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

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>.

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

Language & Culture

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 safeu.utah.edu.

Masks

According to the CDC, wearing a mask remains an effective means of preventing infection for both unvaccinated and vaccinated people. Regardless of what someone chooses (mask or no mask), the university seeks to foster a sense of community and asks everyone on campus to be respectful of individual decisions on mask wearing.

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. You can also read the Linguistics Department Antiracism statement here <https://linguistics.utah.edu/about/antiracism-statement.php>.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with your 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/>. If you want to use Canvas on your phone or tablet, please use the Canvas app, which is available for both Android OS and Apple OS.

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:

Discussion Questions and Quizzes	50%
Writing Assignments	30%
Participation Activities	20%

Language & Culture

Discussion Questions + Quizzes

There will be (almost) weekly Discussion Questions on Canvas, worth 50% of your grade. These questions are designed to help you reflect on the topic for the week and extend the learning to new situations. One strategy I use in teaching is to have students read and respond to other students work online to increase the interaction in our course. The Discussion Questions will require you to post your answers each week, but also to read and respond to peers' work each week as well.

We will have regular quizzes on the reading assignments and videos from class. Quizzes will be posted on canvas. You will have two chances to take the quizzes and the higher score will be used.

In this course students must earn 1 required credits for participation in Linguistics studies this semester.

For more information and to sign up for linguistics studies, please visit

<https://sites.google.com/view/speech-acquisition-lab/participate-in-experiments>. If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a Sona account and then email us at speechacquisitionlab@gmail.com. Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at speechacquisitionlab@gmail.com.

Writing Assignments

There will be 2 writing assignments worth 30% of your grade. The writing assignments are intended to allow you to develop a deeper understanding of a topics 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 assignments 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.

Participation Activities

There will be online and 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 worth 20% of your final grade. If the activity was completed in class, then after class, I will post the activity for others to be able to complete the activity who were not in class.

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%	

Language & Culture

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	Dates	Topic	Assignments
1	8/24	Introduction to Class What is culture?/What is language	Read: syllabus Watch: Human Language video, language or communication, waggle dance Do: introduction, lang or communication
2	8/31	Linguistics - Phonology	Read: Trudgill 2004 (after class) Watch: vowels Do: vowels quiz
3	9/7	Linguistics - Phonology	Read: Weisler Boland Watch: Weisler video Do: Discussion #1, English plurals, weisler discussion
4	9/14	Linguistics – Morphology	Read: Watch: Do:
5	9/21	Linguistics –Syntax	Read: Watch: Do:
6	9/28	Linguistics - Semantics	Read: Watch: Do:
7	10/5	Linguistic Relativism/Universalism	Read: Watch: Do: Writing Assignment #1
8	10/12	FALL BREAK	
9	10/19	Dialects	Read: Watch: Do:
10	10/26	Dialects	Read: Watch: Do:
11	11/2	Multilingualism	Read: Watch: Do:
12	11/9	Multilingualism No in person meeting	Read: Watch: Do:
13	11/16	Pidgins & Creoles	Read: Watch: Do:
14	11/23	Endangered Languages No in person Meeting	Read: Watch: Do:
15	11/30	Endangered Languages	Read: Watch: Do:
16	12/7	Language and Time	Read: Watch:

Language & Culture

			Do: Writing Assignment #2 due 12.16
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