

LING 2470-090/290: Language and Culture (Online)

Spring 2025 -- 3 credit hours

This is a preliminary syllabus.

Teaching Team

Instructor

Seung Kyung Kim, PhD

seungkyung.kim@utah.edu

Virtual Office Hours: By appointment. See Canvas for more information.

Teaching Assistant

TBA

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.

General Education and Bachelor Degree Requirement Designation

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

Course Goals and Outcomes

- 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

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. Also, 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 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. Make sure to check "Modules" on the Canvas course page.
- 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.
- For certain assignments, students may be required to use Google Docs and make the version history available.

Videos & Readings

- Videos include mini-lectures and other online resources.
- Assigned readings include 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.
- For each discussion board activity, you will need to write **a main post and at least two replies**. Replies are usually due one week after the main post. 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.
- 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.
- Two missing (or the lowest scored) discussion board activities will be dropped from your final grade.

Quizzes

- Each module will have one or more quizzes, and the questions are drawn from the readings and videos.
- Some quizzes may be optional, extra point assignments. Completing optional quizzes will boost your grade for the Quizzes group.
- 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 2-3 page (double-spaced) response paper.

Final Report

- There is no final exam for this course. Instead, you will submit a final report demonstrating your understanding of course material.
- Your final report will be about 4-8 pages (double-spaced).

Miscellaneous Activities

- In order to facilitate your learning, you may be asked to complete various small tasks. These could include brief surveys, polls, and simple activities.

Experiment Participation (Extra Credit)

- In this course students can earn up to a total of **2% of extra credit** for the course by participating in linguistics studies. 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.
- 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 speechacquisitionlab@gmail.com. Arrangements for alternative assignments must be made before the 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.

Grading

- Quizzes: 35%
- Discussion board activities: 35%
- Documentary responses: 10% (5% each)
- Final report: 15%
- 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

- Important communication, including weekly announcements, will be made through **Announcements on Canvas**. Please check your Canvas account's notification settings and make sure you are receiving announcements in your email.
- The best way to communicate with me is to send an email to seungkyung.kim@utah.edu.
- When you have a non-sensitive question, please send your email to the course TA. They will forward your email to me if needed.
- When you email, please put **[LING2470]** 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 emails quickly.
- You can also use Inbox on Canvas to send a message the teaching team.
- 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**. Make sure to subscribe to the Community Board (by clicking the white ribbon icon so that it turns green) in order to receive a notification when there is a new post on the Community Board.
- I will respond to your emails and questions within 48 hours (excluding weekends and holidays).
- **Do not hesitate to request a meeting when you have any questions or concerns.**

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 several 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.
- Late submissions are allowed (**up to 48 hours**) without penalty. 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, please contact me to discuss extension options.

Use of AI Generative Tools

- While AI generative tools can be useful in certain contexts, this course emphasizes the importance of cultivating your independent learning and critical thinking skills, and therefore **the use of AI generative tools is not allowed**. Your submitted work must be entirely your own without relying on AI generated/suggested/enhanced content. You are not allowed to use AI tools (including, but not limited to, ChatGPT, Claude, Microsoft Copilot, or Grammarly) to draft, revise, or rephrase your work.
- Using an AI content generator to produce content that is turned in for an assignment or test without being explicitly allowed to do so is academic misconduct. Since this course does not allow the use of AI tools, any use of AI tools constitutes academic misconduct and will be addressed accordingly.

Workload Expectation

- University policy states the following (<https://regulations.utah.edu/academics/6-100.php>):
 - "It is generally expected throughout the University that there is at least one hour in class and two hours outside of class per week or the equivalent combination connected to every credit hour for the appropriately prepared student."
- As a three-credit fully online course, this course anticipates approximately nine hours of weekly engagement from appropriately prepared students. Should it require significant more time, please reach out to me.

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.

Tentative Course Schedule

This is a general schedule and details 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">• Syllabus Do: <ul style="list-style-type: none">• Quiz #0: Syllabus Quiz• Discussion #0: Introduce yourself	
1	1/6 - 1/10	Basic Linguistics - Phonology	Read: <ul style="list-style-type: none">• Trudgill 2004 Watch: <ul style="list-style-type: none">• Video(s) Do: <ul style="list-style-type: none">• Discussion(s) #1• Quiz(zes) #1	
2	1/13 - 1/17	Basic Linguistics - Morphology	Read: <ul style="list-style-type: none">• Michael 2020 Watch: <ul style="list-style-type: none">• Video(s) Do: <ul style="list-style-type: none">• Discussion(s) #2• Quiz(zes) #2	
3	1/20 - 1/24	Basic Linguistics - Syntax & Semantics	Read: <ul style="list-style-type: none">• Wierzbicka 1986• Pullum 1991 Watch: <ul style="list-style-type: none">• Video(s) Do: <ul style="list-style-type: none">• Discussion(s) #3• Quiz(zes) #3	1/20 (Mon): Martin Luther King Jr. Day Holiday
4	1/27 - 1/31			

5	2/3 - 2/7	Linguistic Relativity	Read: <ul style="list-style-type: none"> Lucy 1997 Regier et al. 2010 Watch: <ul style="list-style-type: none"> Video(s) Do: <ul style="list-style-type: none"> Discussion(s) #4 Quiz(zes) #4 	
6	2/10 - 2/14			
7	2/17 - 2/21	Dialects	Read: <ul style="list-style-type: none"> Baugh 2003 Watch: <ul style="list-style-type: none"> Video(s) Do: <ul style="list-style-type: none"> Discussion(s) #5 Quiz(zes) #5 	2/17 (Mon): Presidents Day Holiday
8	2/24 - 2/28	Multilingualism	Read: <ul style="list-style-type: none"> Conliffe et al. 2013 Tan 1990 Watch: <ul style="list-style-type: none"> Video(s) Do: <ul style="list-style-type: none"> Discussion(s) #6 Quiz(zes) #6 	
9	3/3 - 3/7			
10	3/10 - 3/14	Spring Break		No assignments will be due during Spring Break.
11	3/17 - 3/21	Pidgins & Creoles	Read: <ul style="list-style-type: none"> Lipski 1986 Watch: <ul style="list-style-type: none"> Video(s) Do: <ul style="list-style-type: none"> Discussion(s) #7 Quiz(zes) #7 	
12	3/24 - 3/28	Endangered Languages	Read: <ul style="list-style-type: none"> Crystal 1997, 1999 Malik 2000 Watch: <ul style="list-style-type: none"> Video(s) Do: <ul style="list-style-type: none"> Discussion(s) #8 Quiz(zes) #8 	
13	3/31 - 4/4			

14	4/7 - 4/11	Language & Time	Read: <ul style="list-style-type: none"> Núñez et al 2012 Levin & Norenzayan 1999 Watch: <ul style="list-style-type: none"> Video(s) Do: <ul style="list-style-type: none"> Discussion(s) #9 Quiz(zes) #9 	4/11 (Fri): Documentary Response #2 due at 11:59 pm
15	4/14- 4/18			
16	4/21 - 4/25	Wrap Up		4/22 (Thu): Last day of class 4/23 (Wed): Reading Day
Finals	4/29 (Tue): Final report due at 11:59 pm			

University Policies

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA) (<https://disability.utah.edu/>). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the Instruction & Evaluation regulations (<http://regulations.utah.edu/academics/6-100.php>).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access
801-581-5020
disability.utah.edu
65 Student Services Building
201 S 1460 E
Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety
801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

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 university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action
801-581-8365
oeo.utah.edu
135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students
801-581-7066
deanofstudents.utah.edu
270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety
801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness
801-581-7776
wellness.utah.edu
350 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct (<https://regulations.utah.edu/academics/6-410.php>).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code: *"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

For details on plagiarism and other important course conduct issues, see the U's Code of Student Rights and Responsibilities (<http://regulations.utah.edu/academics/6-400.php>).