

Language & Culture

Syllabus

LING 3470 – Fall 2019 3 Credits
Tuesday and Thursday 9:10-10:30am PAB 103

Instructor:	Karen Marsh Schaeffer	T.A.:	Austin Tracy
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Office:	LNCO 2300	Office:	LNCO 2930
Hours:	Monday noon-1pm, Tuesday 11-12:00, 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

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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

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 70% 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.

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

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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 Access, 162 Olpin Union Building, 581-5020 (V/TDD). CDA 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 Access.

(www.hr.utah.edu/oeo/ada/guide/faculty/)

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.

Campus Safety

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.

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).

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.

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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:

Test	40%
Discussion Questions and Quizzes	20%
Writing exercises	30%
Participation	10%

Tests

There will be two tests in this class, worth 50% of your grade (each test is weighted equally). The two tests are non-cumulative. The tests are in-class tests.

If you fail to take 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.

Discussion Questions

There will be (almost) weekly Discussion Questions on Canvas, worth 10% of your grade. These questions are designed to review and put into practice important concepts and to prepare you for the tests. 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.

Quizzes

We will have regular quizzes on the reading assignments. Quizzes will be posted on canvas.

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Writing Exercises

There will be writing exercises worth 30% of your grade. The writing exercises 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 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.

For each writing exercise you do, you will write a 1.5 to 2 page response. This response must be single 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 7 exercises total, but you are only required to complete 2 exercises. You must complete one from Exercises 1, 2, or 3, one from Exercises 4, 5, 6, or 7.

Exercises will be submitted in PDF format via the Assignments page on Canvas. Submissions must be in PDF format. You can easily convert almost any file to PDF for free online at <http://pdftools.egedsoft.com>. Late exercises will not be accepted. Word also has a save as PDF function under Save As File Type.

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 10% 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%	

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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. **We do meet during Finals Week.**

Week	Date	Topic	Reading	Writing Exercises	Discussion Questions
1	8/20	Introduction to Class What is culture?/What is language?			
	8/22	Linguistics - Phonology			
2	8/27	Linguistics - Phonology	Trudgill 2004*		
	8/29	Linguistics – Morphology			Discussion #1
3	9/3	Linguistics – Morphology	Michael, 2007*		
	9/5	Linguistics – Morphology	Morphology quiz	Exercise 1 due	Discussion #2
4	9/10	Linguistics –Syntax			
	9/12	Linguistics –Syntax			
5	9/17	Linguistics - Semantics			
	9/19	Linguistics - Semantics		Exercise 2 Due	Discussion #3
6	9/24	Linguistic Relativism/Universalism	Regier et al., 2010*		
	9/26	“Grammar of Happiness”	Everett, 2005 Bambini et al., 2006		Discussion #4
7	10/1	Review Test 1			
	10/3	Test 1		Exercise 3 due	
8	10/8	FALL BREAK			
	10/10	FALL BREAK			
9	10/15	Dialects	Baugh, 2003		
	10/17	Dialects	Dialects quiz		Discussion #5
10	10/22	Bilingualism	Montes-Alcalá, 2007		
	10/24	Bilingualism	Quiz	Exercise 4 due	Discussion #6
11	10/29				
	10/31	Pidgins & Creoles	Lipski, 1986		
12	11/5	Pidgins & Creoles	Quiz		Discussion #7
	11/7	Language & Time	Núñez & Sweetser, 2006 Núñez et al., 2012	Exercise 5 due	
13	11/12	Language & Time	Quiz		Discussion #8
	11/14	Names & Naming	Fryer Levitt 2004		
14	11/19	Names & Naming	Quiz	Exercise 6 due	Discussion #9
	11/21	Endangered Languages	Crystal 1997, 1999, 2002		
15	11/26				
	11/28	THANKSGIVING			
16	12/3	Endangered Languages			
	12/5	Test 2 Review		Exercise 7 due	Discussion #10
	12/9	Test 2 (8am-10am.)	Regular classroom		

*Read after the associated lecture