
Instructor

Joanna Troufflard
jtroufflard@ufl.edu
MWR: 2-3pm
and by appointment
TUR B335

Course Description and Objectives

The purpose of this course is to provide a basic introduction to the study of linguistics from an anthropological perspective. It is of importance that the student learns how language functions differ across cultures and how anthropologists have interpreted topics ranging from the origins of humans to language phenomena in the present day. The student should be able to think about how language is used in daily life: through linguistic expressions, linguistic structures and current social discourses. The student is encouraged to think about the different ways that language is used in everyday life: to express ourselves and how it enables, structures, and constrains our interactions. In addition to the texts, the course depends on anthropological and personal experiences, as well as films and other audiovisual aids. Most importantly, the course is designed to encourage active student participation.

This course is divided into three units. The first unit provides a foundation for the study of language and culture: the origins of language and the techniques used to analyze the basic building blocks of all human languages. The second unit examines the social implications of language in which we will focus on how society affects language and vice versa. The third unit of the course focuses on multilingualism; from the subtle differences in language across subcultures in a region (patterns according to gender, race, etc.), to broader implications of multilingualism (language policy, code switching, *Spanglish*, etc.).

Required Course Materials

- Blum, Susan. *Making Sense of Language*. Oxford University Press, 2016 (3rd Edition)
- Additional articles available through the Lessons tab on Canvas (<http://elearning.ufl.edu/>)

Grading

Exams: There will be three exams (one per unit) based on material presented in class (lecture, films and guest presentations, if any) and assigned readings. Each exam is worth 50 points and will cover all topics from the assigned unit. Exams will consist of a combination of multiple choice, true/false questions and two short essay questions (please see **page 9** of the syllabus for the rubric). These exams will be administered through Canvas (<http://elearning.ufl.edu/>). **The student will have 60 minutes to complete the quiz and from 8am to 5pm to submit the essay questions.** There will be no lecture during these days. The student is responsible to take advantage of the 60 minutes available to work on their exam and any other material from the class including, but not limited to, the Final Project. The exam dates are not negotiable. Make-up exams are granted only under extreme strenuous documented circumstances. In cases of an unexpected situation, the student is responsible to let the instructor know up to 24 hours after the quiz period is over. Otherwise, the student must provide the instructor with written documentation from an appropriate authority at least 24 hours before the exam.

In class pop quizzes: The student is responsible for taking assisting and participating in all lectures. Throughout the semester there will be pop quizzes. The specific dates of these quizzes will be determined by the instructor. They will be worth variable points (up to 10 points). Their purpose is to engage the student, and gauge participation and attendance in a lecture hall setting. **If you miss all quizzes due to unexcused absences you will lose an additional 10% of the final course grade. If you attend to at least one, there will be no penalty. Do not hesitate to contact your instructor if you are concerned about your quizzes performance.**

Final Project: Individual or Group A/V Project (no more than 5 students per group): the student has the choice to make an audiovisual project on **any** of the topics covered in class. The project length will depend on the topic, format, and number of group members. The project must turned in to the instructor through Canvas by the deadline. Although only one copy of the audiovisual project is required, each group member must fill out a 2 page form provided at the end of this syllabus that will detail the role and rate the effort of each member. **It is the students' responsibility to get in a group. They must contact the instructor BEFORE the preliminary project description is due if they are not able to join a group. Refer to page 9 of this syllabus for the rubric.**

Examples of media:

- 1) PowerPoint presentations (no need for an oral presentation)
- 2) Short movies
- 3) Posters
- 4) Scrapbooks
- 5) Music
- 6) Games
- 7) Be creative!

NOTE: I strongly encourage creativity. You are responsible in presenting the material in an educational but entertaining way.

Every student must turn in a one page preliminary description of their project on May 22 by class time on Canvas.

Extra Credit: (HARD COPY TURN IN) A total of **8** extra credit points will be awarded for the following activities:

- (1) (5 points) turns in any one of the opportunities that becomes available as the semester progresses. Other opportunities, such as extracurricular activities related to class, should be discussed with the instructor.
- (2) (3 points) writes a one page review (summary and how it relates to class topics) of **one** of the movies presented throughout the semester. Koko: A talking gorilla (due on May 18); The Linguists (due on May 23); **or** People of the Rock: Llanito of Gibraltar (due on June 15). The movies will be shown in class if time allows. If time is an issue the movies are available online.

Grades: Final grades are based on points accumulated during the semester. Points will be awarded as follows:

Exams	(3 x 50 pts)	150 pts	43%	(refer to page 1)
Pop Quizzes	(variable)	90	25%	(unannounced)
Preliminary Project	(1 x 10)	20	6%	(May 22)
Peer Evaluation	(1 x 10)	10	3%	(June 16)
Final Project	(1x 80)	80	23%	(June 16)

Total: **350 pts** **100%**

Grades are calculated as follows:

A	92-100%	C	72-77%
A-	90-92%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%
C+	78-79%		

Please note that minus grades are calculated into your GPA according to the Registrar's formula: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Honor/Conduct Code: (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>) Students who do not comply with the student honor or conduct code will be subject to sanctions. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

All writing assignments are put through "Turn it In" automatically, so any copying of papers off the internet or from other sources, including other students, will be recognized. **Cheating that is established and admitted by a student on any exam will result in zero points for that exam. Cheating on an essay will result in a zero for that assignment. If cheating is not admitted, students will be referred to student judicial affairs. All plagiarism will be reported to student judicial affairs.**

Here are three websites that explain plagiarism and I encourage you to look at all of them:

<http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html>

<http://www.dso.ufl.edu/sccr/procedures/honorviolations.php>

A 30 minute video, titled 'Citing Sources and Avoiding Plagiarism', at the bottom of the webpage -

<https://teachingcenter.ufl.edu/video.html>

Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation, within the first two weeks, to the Instructor when requesting accommodation. If an issue arises after the second week, the student must meet with the Instructor as soon as possible.

E-learning -- Canvas: <http://elearning.ufl.edu/>

All important materials can be viewed here, including the syllabus, guidelines, and other useful documents. It is through here that the student will submit take their exams and submit any assignment, except extra credit (hard copy).

Attendance: Attendance is strongly encouraged through examinations such as quizzes and exams. **If you miss all quizzes due to unexcused absences you will lose an additional 10% of the final course grade.**

Classroom Behavior: The use of laptops is allowed for class purposes only (taking notes). While you may think that you can multi-task and follow the lecture while playing on your phone, laptop or tablet, you will definitely learn less than if you give class your undivided attention. Classroom disruptions (in ANY form) will not be tolerated. If a student is being disruptive in any way, the student will be asked to leave. All cell phones **MUST** be turned off or silenced during the lecture. There is absolutely **NO NEED** to take a picture of the slides with your phone. If you do so, without the clear consent of your instructor you will be asked to immediately leave the classroom.

Strategies for learning: “Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our class, you are expected to come to class ‘prepared’ and ‘ready to learn’, which requires you to read and to study the assigned reading before you come to class.” *Romack 2010, Enhancing Students’ Readiness to Learn, Faculty Focus Special Report: 11 Strategies for Getting Students to Read What’s Assigned.*

Finally, punctuality is a show of respect for your instructor and classmates and is important not just in class but in your job and eventual career. To get the most out of class, you must arrive on time (10 minutes late is not on time).

You will be asked to leave the classroom if you fail to comply with appropriate classroom behavior.

UF Counseling Services:

University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling

Student Mental Health, Student Health Care Center, 392-1171, personal counseling

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling

Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

Other Information and Resources:

UF Anthropology Department Policy: <http://www.web.anthro.ufl.edu>

UF LIBRARY: <http://www.uflib.ufl.edu/instruct/neworient.html>

UF Grading System: <http://www.isis.ufl.edu/minusgrades.html>

UF Academic Honesty Code: <http://www.dso.ufl.edu/scer/honorcode.php>

UF Disability Services: <http://www.ufl.edu/disability>

UF Counseling Services: www.consel.ufl.edu/cwc/counseling-services.aspx

UF’s Reading & Writing Center: www.at.ufl.edu/rwcenter

Course Schedule and Readings

The following course outline is tentative. We may spend more or less time on specific topics as class interest dictates, and some readings may change. Any changes to the readings will be posted on the syllabus and announced in class at least one week prior to the week in question. Exams and essay due dates are not subject to change. **Guide for readings: B = Blum Chapter; C = Canvas**

Class day	Topic	Readings
I. The Nature of Language		
May 8	Introduction to the Study of Language and Culture	<i>No readings assigned</i>
May 9 and 10	What is language?	B: 3 C: Dunbar
May 11 and 12	Descriptive Linguistics	B: 2 C: Pinker
May 15 and 16	Language and Thought	B: 5 C: Lee
May 17 and 18	Nonverbal communication <i>Movie – Koko: A Talking Gorilla</i>	C: Basso, Iverson, Salzman et al.
<i>Exam 1: May 19 (no class)</i>		
II. Language as Social Phenomena and Action		
May 22 and 23 Preliminary description of project due on May 22	Language Life Cycle <i>Movie – The Linguists</i>	C: McWorther, Zuckermann and Walsh
May 24 and 25	Ethnography of Communication	C: Chapter 4 and Chapter 5 (Bonvillain) B: 29
May 26 and 30	The 21 st Century and Technology	B: 14, 15 C: Java, Naaman, Engert
May 31 and June 1	Performance and Ideology	B: 17, 19 C: Wharry
<i>Exam 2: June 2 (no class)</i>		
III. Multilingualism		
June 5, 6, and 7	Class, Dialect, Ethnicity, Race	B: 30, 32 C: Preston
June 8 and 9	Sex, Gender, & Language	B: 33
June 9, 12, and 13	Societal and Individual Multilingualism	B: 44, 48 C: Antal
June 14 and 15	Code Switching and the Spanglish Case <i>Movie – People of the Rock</i>	B: 46 C: Morales, Nash
<i>Exam 3: June 16 (no class) + final project due</i>		

IMPORTANT DATES!

Holidays

May 29 (Memorial Day)

Final Project

May 22 (Preliminary Description of Final Project)

June 16 (Final Project)

Canvas Exams (8am -5pm)

Exam 1 – May 19 (no class)

Exam 2 – June 2 (no class)

Exam 3 – June 16 (no class)

List of Additional Readings on Canvas:

Antal, David

1998 A Linguistic Odyssey: One Family's Experience with Language Shift and Cultural Identity in Germany and France. *International Journal of the Sociology of Language*. 133: 143-168.

Basso, Keith H.

1970 "To Give up on Words": Silence in Western Apache Culture. *Southwestern Journal of Anthropology*. 26(3): 213-230.

Bonvillain, Nancy.

2011 *Chapters 4 and 5*. Language, Culture and Communication: the Meaning of Messages. Prentice Hall, 6th edition.

Dunbar, Robin

2009 *Why Gossip Is Good for You*. Making Sense of Language. Susan Blum, editor. Pp. 40-44. Oxford University, first edition.

Engert, C. Anne.

2009 Are you with me? How online conversant make 133t connections. *Thresholds: a journal of exploratory research and analysis*. California State University Stanislaus.

Iverson, Jana and Susan Goldin-Meadow

1998 Why people gesture when they speak. *Nature*. 396:228.

Java, Akshay, Xiaodan Song, Tim Finin and Belle Tseng

2007 Why We Twitter: Understanding Microblogging Usage and Communities. *Joint 9th WEBKDD and 1st SNA-KDD Workshop '07*, Conference Paper. San Jose, California, USA

Lee, Dorothy

2009 *Codifications of Reality: Lineal and Nonlineal*. Making Sense of Language. Susan Blum, editor. Pp. 84-91. Oxford University, first edition.

McWorther, John H.

2001 Most of the world's languages went extinct. *The Power of Babel: A Natural History of Language*. Pp.253-286. New York: Times Books.

Morales, Ed

2002 *Introduction: What I'm Talking About When I Speak in Spanglish, or the Spanglish Manifesto*. Living in Spanglish: the Search for Latino Identity in America. New York: Saint Martin's Griffin.

Naaman, Mor, Jeffrey Boase and Chih-Hui Lai

2010 Is it Really About Me? Message Content in Social Awareness Streams. *CSCW 2010*. Conference Paper. Savannah, Georgia, USA

Nash, Rose

1970 Spanglish: Language Contact in Puerto Rico. *American Speech* 45(3/4): 223-233.

Pinker, Steven

2009 *How Language Works*. Making Sense of Language. Susan Blum, editor. Pp. 25-35. Oxford University, first edition.

Preston, Dennis R.

2009 *They Speak Really Bad English Down South and in New York City*. Making Sense of Language. Susan Blum, editor. Pp. 227-233. Oxford University, first edition.

Salzmann, Zdenek, James Stanlaw and Nobuko Adachi

2012 *Language, Culture, and Society: An Introduction to Linguistic Anthropology*. Boulder: Westview Press. (excerpts)

Wharry, Cheryl

2009 *Amen and Hallelujah preaching: Discourse Functions in African American Sermons*. Making Sense of Language. Susan Blum, editor. Pp. 384-397. Oxford University, first edition.

Zuckermann, Ghil'ad and Michael Walsh

2001 Stop, Revive, Survive: Lessons from the Hebrew Revival Applicable to the Reclamation, Maintenance and Empowerment of Aboriginal Languages and Cultures. *Australian Journal of Linguistics*. 31(1):111-127.

Exams – Short Essay Rubric

Criteria	Ratings			Pts
Introduction	Introduce the reading and state the reason for choosing the reading 1.5 pts	Introduce the reading but do not state the reason for choosing the reading 1.0 pts	Do not introduce the reading or state the reason for choosing the reading 0.0 pts	1.5 pts
Development	Provide one supporting argument and relate it to other readings from class or lecture 2.0 pts	Provide one supporting argument but do not relate it to other readings from class or lecture 1.0 pts	Do not provide an argument 0.0 pts	2.0 pts
Description of criterion	Provide a concluding statement and relate the reading to everyday life or non-academic experiences 1.5 pts	Provide a concluding statement but do not relate the reading to everyday life or non-academic experiences 1.0 pts	Do not provide a concluding statement 0.0 pts	1.5 pts
Total Points: 5.0				

Group A/V Project Example Rubric

Criteria	Ratings			Pts
Format	Document has appropriate A/V format, appropriate length, and avoid using large blocks of text 15.0 pts	Document has appropriate A/V format but does not have appropriate length or uses large blocks of text 10.0 pts	Document does not have appropriate A/V format 0.0 pts	15.0 pts
Content/structure	Document has a clear organization, follows a coherent sequence, and engages with topics discussed in class 50.0 pts	Document engages with topics discussed in class but does not have a clear organization and coherent sequence 25.0 pts	Document does not engage with topics discussed in class 0.0 pts	50.0 pts
Clarity	Document has clear video, images, and sounds 15.0 pts	Document does not have clear video, images, and sounds 0.0 pts		15.0 pts
Total Points: 80.0				

ANT3620 – Language and Culture

Final Project Members’ Peer Evaluation

PRINT AND SUBMIT THIS FORM THE DAY THE FINAL PROJECT IS DUE

Topic presented: _____

Your name: _____

In the space provided below, please list the names of your team members – including yourself – and write the number (next to the name) that BEST describes that committee member’s contribution to the project, using the following scale. You may also include additional comments below.

By completing this form you agree that you:

(1) completed the form on your own. Orchestrating high reviews for each other will not benefit anyone except those that did not do much of the work;

and,

(2) are being honest. Accurate ratings will help differentiate the grades received in accordance with each person’s contribution. Giving everyone the same rating is probably unrealistic and will not help reward the better performers for their efforts.

9-10 Full Participation. This individual was a true team player; she or he made significant content and prose contributions throughout the semester and was clearly committed to making the whole project a success.

7-8 Strong Selective Participation. This individual made a significant contribution to the project, BUT within a clearly defined scope. She or he limited her or his participation to a particular content or process role – and showed initiative in that area – but did not view the overall project as her or his responsibility (not a “team worker,” did not attend all meetings, etc.).

4-6 Selective Participation. This individual made a contribution to the project, but the contribution was rather narrow. Her or his work was of good quality, but of minimum quantity. (not a “team worker,” did not attend all meetings, etc.).

1-3 Very Limited Participation. This individual made a minimal contribution to the project; her or his work was not of good quality, and was of minimum quantity (not a “team worker,” did not attend all meetings, etc.).

0 No Participation. This individual made no contribution to the project

Team Member Names/Scores

1. Your name _____ Rating: ____
Comments:

2. _____ Rating: ____
Comments:

3. _____ Rating: ____
Comments:

4. _____ Rating: ____
Comments:

5. _____ Rating: ____
Comments: