

Instructor

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MWF: 3-4pm
and by appointment
TUR B335

Grader

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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/>). **They will be available to the student from 8am to 5pm on the due date.** 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 5 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 or TA 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 be copied on a CD or DVD and turned in to the instructor 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 (take advantage of the discussion threads set up on Canvas). They must contact the instructor BEFORE the preliminary project description is due if they are not able to join a group. Refer to page 10 of this syllabus for the rubric.**

Every student must turn in a one page preliminary description of their project on January 27 by class time on Canvas.

A/V Meeting: On **March 29** every student is required to participate in this meeting. For this activity, every student (or groups) should bring the necessary materials to meet with their group and instructor and discuss any issues encountered. Every student must turn in on Canvas (.doc or .docx) three questions that they would like to see addressed during the meeting or directly by email. The assignment is due on Canvas by **March 28 at 5:00pm**. Please make sure to look at the Assignment description on Canvas. The instructor will take the opportunity to help and comment on the A/V projects if time allows. You can only get credit if you turn in AND attend the meeting. Failure to do so will result in a zero (0). If you will be missing class and have documentation, you **MUST** provide it within 24 hours of the meeting and meet during office hours with the instructor.

Extra Credit: (HARD COPY TURN IN) A total of **5** 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 February 3); The Linguists (due on March 3); **or** People of the Rock: Llanito of Gibraltar (due on April 12). 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 6)
Pop Quizzes	(variable)	90	25%	(unannounced)
Preliminary Project	(1 x 10)	10	3%	(January 27)
A/V Meeting	(1 x 10)	10	3%	(March 29)
Peer Evaluation	(1 x 10)	10	3%	(April 19)
Final Project	(1x 80)	80	23%	(April 19)

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/sccr/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 = Lessons Tab on Canvas**

#		Topic	Readings
I. The Nature of Language			
1	Jan. 4 and 6	Introduction to the Study of Language and Culture	<i>No readings assigned</i>
2	Jan. 9, 11 and 13	What is language?	B: 1, 3, 4 C: Dunbar
3	Jan. 18 and 20	Descriptive Linguistics	B: 2 C: Pinker
4	Jan. 23, 25 and 27 <i>Preliminary Description of A/V project due on Jan. 27</i>	Language and Thought	B: 5-7 C: Lee
5	Jan. 30, Feb. 1 and 3	Nonverbal communication <i>Movie – Koko: A Talking Gorilla</i>	C: Basso, Iverson, Salzmann et al.
<i>Exam 1: February 6 (no class)</i>			
II. Language as Social Phenomena and Action			
6	Feb. 8 and 10	Language Life Cycle <i>Movie – The Linguists</i>	C: McWorther, Zuckermann and Walsh
7	Feb. 13, 15 and 17	Ethnography of Communication	C: Chapter 4 and Chapter 5 (Bonvillain) B: 29
8	Feb. 20, 22 and 24	The 21 st Century and Technology	B: 14, 15 C: Java, Naaman, Engert
9	Feb. 27, Mar. 1 and 3	Performance and Ideology	B: 17, 19 C: Wharry
<i>Exam 2: March 13 (no class)</i>			
III. Multilingualism			
10	Mar. 15, 17, 20 and 22	Class, Dialect, Ethnicity, Race	B: 28, 30-32 C: Preston
11	Mar. 24 and 27	Sex, Gender, & Language	B: 33-35
12	Mar. 29	<u>A/V final projects meeting:</u> <i>Every student should bring the necessary materials (laptop, DVDs, sketches, etc)</i>	<i>No readings assigned</i>
13	Mar. 31, Apr. 3, 5 and 7	Societal and Individual Multilingualism	B: 41, 44, 47, 48 C: Antal
14	Apr. 10, 12 and 14	Code Switching and the Spanglish Case <i>Movie – People of the Rock</i>	B: 46 C: Gumperz, Morales, Nash
<i>Exam 3: April 17 (no class)</i>			
15	Apr. 19 <i>Final Project due</i>	Conclusions for the Course	<i>No readings assigned</i>

IMPORTANT DATES!

Holidays

January 16 (Martin Luther King Day)

March 4-12 (Spring Break)

Final Project

January 27 (Preliminary Description of Final Project)

March 29 (A/V meeting)

April 19 (Final Project)

Canvas Exams (8am -5pm)

Exam 1 – February 6 (no class)

Exam 2 – March 13 (no class)

Exam 3 – April 17 (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.

Gumperz, John J.

2009 *Conversational Code Switching. Making Sense of Language*. Susan Blum, editor. Pp. 163-178. Oxford University, first edition.

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

Item	Description	Points	Points Obtained
Introduction	Introduce reading	1	
	States the reason for choosing the readings	0.5	
Development	Supporting arguments	2	
	Use other readings from class or lecture		
Conclusion	Concluding Statement	0.5	
	Relate to everyday life or other non-academic experiences	1	
General Comments			
TOTAL		5	

Group A/V Project Example Rubric*

Item	Description	Points	Points obtained
Format	Appropriate A/V format, appropriate length, avoid using large blocks of text (minus 2 points per, for up to a loss of 10 points)	15	
Content/Structure	Organization; transitions and the like (10 points) Has some form of structure and coherent sequence (10 points) Engage in topics discussed in class. Critically discuss them or present examples in favor or against the topic selected (30 points)	50	
Clarity	Clear video, images and sounds	15	
Peer Evaluation	An average will be calculated on the scores given to each group member. Dependent on this average, comments, and any other situation that arises and the instructor is aware of, up to 10 points (20% of the projects final grade) will be taken off. In extreme cases of non-cooperation, the student is subject to receive a zero for the overall project grade.	10	
General Comment			
TOTAL		90	

*If you decide to work individually you must contact your instructor BEFORE the preliminary project description is due (January 27). Except for extreme circumstances, no other individual projects will be accepted. After meeting in person to discuss the situation a new rubric will be drafted and agreed upon.

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.

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:

