Language and Culture   **Spring 2017**
ANT 3620   Section 2A32   MWF Period 6   Tur L011
<u>GORDON RULE</u>

Instructor   **Grader**
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    MWF: 3-4pm
        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)
- <u>Additional</u> articles available through the <u>Lessons</u> 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 40 points and will cover all topics from the assigned unit. Exams will consist of a combination of multiple choice, and true/false questions. 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 50 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 exam 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.**

WRITTEN ASSIGNMENTS
*All written assignments must be turned in **.doc format by class time on Canvas**.*
Gordon Rule:
*This course has a <u>4000 word requirement</u>. To meet this requirement the student <u>must</u> follow all guidelines closely. The student is required to use **1-inch margins, 12 pt Times New Roman Font, double-spaced and a cover page in all assignments**. DO NOT put your name and information on any other place that is not the cover page. More information in the Writing Guide on Canvas.*
*To receive the Gordon Rule the student **must complete all the assignments and get a passing grade** in the class. It is possible to barely pass the class and not receive Gordon Rule credit.*
Please refer to the Honor/Conduct Code and Turn it In policies on <u>page 3</u> of the syllabus.

Article Reviews: The student will have a chance to review the various articles and chapters discussed in class. It is recommended that you choose articles that might interest you for your final project. Refer to "Important Dates" (page 6) for dates and article assignment. Your article review **<u>must</u>** have a cover page. Do not write any of your information (name, course, topic or readings) on any page that is not a cover page. For these reviews, the student must choose two articles or chapters and provide a short review of them. The student should be able to **integrate both articles main themes in 2 pages**. <u>Example rubric is</u> <u>available on</u> **page 11** <u>of the syllabus.</u> Every article review must be turned in (digitally on Canvas) by the start of class on the due date.

Final Project: The student is required to do a final project. To fulfill this requirement the student must write an ethnography based on a speech event. Several examples of these ethnographies will be discussed throughout the semester. The student will choose a speech event of their interest and write a 5-6 page ethnography (Bonvillain, Ch. 4). The amount of pages does not include the cover page and the reference page that are also required. <u>Example rubric available on</u> **page 10** <u>of the syllabus.</u>
 Every student must turn in a one page preliminary description of their project on January 27 by class time on Canvas.
Final Project Draft: Although you may only have a draft by March 22, your grader will look at (a) proper formatting and adherence to instructions; (b) correct (or close to correct) length (around 5 pages); (c) sophisticated use of data (any interviews, internet research, and scholarly article(s)); and, (d) clarity/ organization. The rubric will be the same as the final project one but every item will be worth half the points. If you do not turn in a final project draft you cannot receive credit for a peer review.

Peer Review: <u>*To receive full credit, you must have turned in a final project draft on March 22.*</u> On March 29 every student is required to participate in the peer review. For this activity, every student should bring a revised version of their Final Project draft (hard copy or digital copy) and the Peer Review form found at the end of this syllabus (**page 11**). If you are not able to participate, you will not get credit. If you will be missing class and have documentation, you MUST provide it within 24 hours of the peer review.

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 40 pts)	120 pts	30%	(refer to page 6)
Pop Quizzes	(variable)	90	10%	(unannounced)
Article Reviews	(5 x 20)	100	25%	(refer to page 6)
Preliminary Project	(1 x 10)	10	2.5%	(January 27)
Project Draft	(1 x 40)	40	10%	(March 22)
Peer Review	(1 x 10)	10	2.5%	(March 29)
Final Project	(1x 80)	80	20%	(April 19)
Total:		**450 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 for writing the essays, and other useful documents. It is through here that the student will submit their electronic copy of Article Reviews, Project Description, Project Draft and Final Project submission.

Attendance: Attendance is strongly encouraged through examinations such as in-class pop quizzes and assessments on Sakai. **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	*No readings assigned*
2	Jan. 9, 11 and 13	What is language?	B: 1, 3, 4 C: Dunbar
3	Jan. 18 and 20 *Article Review 1: Jan. 20*	Descriptive Linguistics	B: 2 C: Pinker
4	Jan. 23, 25 and 27 *Preliminary Description of A/V project due on Jan. 27*	Language and Thought	B: 5-7 C: Lee
5	Jan. 30, Feb. 1 and 3 *Article Review 2: Feb. 3*	Nonverbal communication *Movie – Koko: A Talking Gorilla*	C: Basso, Iverson, Salzmann et al.
		Exam 1: February 6 (no class)	
		II. Language as Social Phenomena and Action	
6	Feb. 8 and 10	Language Life Cycle *Movie – The Linguists*	C: McWorther, Zuckermann and Walsh
7	Feb. 13, 15 and 17 *Article Review 3: Feb. 17*	Ethnography of Communication	C: Chapter 4 and Chapter 5 (Bonvillain) B: 29
8	Feb. 20, 22 and 24	The 21st 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
		Exam 2: March 13 (no class)	
		III. Multilingualism	
10	Mar. 15, 17, 20 and 22 *Final Project Draft due on March 22*	Class, Dialect, Ethnicity, Race	B: 28, 30-32 C: Preston
11	Mar. 24 and 27 *Article Review 4: March 27*	Sex, Gender, & Language	B: 33-35
12	Mar. 29	**Peer Review:** ***Every student should bring a copy of their paper and a peer review form at the end of the syllabus.***	*No readings assigned*
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 *Article Review 5: April 14*	Code Switching and the Spanglish Case *Movie – People of the Rock*	B: 46 C: Gumperz, Morales, Nash
		Exam 3: April 17 (no class)	
15	Apr. 19 *Final Project due*	Conclusions for the Course	*No readings assigned*

IMPORTANT DATES!

Holidays

January 16 (Martin Luther King Day)
March 4-12 (Spring Break)

Final Project

January 27 (Preliminary Description of Final Project)
March 22 (Final Project Draft)
March 29 (Peer Review)
April 19 (Final Project)

Article Reviews

January 20 (any two articles or chapters assigned for topics "What is Language" and "Descriptive Linguistics")
February 3 (any two articles or chapters assigned for topics "Language and Thought" and "Nonverbal Communication")
February 17 (any two articles or chapters assigned for "Language Life Cycle" and "Ethnography of Communication")
March 27 (any two articles or chapters assigned for "21st Century and Technology", "Performance and Ideology", "Class, Dialect, Ethnicity and Race" and "Sex, Gender & Language")
April 14 (any two articles or chapters assigned for "Societal and Individual Multilingualism" and "Code Switching and the Spanglish Case")

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 l33t connections. *Thresholds: a journal of exploratory research and analysis.* California State University Stanislau.

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. Pp. 73-86. Boulder: Westview Press.

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.

Final Project: Ethnography of Communication Example Rubric

Item	Description	Points	Points Obtained
Format	Page numbers, font, double space, margins (**2.5 points each**)	10	
Content/Structure	Document has **introductory** paragraph where the thesis/purpose/objective of the paper is stated. (**10** points) Document has a **body** where major arguments, proof, et cetera is presented to the reader. (**5** automatic points, **5** points for at least 3 major sections/themes/points, **10** points for arguments/supporting statements) o The articles reviewed are paced into conversation with one another. Example, Bloom (2009) theory on article review is compatible with Laguer-Diaz's (2012). Both authors recognize the importance of critical thinking as part of the review process. o However, when articles are placed into conversation they do not necessarily have to be agreeable or compatible. They can be complementary, contradictory, but, most likely (though not always) related! Has a **concluding** paragraph that summarizes the main arguments and revisits the thesis/purpose/objective (**10** points)	40	
Clarity	Writing is precise (complete sentences) and articulate (**4** points) Arguments and/or statements are articulate (**3** points) The document in its entirety has a "flow" (**3** points)	10	
Grammar	Document has been proofread (**6** points) Avoids contractions (don't, isn't, et cetera) (**2** points) Avoiding double negatives, et cetera (**2** points)	10	
Reference	Reference is coherent & consistent throughout the document (**2** points) Minimum of 5 references (**5** points) References used are relevant (**3** points)	10	
General Comment			
TOTAL		**80**	

Article Review Example Rubric:

Item	Description	Points	Points obtained
Format	Document has formatting details as specified in the syllabus. 2 pg, 12 pts Times New Roman, double spaced,1inch margin, etc.	2	
Content /Structure	Document has **introductory** paragraph where the thesis/purpose/objective of the article review is stated.	2	
	Document has a **body** where major arguments, proof, et cetera is presented to the reader. o The articles reviewed are paced into conversation with one another. Example, Bloom (2009) theory on article review is compatible with Laguer-Diaz's (2012). Both authors recognize the importance of critical thinking as part of the review process. o However, when articles are placed into conversation they do not necessarily have to be agreeable or compatible. They can be complementary, contradictory, but, most likely (though not always) related!	8	
	Has a **concluding** paragraph that summarizes the main arguments and revisits the thesis/purpose/objective.	2	
Clarity	Writing is precise (complete sentences) and articulate. Arguments and/or statements are articulate. The document in its entirety has a "flow."	3	
General Comment			
TOTAL		**20**	

Peer Review Form
(Feel free to use the back of this paper for further comments)

Author _____

 Reviewer _____

The goals of peer review are 1) to help improve your classmate's paper by pointing out strengths
and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.
INSTRUCTIONS
Read the paper(s) assigned to you twice, once to get an overview of the paper, and a second time to
provide constructive criticism for the author to use when revising his/her paper. Answer the questions
below, be constructive!

1) Did the student bring a copy of their paper?

*2) Were the basic sections (Introduction, Conclusion, Literature Cited, etc.) adequate? If not, what
is missing?*

3) Did the writer use subheadings well to clarify the sections of the text? Explain.

4) Were there any grammatical or spelling problems? Please correct them on their paper.

5) Was the writer's writing style clear? Were the paragraphs and sentences cohesive?

*6) Did the writer make some contribution of thought to the paper, or merely summarize data or
publications? Explain.*