ANT3620 (Sections 18CC & 18CD)

LANGUAGE AND CULTURE

University of Florida

INSTRUCTOR:
Carmen A. Laguer-Díaz, Ph.D.
Spring 2016
CONTACT INFORMATION
Department of Anthropology

Office Hours: **Monday through Friday 2-3 pm (email and Canvas Messages)**. Synchronous meetings for private and sensitive issues will be done by appointment.

BEST WAY TO CONTACT: Email: c.laguer@ufl.edu

Note: I take no more than 24 hours for email. If you do not receive any form of reply from me in 24 hours, chances are I did not get it. Please resend it!

I log on to the course every morning M-F, during office hours, and before 5pm on Saturdays to check for any discussions or messages. If an issue arises outside of these hours make sure to email me at c.laguer@ufl.edu with the subject: **IMPORTANT** (and any other pertinent information)

TEACHING ASSISTANT:
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Spring 2016
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Overall Course Goals

1. Understand the basics of the study of languages through an anthropological perspective
2. Understand how the use of language has a symbiotic relationship with culture
3. Identify the ways in which the student uses language in daily life
4. Understand how language enables, structures, and constrains our interactions

Overall Course Objectives

1. Introduce students to the anthropological concept of language
2. Provide students with the tools to understand how language and culture influences one another
3. Introduce students to the ways in which languages develop and change over time
4. Help students understand linguistic variation

Overall Student Objectives

1. Identify the key terms of the anthropological study of language (quizzes)
2. Discuss and apply the terms to real life situations through small scale ethnographies (class discussion board and assignments)
3. Compare and contrast the body of knowledge created through the small scale ethnographies (project)

All readings are provided through Course Reserves

1. Instructions on accessing the Course Reserves are available on the Canvas website.
2. A course outline is available in this syllabus.
3. **There is no textbook for this class.**

Assignments and Grading
(see Module Outline for detailed due dates)

This course is designed to have a number of shorter assignments (and one project) due throughout the course, so that no individual assignment represents a large portion of your grade. This means that you must KEEP UP with this course every week to do well. I recommend that you look at due dates immediately and mark them in your calendar now. Each assignment has due dates listed in the Module Outline at the end of this document. We will not accept late assignments. Consequently, if you miss an assignment, you will get a 0 for that assignment. **So, plan ahead!**

Quizzes (20% of grade)

1. Syllabus Quiz

There is a quiz on the syllabus, which you must do to proceed beyond Module 1. This ensures that you have read the syllabus and know the rules, due dates, etc. You can retake this quiz if you do not do well. The end goal is for you to know what I expect of you.

2. Module Quizzes (20% of grade)

There are 12 content quizzes. These quizzes may cover all relevant material covered in the particular class module in which you take the quiz--for example, lectures, videos, and readings. These quizzes will be multiple choice, and true false. Questions will be pulled from a larger quiz question "bank," which means that you will each get different questions. In other words, it will not pay to ask your friends in the class what questions were on the quiz. It also means that the quizzes are not comprehensive assessments of the readings and lectures.

All quizzes are due on a Sunday by 11:55 pm (dates online and on the Module Outline). They will be available from the start of the semester (unless there is a restriction of having to complete an assignment: See end of Unit 2/beginning of Unit 3). For each quiz, you will have 15 minutes to answer 15 questions, once you begin the quiz. You must take the quiz in one sitting.

There are no makeups for missed quizzes, unless you provide proof of a medical emergency. If you miss a quiz for any other reason, you will earn a 0.

Discussions (35% of your grade)

There are 17 discussion posts that you will do. There are two due-dates associated with each board. Usually, your original post is due on a Wednesday (by 11:55pm) with replies due by the following Friday (at 11:55pm), or your original post is due on a Friday (by 11:55pm) with the replies due on Sunday (by 11:55pm). PAY ATTENTION TO DUE DATES. Some discussions might have slightly different deadlines. However, all deadlines on this course fall on a Wednesday, Friday, or Sunday. Make sure you refer to Syllabus Outline and Calendar on Canvas as well as the schedule available at the end of this syllabus.

Because of the discussion post due dates, you might have to log on once during the weekend. Keep in mind: timely posts from students results in a more active engagement, as well as in a lesser chance of having to wait until the weekend to participate.

If you do one part but not the other or if you do not give thoughtful responses to the discussion assignments, you may earn partial credit. There are no "makeups" for missed discussion opportunities.

Each discussion board has a rubric. Make sure you read through what is required.

Individual Assignments (25% of your grade)

There are 10 individual assignments. All modules, except for Modules 2 and 9, have one individual assignment. Modules 2 and 9 have NO individual assignments. All individual assignments are due on a Sunday by 11:55 pm. PAY ATTENTION TO DUE DATES.

Each individual assignment has its own set of instructions. It is your responsibility to read through each assignment's instructions.

Each assignment has a rubric. Make sure you read through what is required.

Final Project (20% of your grade)

Over the semester you will be compiling patterns observed in different settings, with different participants, through your individual assignments and discussions. With a group, you will use this information to present a coherent analysis of the findings. There are submissions associated with the final project. The purpose of these submissions is to make sure that you get in a group and start collaborating at a steady pace with your group. Please note, this group is different to the group associated with discussion boards.

The information below gives you more details on how to work on your **audiovisual** project. In addition, there is a grading rubric posted on Canvas that will help you see exactly how these projects will be graded. If you do exactly what we say in terms of format and detail, you should have no trouble getting a good grade.

PROJECT GUIDELINES:

1. All group topics are premade. They are named after the topic or subtopic that you should follow. For example: Race and Language. There are many different aspects you can cover within the subject and you can do a cross-analysis with other subtopics (ethnicity, linguistic relativity, gender, etc). Do not view these topics as restrictions.
   - **Associated submission**: By February 3rd (at 11:55pm), you should have joined a group (instructions on Canvas) and made an introduction post. Your intro post should include your interests in the topic and any other information pertinent (guru with power point, master at blog? No technical skills whatsoever?)
2. After you have posted, make sure that you see who else is in your group and how you fit together.
   - **Associated submission**: By February 10th (at 11:55pm), you will have a short survey to complete. It is a short survey in which you confirm that you are aware of the group you have chosen. You will also have the opportunity to ask for another

group. If there are other people that also wish to be in other groups, changes <u>may</u> occur.

3. There are multiple formats you may follow
   - **Associated submission**: By February 24th (at 11:55pm), you will do a short submission with your name (very important for you to write your name on that submission) and the format chosen. This will let us know that you are all on the same page!
   - **Formats** (only one format chosen per group)
     - i **Power Point**
       - using only the Pecha Kucha style and in video format (http://www.pechakucha.org)
         - Pecha Kucha is supposed to use one image for every slide. There would be a total of 20 slides and you should only spend up to 20 seconds per slide. (6.6 minute presentations)
         - You can view presentations on their website for ideas.
       - For this project I will allow the use of up to 30 slides and you can spend 30 seconds on each. (15 minutes for your presentation)
         - Do not abuse this. Be concise! But feel free to <u>use some more time if it is absolutely needed</u> (no more than the 15 minutes).
         - You may also use minimal text per slide. You can use the class video lectures as an example.
       - There is a document guide available on Canvas on how to create a video with your Power Point using recorded narrations.
     - ii **Infographic**
       - Sign up for a shared free account on https://www.venngage.com or http://www.piktochart.com
     - iii **Website or Blog**
       - Sign up for a shared account so everyone has access to it
       - Blogs can also be used as record-keepers, which can be useful for this type of project

4. Your final project will be to compile and organize the patterns you found as a group. You do not need to deal with all the assignments, but you should have a coherent topic and analysis. The important thing is that your analysis should be based on what you have been observing during the semester in your assignments and discussions!
   - For example:
     - i The differences in use of nonverbal communication between age groups (Crisscrossing Units)
       - Assignments used:
         - Introduction Video
         - Module 3's Discussion Board: Tell a Story
         - Module 4's Frame of Reference
         - Module 6's Discussion Board: Ethnography of Communication

- ii   Gender Performance (concentrating on one unit)
  - Assignments used
    - Introduction Video
    - All of the Assignments for Unit 10
- iii   There are many ways in which you can work with the topics available. Discuss with your classmates, post on the board or contact me if you are unsure on how to pursue. Remember that you have already done the research throughout the semester. Your project will synthesize your individual and group assignments, alongside the assignments of the other group members, in an audiovisual format (see point #4).
- **Associated submission**: By March 30th (at 11:55pm), one of you will submit a rough outline. Make sure to look over my comments and recommendations.

5. Project Submission ("presenting" to your class)
   - There are three discussion boards for Final Project submission. One for each format (Power Point, Infographic, Website/Blog)
   - Each discussion board has a rubric specific to the submission format. One member of your group must submit the final project to the discussion board. You can submit a link or a file.
   - Make sure that your submission has the name of all group members involved.
   - **Associated submission**: By April 20th (at 11:55pm), one of you will submit your project
6. Group Evaluation
   - You will be evaluating yourself and your groupmates' performance. The submission is through Canvas.
   - Someone who gets multiple bad reviews may have their Final Project grade lowered.
   - **Associated submission**: By April 22nd (at 11:55pm), each of you will submit a group evaluation (document available on Canvas)

Grading Breakdown		**Final Grading Scale****	
		(Total Points in Class)	
12 Module Quizzes	20%	A	90-100
10 Individual Assignments	25	B+	87-89
17 Discussions	35	B	80-86
1 Final Project	20	C+	77-79
	100%	C	70-76
		C-	65-69
Extra Credit possibility	+5% (?)	D+	63-64
		D	61-62
		E	60 or below

During Module 7 you have no individual assignments. You will have the opportunity to complete an extra credit. **This extra credit has two submissions.**
- You must first post your extra credit, and see what people are doing for their extra credit. Feel free to comment or ask for help on the board.
- Once you do the post and share feedback, you will do a submission with your extra credit.
- You will not receive any credit unless you do both

There is no curve in this class.

**This will be the final grading scale. If you barely miss a grade you wanted, I will NOT make arrangements with you to "boost" your grade.
Consistency across students is important in class, so I will not give opportunities to individual students if the same opportunities are not available to the class as a whole.

POLICY ON QUESTIONING GRADES

The grading in this course is relatively straightforward. Quizzes are multiple-choice, true/false or matching, which means the questions have "right" answers. Rubrics for all course activities are available online, which means the grading should be very straightforward. If you lose points, it should be clear why. Students regularly want to "question" their grades, either because they do not know why something was graded a specific way or because they are a point or two away from a higher grade in the course. Please feel free to ask us (via office hours or email) if you do not <u>understand</u> why you lost points on an assignment or test. It is important for you to know how things were graded, so you can do better next time. However, please be aware that I am much less open to people who want to wiggle a point or two simply to improve their grade, because it is very important to me that you are <u>all</u> graded consistently and fairly.

<u>Consequently, I want to make clear my policy on reexamining your grades:</u>

1. If you have questions about your grade on any discussion, assignment, etc. you have 7 DAYS after the grade is released on Canvas in which to come, first to your grader, then to me, to question your grade (that is, to ask for point changes based on justifiable criteria). After that time period, the grade stands (even if you did not check the grade until after that time period). However, you can ask questions about class material at any point to increase your understanding of what you did wrong.

2. Be aware that the last module, Module 12, has its last due date on April 10th. An overall grade sans your final project will be posted by the following week. It is your responsibility to review this grade by April 20th. Keep in mind that Canvas will automatically give you a grade that does not count anything that is not due by the time you check it. In this case, Canvas will be counting your grade minus the final project. Basically, you may see a grade that is overall above a 90%, but it is missing 20% of your grade.

3. Official final grades will be posted by April 27th. If you want to question your grades before the final grades are officially submitted, you have until April 30th.

4. If you have questions about the grading of discussion posts or the individual assignments, please see/email the teaching assistant first. She grades them with my specific guidance (e.g., grading rubrics I create), and I generally will support her grading choices. She has read all the work closely and knows why you were graded as you were.

5. Should you raise serious questions about how something was graded, we reserve the right to re-grade your entire assignment (meaning your grade may go up <u>or</u> down).

COLLEGE OF LIBERAL ARTS & SCIENCES (CLAS) POLICY ON INCOMPLETES

"I" grades should be assigned only after the instructor and the student have explicitly arranged, <u>before the final exam for the course,</u> to have the student complete exams or other required course work after the semester is over. The "I" arrangement should be used only when the student is doing passing work ("D" or better) in the course at the time of the arrangement.

Please note, that I rarely assign incompletes, unless there is a medical emergency or other appropriate reason for doing so.

Here is a link to the actual policy: www.clas.ufl.edu/forms/**incomplete**-grade-policy-clas.pdf

STUDENTS WITH DISABILITIES

Students requesting classroom accommodations for disabilities must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide the documentation to Dr. Laguer-Díaz when requesting accommodation.

POLICY ON CHEATING

Online courses largely rely on the honor system, although there are built in mechanisms to check for cheating. In my experience, people who focus mental energy on finding ways to cheat could have spent the same mental energy on studying and doing well in the course. Please trust me that **CHEATING IS NOT WORTH IT!**   It is not fair to other students in the course if some people cheat. Consequently, I take cheating and plagiarism very seriously. If there is reason to believe you are cheating on an assignment, you will earn a "0" on that assignment. I reserve the right to pursue the formal channels for plagiarism set down in UF policy.

You may find the university's honesty policy at https://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/. I expect you to read this policy and abide by it.

IMPORTANT TIPS FOR "NETIQUETTE" IN THE COURSE

When communicating online in this course, you should always:

- Treat instructor, teaching assistant, and fellow classmates with respect, even in email or in any other online communication
- Use clear and concise language and correct spelling and grammar
- The class embraces linguistic variation. As such, slang terms, textisms and the like are not discouraged. However you should make sure that your message is clear.
    - Use full sentences in communication.
    - Remember that SPEAKING IN ALL CAPS CAN BE INTERPRETTED AS YELLING
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- In emails, use an appropriate subject line (e.g., ANT3620 Module 2 Question). Remember to use the email c.laguer@ufl.edu to contact the professor for this course. Most importantly, all academic exchanges must be done through your proper UF account. When in doubt, use Canvas Message system.
- Be careful with personal information (both yours and other's).

When posting on the Discussion Board in your online class, you should:
- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and, review and edit your posts before sending.
- Make sure that you are being clear and concise.
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
  - A good trick for this is to read back your comment and ask yourself: "So what?" or "Why?"
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- If someone makes a remark that you consider disrespectful consider the following:
  - Rather than react in the same manner, ask them to reword or clarify their statement. Remember that we might be missing visual cues that would provide the context of the message
  - All discussions will be monitored during the office hours (at the least). If something comes up after that time, contact me at c.laguer@ufl.edu or your TA with the subject: "**DISCUSSION POST ISSUE**".
- Do not make personal or insulting remarks
- Be open-minded
- IMPORTANT NOTE: IF YOU ARE NOT RESPECTFUL TO OTHERS ON DISCUSSION BOARDS, WE WILL
  - WARN YOU TO CHANGE YOUR TONE/WORDS/APPROACH VIA EMAIL
  - IF THE BEHAVIOR CONTINUES, WE WILL NOT GIVE YOU CREDIT FOR THE DISCUSSION POST IN WHICH YOU WERE DISRESPECTFUL.
    - Disrespect includes personal attacks or insults, cursing, etc.

Holidays
- January 18
- February 27-March 15

Keep in mind that everything is available for you to do before the due date. Do not leave anything until the due date. You have more than enough time to complete it beforehand.

Module Outline
The Module Outline is found in the following **6 pages**. The outline is broken down into Units (2 pages per unit). Unit 1 consists of Modules 1-4; Unit 2 consists of Modules 5-8; and Unit 3 consists of Modules 9-12. The last part of your semester will be spent working on your **group final project.**

Language and Culture
Module Outline
Spring 2016
UNIT 1

Week	Dates	Lectures/Videos	Readings	Work Due
		MODULE 1: WHAT IS LANGUAGE?		
		*Because of Drop/Add Module 1 and Module 2 overlap in dates.		
1 -2	Jan 5 – Jan 17	Welcome to class	Your syllabus!	**Jan. 13** Syllabus Quiz **Jan. 17** Discussion: Introduction Post
		Historical Linguistics Language Evolution Language Features and Functions	**Burlings** **Dunbar** **Hockett** **Stokoe**	**Jan. 13** • Initial Discussion: Cognates **Jan. 15** • Replies Discussion: Cognates **Jan. 17** • Features of Language Assignment • Module Quiz 1
		MODULE 2: DESCRIPTIVE LINGUISTICS		
	Jan 5 – Jan 17	Descriptive Linguistics Phonology and Morphology Orality and Literacy	**de Saussure** **Pinker**	**Jan. 15** • Initial Discussion: Animal Sounds **Jan. 17** • Module Quiz 2 • Replies Group Discussion: Animal Sounds

Week	Dates	Lectures/Videos	Readings	Work Due
		MODULE 3: NONVERBAL COMMUNICATION		
3	Jan 18 – 24	Non-verbal Communication Instead of Spoken Communication Non-verbal Communication Alongside and Outside of Spoken Communication The Birth of a New Sign Language Your Body Shapes Who You Are Through Deaf Eyes	**Basso** **Iverson & Goldin-Meadow** **Salzmann et al.** **Sandler & Lillo-Martin**	**Jan. 20** • Initial Discussion: Quotable Gestures **Jan. 22** • Replies Discussion: Quotable Gestures • Initial Discussion: Tell a Story **Jan. 24** • Gesture-calls and the Use of Silence Individual Assignment • Replies Discussion: Tell a Story • Module Quiz 3
		MODULE 4: LANGUAGE AND THOUGHT		
4	Jan 25 – 31	Language and Thought, Part 1 Language and Thought, Part 2	**Conklin** **Lakoff & Johnson** **Lee** **Núñez & Sweetser** **Whorf** ***(recommended)***	**Jan. 27** • Initial Discussion Module: Frame of Reference **Jan. 29** • Replies Discussion Module: Frame of Reference **Jan. 31** • Displacement Individual Assignment • Module Quiz 4

Language and Culture
Module Outline
Spring 2016
UNIT 2

Week	Dates	Lectures/Videos	Readings	Work Due
		MODULE 5: LANGUAGE LIFE CYCLE		
5	Feb 1 – 7	Unit 2 Welcome Language Acquisition Language Stages Language Revitalization	**Ottenheimer** **McWhorter** **Zuckermann & Walsh**	**Feb. 3** • Final Project Introduction Post **Feb. 5** • Initial Discussion: Vanishing Languages **Feb. 7** • Endangered Languages Assignment • Replies Discussion: Vanishing Languages • Module Quiz 5
		MODULE 6: ETHNOGRAPHY OF COMMUNICATION		
6	Feb 8 – 14	Ethnography of Communication Communicative Interactions and Politeness Theory Game Day Ethnography Chinese Kinship	**Bonvillain** **Tannen**	**Feb. 10** • Final Project Group Confirmation **Feb. 12** • Initial Discussion: Ethnography of Communication **Feb. 14** • Replies Discussion: Ethnography of Communication • Kinship Terminology Assignment • Module Quiz 6

Week	Dates	Lectures/Videos	Readings	Work Due
5 MODULE 7: THE 21ST CENTURY AND TECHNOLOGY			
7	Feb 15 – 21	History of the Internet Sociolinguistics of the Internet Textspeak and Leet Speak	**Engert** **Java et al.** **Naaman et al.** **Poe**	**Feb. 17** • Initial Discussion: News Event **Feb. 19** • Replies Discussion: News Event **Feb. 21** • Module Quiz 7 *Extra Credit*
5 *MODULE 7 EXTRA CREDIT ASSIGNMENTS: DISCUSSION BOARD (FEBRUARY 19); SUBMISSION (FEBRUARY 21)*			
5 MODULE 8: PERFORMANCE AND IDEOLOGY			
8	Feb. 22 - 28	Performative Utterances and Religious Ideology Political Ideology and Social Action Vermin Supreme: When I'm President Everyone Gets a Free Pony	**Austin** **Blum** **Wharry**	**Feb. 24** • Final Project Format Confirmation **Feb. 26** • Initial Discussion: Naming Practices **Feb. 28** • Replies Discussion: Naming Practices • Conversational Styles Assignment • Module Quiz 8
5 **IMPORTANT**: YOU CANNOT ACCESS UNIT 3 WITHOUT COMPLETING THE PRE-REQUISITE: MAPPING ATTITUDES: MARCH 6			

Language and Culture
Module Outline
Spring 2015
UNIT 3

Week	Dates	Lectures/Videos	Readings	Work Due
		MODULE 9: CLASS, DIALECT, ETHNICITY AND RACE		
9-10	March 7 – 20	Unit 3 Welcome Dialects Class and Race African American English and Hip Hop Nation Language Mock Spanish and Nerds	**Kretzchmar** **Rickford** **Morgan** **Hill** **Bucholtz**	**March 9** • Initial Discussion: Cartoons **March 11** • Replies Discussion: Cartoons • Initial Discussion: HHNL **March 16** • Replies Discussion: HHNL **March 18** • Initial Discussion: Mock Spanish **March 20** • Replies Discussion: Mock Spanish • Module Quiz 9
		MODULE 10: SEX, GENDER AND LANGUAGE		
11	March 21 – 27	Sex versus Gender Femininity and Masculinity LGBTQ Communication	**D'Arcy** **O'Barr & Atkins** **Kiesling** **Leap**	**March 23** • Initial Discussion: Adjectives **March 25** • Replies Discussion: Adjectives • Initial Discussion: Terms of Address **March 27** • Gendered Naming Practices Assignment • Replies Discussion: Terms of Address • Module Quiz 10

Week	Dates	Lectures/Videos	Readings	Work Due
MODULE 11: INDIVIDUAL AND SOCIETAL MULTILINGUALISM				
12	March 28 – April 3	Intro to Multilingualism Societal Multilingualism Individual Multilingualism	**Suleiman** **McArthur** **Battistella** **Antal**	**March 30** • Initial Discussion: English-Only Policy • Final Project Outline **April 1** • Replies Discussion: English-Only Policy • Initial Discussion: Monolingual vs Multilingual **April 3** • Replies Discussion: Monolingual vs Multilingual • Your Own Linguistic Odyssey Assignment • Module Quiz 11
MODULE 12: CODE SWITCHING AND THE SPANGLISH CASE				
13	April 4 – 10	Intro to Code Switching Spanglish Latin@ Culture People of the Rock: the Llanitos of Gibraltar	**Zentella** **Nash** **Morales**	**April 6** • Initial Discussion: Code Switching **April 8** • Replies Discussion: Code Switching **April 10** • Spanglish Types Assignment • Module Quiz 12
FINAL PROJECT SUBMISSION				
April 10th – April 22nd **Keep in mind that you should be working on the final project from the beginning of the semester		You have already started to work on your project. Take this time to finalize it. The amount of time given for the final project is directly related to the quality that is expected of you.		**Associated Deadlines** **Feb. 3:** Intro Post **Feb. 10:** Group Confirmation **Feb. 24:** Format Confirmation **March 30:** Outline **April 20:** Final Project Submission **April 22:** Group Evaluations