

ANT3620 (Sections 1E79 &1E81)  
**LANGUAGE AND CULTURE**  
University of Florida

INSTRUCTOR:  
**Carmen A. Laguer-Díaz, Ph.D.**  
**Fall 2015**

**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](mailto: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](mailto:c.laguer@ufl.edu) with the subject: **IMPORTANT** (and any other pertinent information)

TEACHING ASSISTANT:  
**Randy Crones**  
**Fall 2015**  
**CONTACT INFORMATION**  
Department of Anthropology

Office Hours: **Monday, Wednesday, Friday 1-2 pm (email and Canvas Messages)**. **Synchronous** meetings for private and sensitive issues will be done by appointment, though I do not have an official campus office.

**BEST WAY TO CONTACT:** Email: [rcrones@ufl.edu](mailto:rcrones@ufl.edu)

### 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.

### 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!**

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### Quizzes (25% of grade)

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#### 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 (25% 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.

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 and you should do it by yourself. To help prevent cheating, each of you will get random questions pulled from a large test bank of questions.

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.

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### **Discussion Posts (20% of your grade)**

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There are 11 discussion posts that you will do. There is one discussion board per module, except for Module 2. There are two due-dates associated with the board. The first one (always on Friday by 11:55 pm) is your original post. By the following Sunday (at 11:55pm), you should have replied to two other classmates' original posts. PAY ATTENTION TO DUE DATES.

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.

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### **Individual Assignments (20% of your grade)**

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There are 11 individual assignments. All modules, except for Module 9, have one individual assignment. Module 9 has 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. Some of them have multiple parts (like Module 1's individual assignment). It is your responsibility to read through each assignment's instructions.

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

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### **Group Assignments (20% of your grade)**

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There are 11 group assignments. All modules, except for Module 2, Module 7, and Module 9, have one individual assignment. Module 2 and Module 7 have none. Module 9 has two. All group assignments are due on a Sunday by 11:55 pm. PAY ATTENTION TO DUE DATES.

Each group assignment has its own set of instructions. Some of them have multiple parts. It is your responsibility to read through each assignment's instructions.

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

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### Audiovisual Project (15% of your grade)

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Over the semester you have been compiling patterns observed in different settings, with different participants, through your individual assignments, group assignments, and discussions. It is strongly recommended that **you begin planning your final project early in the semester**. At least start skimming on the readings or topics that you find interesting.

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. You should access the Final Project Group Planning discussion board. A specific Discussion Board is available on Canvas for you to discuss which topics and formats (see below) you would be interested in pursuing. You need to find other students (not necessarily the students you have been grouped with all semester) who want to pursue the same type of project that you would like to pursue.
  - You have until Sunday, September 27 (at 11:55 pm) to get a group started
2. Once you get in a group of 3-5 members, you should create a group on the People Tab on the left navigation bar on Canvas. Detailed instructions on the course website.
3. 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 6's Discussion Board: Religious events (only looking at the gesture portion)
        - Module 7 Individual Assignment: Nonverbal communication in textisms and Leet speak
    - ii Gender Performance (concentrating on one unit)
      - Assignments used
        - Introduction Video

- All of the Assignments for Unit 10
- iii Do not limit yourself to these two examples. There are many other topics available. Discuss with your classmates, post on the board or contact me if you are unsure of a topic you would like 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).
- 4. Audiovisual Presentation Format:
  - You will be “presenting” your project to everyone in the class in one of the following formats
    - i **Power Point**
      - using only the [Pecha Kucha](http://www.pechakucha.org) 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 use some more time if it is absolutely needed (no more than the 15 minutes).
      - 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
- 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.
- 6. Group Evaluation
  - You will be evaluating yourself and your groupmates’ performance. The submission is through Canvas.

Final Class Grading Breakdown		Final Grading Scale** (Total Points in Class)	
12 Module Quizzes	25%	A	93-100
11 Individual Assignments	20	A-	90-92
11 Group Assignments	20	B+	87-89
11 Discussions	20	B	83-86
1 8-10-page analysis paper	15	B-	80-82
	100%	C+	77-79
<u>Extra Credit possibility</u> (one of the following)	<u>+5% (?)</u>	C	70-76
1) Mid-Term Class Feedback Quiz ( <u>up to 5%</u> )		C-	65-69
		D+	63-64
		D	61-62
		E	60 or below
2) Discussion Board extra credit			
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 generally 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 understand 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 all graded consistently and fairly.

Consequently, I want to make clear my policy on reexamining your grades:

1. If you have questions about your grade on any discussion, assignment, etc. **you have 7 DAYS after the grade is posted 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 before Thanksgiving. An overall grade sans your final project will be posted the first week of December. It is your responsibility to review this grade by December 9.
3. Official final grades will be posted by December 19. If you want to question your grades before the final grades are officially submitted, you have until December 20.
4. If you have questions about the grading of discussion posts or the paper, please see/email the teaching assistant first. He grades them with my specific guidance (e.g., grading rubrics I create), and I generally will support the grading choices. He 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 or 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, before the final exam for the course, 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](http://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. I suggest you not consider cheating. One assignment (or class) is not worth ruining your university career.

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](mailto: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](mailto: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

- September 7
- November 6-7
- November 11
- November 25-28

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  
Carmen Laguer-Díaz, Ph.D.  
Fall 2015  
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	Aug 24 – Sept 6	Welcome to class	Your syllabus!	<b>Sept. 6</b> Syllabus Quiz Discussion: Introduction Post
		Historical Linguistics  Language Evolution  Language Features and Functions	Burlings  Dunbar  Hockett  Stokoe	<b>Sept. 2</b> <ul style="list-style-type: none"><li>Part 1: Cognates Group Assignment</li></ul> <b>Sept. 4</b> <ul style="list-style-type: none"><li>Part 2: Cognates Group Assignment</li><li>Initial Discussion Module 1</li></ul> <b>Sept. 6</b> <ul style="list-style-type: none"><li>Replies for Discussion Module 1</li><li>Last Part: Cognates Group Assignment</li><li>Features of Language Assignment</li><li>Module Quiz 1</li></ul>
MODULE 2: DESCRIPTIVE LINGUISTICS				
	Aug 24 – Sept 6	Descriptive Linguistics  Phonology and Morphology  Orality and Literacy	de Saussure  Pinker	<b>Sept. 6</b> <ul style="list-style-type: none"><li>Animal Sounds Assignment</li><li>Module Quiz 2</li></ul>

Week	Dates	Lectures/Videos	Readings	Work Due
<b>MODULE 3: NONVERBAL COMMUNICATION</b>				
<b>3</b>	Sept 7 – 13	<p>Non-verbal Communication Instead of Spoken Communication</p> <p>Non-verbal Communication Alongside and Outside of Spoken Communication</p> <p>The Birth of a New Sign Language</p> <p>Your Body Shapes Who You Are</p> <p>Through Deaf Eyes</p>	<p><b>Basso</b></p> <p><b>Iverson &amp; Goldin-Meadow</b></p> <p><b>Salzmann et al.</b></p> <p><b>Sandler &amp; Lillo-Martin</b></p>	<p><b><u>Sept. 11</u></b></p> <ul style="list-style-type: none"> <li>Initial <b>Discussion Module 3</b></li> </ul> <p><b><u>Sept. 13</u></b></p> <ul style="list-style-type: none"> <li>Replies for <b>Discussion Module 3</b></li> <li>Gesture-calls and the Use of Silence Individual <b>Assignment</b></li> <li>Gestures <b>Group Assignment</b></li> <li>Module <b>Quiz 3</b></li> </ul>
<b>MODULE 4: LANGUAGE AND THOUGHT</b>				
<b>4</b>	Sept 14 – 20	<p>Language and Thought, Part 1</p> <p>Language and Thought, Part 2</p>	<p><b>Conklin</b></p> <p><b>Lakoff &amp; Johnson</b></p> <p><b>Lee</b></p> <p><b>Núñez &amp; Sweetser</b></p> <p><b>Whorf</b> <i>(recommended)</i></p>	<p><b><u>Sept. 18</u></b></p> <ul style="list-style-type: none"> <li>Initial <b>Discussion Module 4</b></li> </ul> <p><b><u>Sept. 20</u></b></p> <ul style="list-style-type: none"> <li>Replies for <b>Discussion Module 4</b></li> <li>Displacement Individual <b>Assignment</b></li> <li>Color Chart <b>Group Assignment</b></li> <li>Module <b>Quiz 4</b></li> </ul>

**Language and Culture  
Module Outline  
Carmen Laguer-Díaz, Ph.D.  
Fall 2015  
UNIT 2**

Week	Dates	Lectures/Videos	Readings	Work Due
<b>MODULE 5: LANGUAGE LIFE CYCLE</b>				
<b>5</b>	Sept 21 – 27	Unit 2 Welcome  Language Acquisition  Language Stages  Language Revitalization	<b>Ottenheimer</b>  <b>McWhorter</b>  <b>Zuckermann &amp; Walsh</b>	<u><b>Sept. 25</b></u> • Initial <b>Discussion Module 5</b> <u><b>Sept. 27</b></u> • Replies for <b>Discussion Module 5</b> • <b>Final Project</b> group created • Endangered Languages <b>Assignment</b> • Igpe Atinle (Pig Latin) <b>Group Assignment</b> • Module <b>Quiz 5</b>
<b>MODULE 6: ETHNOGRAPHY OF COMMUNICATION</b>				
<b>6</b>	Sept 28 – Oct 4	Ethnography of Communication  Communicative Interactions and Politeness Theory  Game Day Ethnography  Chinese Kinship	<b>Bonvillain</b>  <b>Tannen</b>	<u><b>Oct. 2</b></u> • Initial <b>Discussion Module 6</b> <u><b>Oct. 4</b></u> • Replies for <b>Discussion Module 6</b> • Kinship Terminology <b>Assignment</b> • Ethnography of Communication <b>Group Assignment</b> • Module <b>Quiz 6</b>

Week	Dates	Lectures/Videos	Readings	Work Due
<b>MODULE 7: THE 21<sup>ST</sup> CENTURY AND TECHNOLOGY</b>				
<b>7</b>	Oct 5 – 11	History of the Internet  Sociolinguistics of the Internet  Textspeak and Leet Speak	<b>Engert</b>  <b>Java et al.</b>  <b>Naaman et al.</b>  <b>Poe</b>	<u><b>Oct. 9</b></u> • Initial <b>Discussion Module 7</b> <u><b>Oct. 11</b></u> • Replies for <b>Discussion Module 7</b> • Textisms and Leet Speak Individual <b>Assignment</b> • Module <b>Quiz 7</b>
MODULE 7 EXTRA CREDIT ASSIGNMENTS: OCTOBER 12				
<b>MODULE 8: PERFORMANCE AND IDEOLOGY</b>				
<b>8</b>	Oct. 12 – 18	Performative Utterances and Religious Ideology  Political Ideology and Social Action  Vermin Supreme: When I'm President Everyone Gets a Free Pony	<b>Austin</b>  <b>Blum</b>  <b>Wharry</b>	<u><b>Oct. 16</b></u> • Initial <b>Discussion Module 8</b> <u><b>Oct. 18</b></u> • Replies for <b>Discussion Module 8</b> • Conversational Styles <b>Assignment</b> • Naming Practices <b>Group Assignment</b> • Module <b>Quiz 8</b>
UNIT 3 PRE-REQUISITE: MAPPING ATTITUDES: OCTOBER 18				

**Language and Culture  
Module Outline  
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Fall 2015  
UNIT 3**

Week	Dates	Lectures/Videos	Readings	Work Due
<b>MODULE 9: CLASS, DIALECT, ETHNICITY AND RACE</b>				
<b>9-10</b>	Oct 19 – Nov 1	Unit 3 Welcome  Dialects  Class and Race  African American English and Hip Hop Nation Language  Mock Spanish and Nerds	<b>Kretzchmar</b>  <b>Rickford</b>  <b>Morgan</b>  <b>Hill</b>  <b>Bucholtz</b>	<u><b>Oct. 30</b></u> • Initial Discussion Module 9 <u><b>Nov. 1</b></u> • Replies for Discussion Module 9 • Hip Hop Nation Language Group Assignment • Mock Spanish Group Assignment • Module Quiz 9
<b>MODULE 10: SEX, GENDER AND LANGUAGE</b>				
<b>11</b>	Nov 2 – Nov 8	Sex versus Gender  Femininity and Masculinity  LGBTQ Communication	<b>D'Arcy</b>  <b>O'Barr &amp; Atkins</b>  <b>Kiesling</b>  <b>Leap</b>	<u><b>Nov. 6</b></u> • Initial Discussion Module 10 <u><b>Nov. 8</b></u> • Replies for Discussion Module 10 • Naming Practices as Part of Gender Performance Assignment • Terms of Address Group Assignment • Module Quiz 10

Week	Dates	Lectures/Videos	Readings	Work Due
<b>MODULE 11: INDIVIDUAL AND SOCIETAL MULTILINGUALISM</b>				
<b>12</b>	Nov 9 – 15	<p>Intro to Multilingualism</p> <p>Societal Multilingualism</p> <p>Individual Multilingualism</p>	<p><b>Suleiman</b></p> <p><b>McArthur</b></p> <p><b>Battistella</b></p> <p><b>Antal</b></p>	<p><b>Nov. 13</b></p> <ul style="list-style-type: none"> <li>Initial <b>Discussion Module 11</b></li> </ul> <p><b>Nov. 15</b></p> <ul style="list-style-type: none"> <li>Replies for <b>Discussion Module 11</b></li> <li>Your Own Linguistic Odyssey Individual <b>Assignment</b></li> <li>English-Only Policy <b>Group Assignment</b></li> <li>Module <b>Quiz 11</b></li> </ul>
<b>MODULE 12: CODE SWITCHING AND THE SPANGLISH CASE</b>				
<b>13</b>	Nov 16 – 22	<p>Intro to Code Switching</p> <p>Spanglish</p> <p>Latin@ Culture</p> <p>People of the Rock: the Llanitos of Gibraltar</p>	<p><b>Zentella</b></p> <p><b>Nash</b></p> <p><b>Morales</b></p>	<p><b>Nov. 20</b></p> <ul style="list-style-type: none"> <li>Initial <b>Discussion Module 12</b></li> </ul> <p><b>Nov. 22</b></p> <ul style="list-style-type: none"> <li>Replies for <b>Discussion Module 12</b></li> <li>Spanglish Types <b>Assignment</b></li> <li>Spanglish for Spanglish Identities <b>Group Assignment</b></li> <li>Module <b>Quiz 12</b></li> </ul>
<b>FINAL PROJECT SUBMISSION</b>				
<p><b>Nov 23<sup>rd</sup> – Dec 9<sup>th</sup></b></p> <p><b>**Keep in mind that you should be working on the final project from the beginning of the semester</b></p>	<p>You should have already been in groups and started to work on your project.</p> <p>Take this time to finalize your project.</p> <p>The amount of time given for the final project is directly related to the quality that is expected of you.</p>			<p><b>Sept. 27</b></p> <ul style="list-style-type: none"> <li><b>Final Project</b> group created</li> </ul> <p><b>Dec. 9</b></p> <ul style="list-style-type: none"> <li><b>Final Project</b> submissions</li> </ul> <p><b>Dec. 17</b></p> <ul style="list-style-type: none"> <li><b>Final Project</b> group evaluations</li> </ul>