

# LING 3610W – Language and Culture

Section 002 | Tue & Thu 11:00AM – 12:15PM | Oak Hall 441

[last updated: January 12, 2018]

- INSTRUCTOR: Emma Nguyen      EMAIL: emma.nguyen@uconn.edu
- OFFICE HOURS: Tue & Thu 10:00am-11:00am or by appointment (Oak Hall 374)

## Course description and objectives (CA<sub>2</sub>, CA<sub>4</sub>-INT, W)

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LING 3610: The study of language, culture, and their relationship. Topics include the evolution of the human language capacity; the principles of historical language change including reconstruction of Indo-European and Native American language families; writing systems; linguistic forms such as Pidgins and Creoles arising from languages in contact; the interaction between language and political systems, the struggle for human rights, gender, ethnicity, and ethnobiology.

### Writing (W) Competency

<http://geoc.uconn.edu/writing-competency/>

W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition, then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation. [...]

### COURSE OBJECTIVES

By the end of the semester, you should be able to:

- Have conversations about language as a cognitive capacity and its place in the cultural setting
- Explain the distinction between different languages, different dialects, & different styles of speech/writing
- Argue what counts as a natural human language, and what doesn't
- Narrow down a general topic to a more specific one
- Research the sources relevant for the topic and find supporting evidence for the claims you are making
- Organize collected ideas and evidence into a structured outline
- Write a research paper led by the outline

## Papers, Peer Reviews, and Presentations

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As per writing course requirements, you will write a total of 15 pages over the course of the semester, broken down into three short papers and one final longer paper, all of which will go through at least one round of revisions.

FOUR PAPERS (~4 pages each): Specific instructions for each paper will be given ahead of time in class. For each of these papers, we will have an in-class “peer review” workshop, where your paper will be anonymously reviewed by two of your classmates. On the basis of these reviews you must revise and resubmit the paper for a grade and feedback from me. The first draft of the paper (submitted for peer review) will not be graded, but the final grade will take into account how/whether you addressed the peer reviews.

PEER REVIEWS: Each peer review that you write evaluating each other's papers is worth 1.5% of your course grade, and will be graded as follows: you will earn the full 1.5% for a thoughtful and complete review, .5% for an incomplete or superficial review, and 0% if you do not write the review.

Paper that have not gone through a review process will not be accepted and you will instead receive a zero. If you have a legitimate and documented reason that you will need to miss one of our peer review workshops (see schedule), you must let me know as soon as possible and we will figure out a way for you to make up for the class. That said, family and health emergencies will, of course, be accommodated; please contact me as soon as possible if something comes up.

Note: To make up a missed peer-review workshop, I will most likely have you set up an appointment with the University Writing Center within an allotted amount of time (see below for more information). The Writing Center books up quickly so contact me if you are having trouble scheduling an appointment.

FINAL PRESENTATION: Every student will give a final presentation (~15-20min) on the topic of their choice. Students should present the crucial material (handouts or slides) and lead the class in a short discussion of the topic. Presentations will take place during the last 5 days of class, you will sign up for a slot a week after spring break (see schedule).

## Class

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CLASS: Classes in different weeks are organized differently. It's extremely important for you to come to class and participate actively.

READINGS: Do them before coming to class.

COURSE WEBSITE: Lecture slides, readings, and assignments will be posted on [HuskyCT](#) but some hard copy handouts will be distributed in class (only) when the content requires them.

## Course Policies and Requirements

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After each assignment is graded, scores will be posted on <https://learn.uconn.edu/>

According to university policy for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

COURSE REQUIREMENTS			GRADING SCALE					
4 Papers	60%	95.0-100.0	A	81.5-85.0	B-	68.5-71.5	D+	
8 Peer Reviews	12% (1.5% each)	91.5-95.0	A-	78.5-81.5	C+	65.0-68.5	D	
Presentation	10%	88.5-91.5	B+	75.0-78.5	C	61.5-65.0	D-	
Participation	18%	85.0-88.5	B	71.5-75.0	C-	0-61.5	F	

## Academic Integrity

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Academic dishonesty or misconduct of any type will not be tolerated in this class. Please refer to the Student Code (found at: <http://community.uconn.edu/the-student-code-preamble/>) for specific guidelines and examples of misconduct.

Excerpt from UCONN's Student Code: A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

**I expect any graded assignment to be the result of your own individual effort.**

## Students with Disabilities

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Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible.

The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at <http://csd@uconn.edu>. Detailed information regarding the process to request accommodations is available on the CSD website at <http://www.csd.uconn.edu/>.

### Tentative Schedule (subject to change with notification)

DATE	TOPIC	READINGS/ASSIGNMENTS
Jan 16 <sup>th</sup>	Intro	
Jan 18 <sup>th</sup>	Intro 2	
Jan 23 <sup>rd</sup>	Writing Workshop & Topic Brainstorming	Pinker (2015) chap 2 & 3
Jan 25 <sup>th</sup>	Language & Thought: Time	Boroditsky (2003)
Jan 30 <sup>th</sup>	Language & Thought: Spatial Categories	Choi et al. (1999)
Feb 1 <sup>st</sup>	Language & Thought: Theory of Mind	de Villiers & de Villiers (2014).
Feb 6 <sup>th</sup>	*Peer-Review Workshop*	*Bring 2 copies of Paper 1, stapled*
Feb 8 <sup>th</sup>	Language Acquisition	FRH, 9 <sup>th</sup> edition chapter 8
Feb 13 <sup>th</sup>	Evolution of Language: Pidgins & Creoles	<b>Paper 1 (reviews +cover letter) due</b> “Contact Languages: Pidgins and Creoles”
Feb 15 <sup>th</sup>	Evolution of Language: Home Sign Systems	Hunsicker & Goldin-Meadow (2013).
Feb 20 <sup>th</sup>	Evolution of Language: Nicaraguan Sign Language	Senghas & Coppola (2001).
Feb 22 <sup>nd</sup>	<i>Writing Day</i>	
Feb 27 <sup>th</sup>	*Peer-Review Workshop*	*Bring 2 copies of Paper 2, stapled*
Mar 1 <sup>st</sup>	Language & Gender: Gender Neutral Pronouns	<a href="#">Hess (2016). Who’s They?</a>
Mar 6 <sup>th</sup>	Language Variation	<b>Paper 2 (reviews +cover letter) due</b> EWA & Labov (1972)
Mar 8 <sup>th</sup>	Language Variation 2	Various Links on AAVE
Mar 13 <sup>th</sup> -15 <sup>th</sup> : SPRING BREAK		
Mar 20 <sup>th</sup>	*Peer-Review Workshop*	*Bring 2 copies of Paper 3, stapled*
Mar 22 <sup>nd</sup>	Language & Gender: Vocal Fry	<a href="#">Lexicon Valley: Get Your Creak On</a> Optional: <a href="#">This American Life Podcast: Freedom Fry segment</a>
Mar 27 <sup>th</sup>	Language & Gender: Vocal Fry	<b>Paper 3 (reviews +cover letter) due</b> Parker & Borrie (in press)
Mar 29 <sup>th</sup>	Language Suppression: English-Only Movement	Wiley (2003)
Apr 3 <sup>rd</sup>	Movie: Do you speak America?	
Apr 5 <sup>th</sup>	<i>Writing Day</i>	
Apr 10 <sup>th</sup>	*Peer-Review Workshop*	*Bring 2 copies of Final Paper, stapled*
Apr 12 <sup>th</sup>	Presentation Day 1	
Apr 17 <sup>th</sup>	Presentation Day 2	
Apr 19 <sup>th</sup>	Presentation Day 3	
Apr 24 <sup>th</sup>	Presentation Day 4	
Apr 26 <sup>th</sup>	Presentation Day 5	<b>Final Paper (reviews+cover letter) due</b>
SUMMER		