LING 3610W – Language and Culture

At a glance....

This course is designed to help you broaden your knowledge of language as a cognitive capacity and its place in the cultural setting. There are two ways that we will accomplish this goal:

1. Interact with learning materials and participate in discussions centered around "topics of the week". Most of these topics can also serve as inspiration for your papers.
2. Workshop and submit four writing assignments on topics related to the course at large.

As this is a W course, a large part of your grade will come from four writing assignments that will undergo at least one revision process.
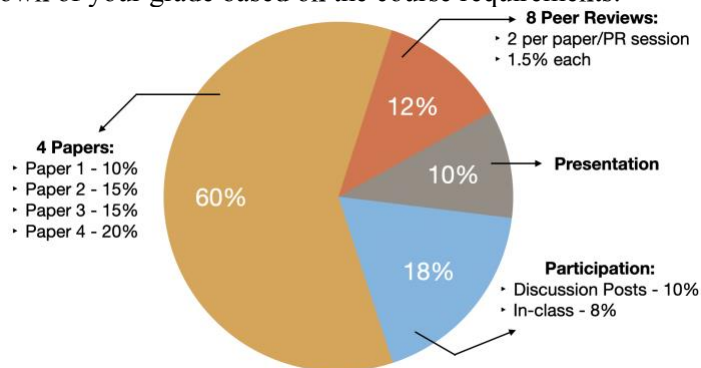
- Papers that have not gone through a review process will not be accepted.
- I expect any graded assignment to be the result of your own individual effort.

Classes are organized differently depending on the week and may be held synchronously or asynchronously. Thus, it is *extremely* important for you to consult the course syllabus and announcements regularly to prepare yourself for the week's assignments.

As for technology, I will host synchronous lectures through Zoom. Zoom links will be posted through the course announcements. These lectures will be recorded and uploaded onto HuskyCT. All other aspects of the course (e.g. course materials, turning in assignments) will also be done through HuskyCT.

- Communication is key. If you unable to participate in the class or on the assignments as outlined by my instructions, please come speak to me and we can work together to arrive at a reasonable compromise. *It is not in my business to make your life harder.*

And lastly, here's a breakdown of your grade based on the course requirements:

8 Peer Reviews:
- 2 per paper/PR session
- 1.5% each

4 Papers:
- Paper 1 - 10%
- Paper 2 - 15%
- Paper 3 - 15%
- Paper 4 - 20%

Presentation

Participation:
- Discussion Posts - 10%
- In-class - 8%

Course description and objectives (CA$_2$, CA$_4$-INT, W)

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. [...]

Papers, Peer Reviews, Discussion Posts, and Presentations

> ### 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
> - Recognize elements of (in-)effective writing
> - Provide constructive feedback on writings by others through the revision process
> - 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

As per the writing course requirements, you will write a total of 15 pages over the course of the semester, broken down into three short papers (3 pages each) and one final longer paper (6 pages), all of which will go through at least one round of revisions. The final paper will be an extension of one of the previously written papers of the student's choosing.

FOUR PAPERS: Specific instructions for each paper will be given ahead of time in class. For each of these papers, we will spend two class days in asynchronous "peer review" workshops, 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.

In order to ensure that paper drafts are taken as serious deadlines, drafts of your paper must be turned in on time in order to participate in peer review workshop. This means that if you miss the deadline for turning in your paper draft, you will miss the opportunity to do your two peer reviews which constitute 3% of your grade.

Paper that have not gone through a review process will not be accepted and you will instead receive a zero. In order to participate in the peer-review workshops, you must turn in your paper drafts by the deadline (see schedule). If you have a legitimate and documented reason that prevents you from turning in your paper on time, you must let me know as soon as possible and we will figure out a way for you to still receive feedback on your paper. That said, family and health emergencies will, of course, be accommodated; please contact me as soon as possible if something comes up.

DISCUSSION POSTS: Most Fridays will be held asynchronously. Class time will be spent in the discussion boards on HuskyCT. I will pose a topic with some readings and/or videos. As a class, we will engage in a discussion on this

topic. Instructions for how you will be evaluated will differ week-to-week and will be included in my initial post for the week.

FINAL PRESENTATION: Presentations will take place during the last 5 days of class, you will sign up for a slot a week before Thanksgiving Break (see schedule).

Every student will record a final presentation (~10 minutes) on their final paper topic and upload their video at least two days before their presentation date. During presentation week, students are required to watch the presentation videos and engage in class discussion on HuskyCT.

Class

CLASS: Classes in different weeks are organized differently. Check the course schedule and announcements regularly to prepare yourself for the week's assignments.

> I will host synchronous lectures through **Zoom**. Links will be posted *in the course announcements.* These lectures will be recorded and uploaded onto HuskyCT.

READINGS: When assigned, do them before coming to class. Note: Besides research needed for your papers, the only readings I require outside of class time are the ones for writing workshop. It's important that you read these papers before coming to class so that we can jump right into the activities of the day.

COURSE WEBSITE: Lecture recordings, lecture slides, readings, video links, and assignments will be posted on HuskyCT.

FEEDBACK & GRADES: I will make every effort to provide feedback and grades in a week from the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

WEEKLY TIME COMMITMENT: You should expect to dedicate 3-9 hours a week to this course. Work outside of regular class time will largely revolve around time you spend on your writing assignments.

Course Policies and Requirements

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						
8 Peer Reviews	12% (1.5% each)	95.0-100.0	A	81.5-85.0	B-	68.5-71.5	D+
Presentation	10%	91.5-95.0	A-	78.5-81.5	C+	65.0-68.5	D
Discussion Posts	10%	88.5-91.5	B+	75.0-78.5	C	61.5-65.0	D-
Participation	8%	85.0-88.5	B	71.5-75.0	C-	0-61.5	F

```
4 Papers
    ➢  Paper 1        10% ⎤
    ➢  Paper 2        15% ⎥
    ➢  Paper 3        15% ⎬  60%
    ➢  Paper 4              ⎥
                      20% ⎦
```

LATE ASSIGNMENTS: Only writing assignments can be turned in for partial credit. You can turn in a late paper by the next class meeting for a highest grade of 85% - B, or one week after the deadline for a highest grade of 75% - C. For example, if the paper is due on a Friday, you will have until Monday to turn in your final draft and the highest grade that you can earn is 85% - B. You will also have until Friday, one week after, for a highest grade of 75% - C.

Academic Integrity

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

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/.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or** https://studenthealth.uconn.edu/ for services or questions.

Accommodations for Illness or Extended Absenses

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/