

San José State University
Department of Linguistics and Language Development
LING20, Nature of Language
Section 02, Fall 2018

Course and Contact Information

Instructor:	Reiko Kataoka
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Office Hours:	T/Th 1:30 - 2:30 PM, and by appointment
Class Days/Time:	M/W 1:30 – 2:45 PM
Classroom:	Clark Hall 308
GE Category:	Area D1: Human Behavior. 3 Units. Grading options A – F

Canvas and MYSJSU Messaging

Course materials such as syllabus, lecture slides, assignment instructions, etc. can be found on [Canvas](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

Course Description

This course provides an introduction to the nature of language as a social institution and practice in observing language structure and use in local speech communities. We will take a scientific approach to language in order to see it for what it really is. The focus will be on language as a social institution. We will explore the importance of the fact that different groups of people have different ways of speaking, and we will compare patterns of language use in different cultures. We will question the idea that people should have a right to tell others how to speak.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1: Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

GELO 2: Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 3: Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

GELO 4: Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

GELO 5: Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international level.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: describe how social and cultural identity is shaped through language use in contexts of both equality and inequality;

CLO 2: describe the history of social, political, and economic processes that have produced (and continue to produce) linguistic diversity and equality/inequality in the U.S., including factors contributing to language maintenance, language shift, or language death;

CLO 3: describe language choices and policies that have led to greater equality and social justice in the U.S.;

CLO 4: identify ways in which they can contribute to positive interactions among people of different racial, ethnic, and cultural groups in the U.S.; and

CLO 5: write academic papers in a style appropriate to cultural anthropology and sociolinguistics, using observation and analysis of language use and variation among U.S. cultural and ethnic groups.

Required Texts/Readings

Yule, George. 2006. *The Study of Language* (4th Ed.). Cambridge: Cambridge University Press. ISBN 978-0-521-74922-0. Available at Spartan Bookstore.

A compiled course reader is available at Maple Press, 330 S. 10th St. #200 (408-297-1001). Cash only

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

For all assignments and examinations, see **Course Schedule** at the end of this syllabus for due dates. Below is the list of required course works. Detailed instructions will be given in class for all works.

1. Assignment on Neologisms (about 500 words)—In this assignment, you will collect two neologisms from published sources (online or otherwise). Then you will write a short paper that 1) explains the neologism, 2) describes the context, 3) explain the process of word formation, 4) discusses the function of the neologism, and 5) discusses the likelihood of its being accepted into mainstream language. (GELO 1)

2. Three Response Papers (600 words each)—In these assignments, you will write three reflective response papers after viewing three videos, *American Tongues*, *Speaking in Tongues*, and *Cross-Talk*, followed by class discussions. (GELOs 2, 3, and 4)

3. Linguistic/Cultural Heritage Paper (700 words)—In this assignment you will identify the dynamics of your linguistic/cultural identity. You will read assigned articles in the course reader and incorporate some of the important ideas in explaining your identity. Your paper should include the language(s) you know and how you use them as well as the linguistic/cultural heritage of your family. You will also review one of your peer-student heritage papers. (GELO 1)

4. Adopt a Language/Culture Project Presentation—In this assignment, you will adopt a language/culture with which you are currently unfamiliar and make an informative ppt. presentation to the class (about 10-15 minutes) about the language, culture, and its people. (GELOs 1, 2, and 3)

5. Mid-term Examination—There will be an in-class mid-term examination on topics covered during the first half of the course.

6. Final Examination—There will be an in-class final examination mainly on topics covered during the second half of the course (about 75%) but also on some fundamental notions covered in the mid-term examination (about 25%).

7. Quizzes—There will be ten quizzes (10 questions), which test your understanding of the contents of required readings and will be taken at the beginning of the class meetings in the course of semester. Each quiz is worth 1% of course grade.

8. Participation—You will earn grade points from class discussions, group work, and writing short responses to students' presentations. These points are recorded during some particular class periods. Note that participation points are non-retrievable; that is, other activity cannot substitute for the participation points.

Late work policy

Late work will be accepted up to 7 days after the due date/time. You will be assessed a **10% penalty** if your assignment is less than 24 hours late, and 10% penalty will be added for each subsequent 24 hours. No assignments will be accepted more than 7 days after the due date. Please note that two assignments—(1) final draft of your Argumentative Essay and (2) power point presentation on this essay—must be given on your assigned day. This policy will be enforced throughout the semester **without exception.**

Grading Information

Your final grade will be based on your performance on the required course works as summarized below:

1. Neologism Paper	10%
2. Critical Response Paper to Video 1-3 (5% each)	15%
3. Linguistic Heritage Paper	10%
4. Adopt a Language Project	10%
5. Midterm Examination	15%
6. Final Examination	20%
7. Quizzes	10%
8. Participation	10%
TOTAL	100%

Letter Grades

A+	98% and above*	A	97-94%	A-	93-90%
B+	89-87%	B	86-84%	B-	83-80%
C+	79-77%	C	76-74%	C-	73-70%
D+	69-67%	D	66-64%	D-	63-60%
				F	Below 60%

* An [A+] will be given to score greater than 98% *excluding* percentage point from extra credit works.

Grading transparency

The total number of earnable points for this course is 100. For example, if you receive 9 points on an assignment worth 10 points, those 9 points will be added to your total point accumulation. I will post grades of your exams and assignments on Canvas as soon as they are graded. This will give you a sense of how you are doing in the class.

You must earn at least a 70%, or a C-, to receive credit for this course.

Extra credit options

An Extra Credit work (worth 4 %) is available for everyone, and it will be discussed in class.

Classroom Protocol

You are expected to treat the classroom with respect and seriousness. I will treat you as a student, not as a customer or consumer. You are expected to adhere to the following general classroom norms:

1. Turn off your cell phone prior to the start of class.
2. Arrive in time.
3. **Bring textbook/reader** to all class meetings.
4. Do not Facebook, Twitter, e-mail, or anything else during class time.
5. Do not leave the classroom while class is in session except in the case of extreme personal emergency.
6. You are expected to pay attention to and be respectful of other members of the class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

LING 20: Nature of Language, Fall 2018, Course Schedule (Subject to change with fair notice)

Course Schedule

Week	Date	Topics, Assignments	Readings
1	8/22 (W)	Introduction to ling 20	
2	8/27 (M)	Introduction to linguistics What is language?	Finegan Ch1 (CR 1) Vanniarajan (CR 2)
2	8/29 (W)	Word formation Quiz 1	Yule, Ch 5
3	9/3 (M)	<i>Labor Day (no class)</i>	
3	9/5 (W)	Neologism Neologism Paper assigned	Sample Paper 1 (CR 14)
4	9/10 (M)	Sounds of language	Yule Ch 3
4	9/12 (W)	Sounds of language Quiz 2	Yule Ch 3
5	9/17 (M)	The sound patterns of language Neologism Paper due	Yule Ch 4
5	9/19 (W)	The sound patterns of language Quiz 3	Yule Ch 4
6	9/24 (M)	Regional variation of English Quiz 4	Finegan Ch 11 (CR 3) Tottie, 2002 (CR 4)
6	9/26 (W)	Language attitudes	Preston, 1998 (CR5)
7	10/2 (M)	<i>American Tongues (Video)</i>	
7	10/4 (W)	Media and language attitudes Video Response #1 assigned	Fattal, 2018 (CR6)
8	10/8 (M)	American vs. British English Quiz 5	Finegan Ch 11 (CR 3)
8	10/10 (W)	Review for the Midterm Exam Video Response #1 due	
9	10/15 (M)	Midterm Exam	
9	10/17 (W)	Indigenous languages Quiz 6	Diamond, 1993 (CR 7)
10	10/22 (M)	Heritage languages	Grigsby, 2011 (CR 8) Ramos, 2001 (CR 9)

Week	Date	Topics, Assignments	Readings
10	10/24 (W)	<i>Speaking in Tongues (Video)</i>	
11	10/29 (M)	Discussion on language loss and bilingualism <i>Video Response #2 assigned</i>	Myths about bilingualism (CR 10)
11	10/31 (W)	Morphology <i>Quiz 7</i>	Yule Ch 6
12	11/5 (M)	Grammar <i>Video Response #2 due</i>	Yule Ch 7
12	11/7 (W)	African American English <i>Heritage Paper assigned</i> <i>Quiz 8</i>	Tottie, 2002 (CR 4) Sample Paper 2 (CR 15)
13	11/12 (M)	<i>Veteran's Day (no class)</i>	
13	11/14 (W)	African American English (cont.) The Ebonics controversy <i>Quiz 9</i>	Rickford, 1999 (CR11) Goodman, 1996 (CR 12) Richtenstein, 2018 (CR 13)
14	11/19 (M)	Pragmatics <i>Heritage Paper due</i> <i>Quiz 10</i>	Yule Ch 10
14	11/21 (W)	<i>Non-instructional Day</i>	
15	11/26 (M)	Cross-Talk (Video) <i>Video Response #3 assigned</i>	
15	11/28 (W)	<i>Adopt a Language Project Presentation 1</i>	
16	12/3 (M)	<i>Adopt a Language Project Presentation 2</i>	
16	12/5 (W)	<i>Adopt a Language Project Presentation 3</i>	
17	12/10 (M)	Review for Final Exam <i>Video Response #3 due</i>	
Final		Thursday, December 13, 9:45 AM – 12:00 PM	