

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: English 104, Language and Culture

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

**CATALOG ENTRY**

<b>Discipline</b>	English
<b>Course Number</b>	104
<b>Course Title</b>	Language and Culture
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	48
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

General introduction to the processes of human communication. Includes the relationship between languages and culture, acquisition of first and second languages, languages in contact, sociolinguistics and the effects of both language and culture on inter/intra group communication. Languages spoken in the local area are used as the basis of study. (Same as Anthropology 104.)

**Budget Unit****Classification Code**

Y

**Transfer Code**

A-Transferable to both UC and CSU

**Method of Instruction**

10

**SAM Priority Code**

E - Non-Occupational

**Repeatability**

NR - Non-Repeatable: D, F, NC, W

**TOPS Code**

150100 - English (Writing)

**Topics Course**

No

**Open Entry/Exit**

No

**Grading Options**

Curriculum Office Use Only.

Department Chair Approval Date:

Division Chair Approval Date:

Curriculum and Instruction Council Chair Approval Date:

**COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

All segments require critical reading and analysis and application of vocabulary, concepts and learning skills at the college level. Critical listening and writing is also required in every segment.

**I. Introduction to Language (6 hours)**

A. Students will identify the various definitions of language and describe the characteristics of human language.

- B. Students will recognize the language families of the world.
- C. Students will identify the characteristics of a native speaker of a language and compare the characteristics to those of a non-native speaker.

## II. The Linguist and Linguistics (3 hours)

- A. The students will define the elements of the discipline of theoretical and applied linguistics and recognize the role of linguistic knowledge in various disciplines, e.g., speech pathology, applied language teaching, translation.
- B. The students will apply knowledge of phonology, morphology and syntax to simple problems, and they will analyze the results.

## III. Introduction to Culture (9 hours)

- A. The students will identify various definitions of culture and coordinate these to linguistic concepts.
- B. The students will describe the Sapir-Whorf Hypothesis and apply the weak and strong definition of the hypothesis to cultural examples.
- C. The students will describe and exemplify the concepts of *emic* and *etic*.
- D. The students will analyze and exemplify the co-extensive nature of language and culture.
- E. The students will analyze what occurs when languages come into contact.
- F. The students will demonstrate examples of language change due to cultural contexts.

## IV. Introduction to Communication (6 hours)

- A. The students will analyze the difference between *Communication*, the hypernym and *Language*, the hyponym.
- B. The students will identify channels of communication.
- C. The students will examine the differences between verbal and nonverbal communication and give examples. They will apply the concept of *emic* and *etic* to this topic in an intercultural review.
- D. The students will apply their knowledge of cultural and communication to the situational context of communication and intercultural mismatches.

## V. Language and the Brain (Neurolinguistics) (3 hours)

- A. The students will recognize the distinctions between animal and human communication with regard to the brain.
- B. The students will describe brain lateralization.
- C. The students will apply knowledge of the brain to what occurs during acquired brain injury.
- D. The students will recognize the speech centers of the brain.
- E. The students will describe the results of language deprivation before and after puberty.

## VI. Language Acquisition (9 hours)

- A. The students will describe the elements of first language acquisition.
- B. The students will compare and contrast the elements of first and second language acquisition in children and then in adults.
- C. The students will observe a monolingual demonstration and describe the elements that contribute to effective and ineffective language teaching strategies.
- D. The students will describe a contrastive analysis between English and another language for the purpose of analyzing the problems of ESL learners.

## VII. Sociolinguistics (9 hours)

- A. The students will analyze the linguistic elements of AAVE, ChE, *Spanglish* and other dialects.
- B. The students specify the elements of pidgins and creoles.
- C. The students will exemplify slang and jargon.
- D. The students will exemplify euphemisms and taboos.
- E. The students will analyze the five registers of language.

## VIII. Male/Female Language (3 hours)

- A. The students will analyze the attributes of sexist language.
- B. The students will differentiate the elements of male and female language in lexicon and grammar in several different languages.

## IX. Presentation of Research Projects

(If the instructor has chosen to assign this, this will take the time of two in-class exams)

- A. The students will investigate a research question, select appropriate resources, analyze the topic and synthesize the information gleaned.

- B. The student will evaluate the results and draw a conclusion.
- C. The students will develop a creative conclusion.
- D. The students will prepare a written paper with content, form and mechanical correctness, including correct documentation style (MLA for English APA for Anthropology).
- E. The students will orally present their research with visual aids.

\*The languages and dialects used as the basis of study are those spoken by African Americans, Asian Americans, Hispanics and/or Native Americans.

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## **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

### **Recommended readings and/or materials:**

LANGUAGE: THE SOCIAL MIRROR, E. Chaika. Newbury House, 3rd edition. \$60.00  
ANNUAL EDITIONS: ANTHROPOLOGY, Ed. Elvio Angeloni. Dushkin Publishing Group, Inc. \$36.00  
FIELD PROJECTS IN ANTHROPOLOGY - A STUDENT HANDBOOK, Julie Crane and Michael Angrosino, Waveland Press, Prospect Heights, Illinois. 1994. \$30.00

### **Other:**

None

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## **WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?**

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

1. -

The students will:

Participate effectively in small groups

Give a clearly organized oral presentation of the research paper with visual aids

Write essays with proper organization, command of concepts and controlled mechanics as well as proper documentation style

Write clear peer evaluations

#### **Thinking and Reasoning**

1. -

The students will:

First recognize, then apply terminology of this field to develop the ability to apply principles and generalizations already learned to new problems and situations

Develop questions for research  
Synthesize and integrate information and ideas  
Draw reasonable inferences from observations  
Think holistically and see the whole as well as the parts  
Analyze one's own work as well as the work of others

## **Information Management**

1. -

### **A. Information Competency**

The students will:

Use materials or technology central to this subject

Evaluate information gleaned on the Internet prior to utilizing it for small projects and the research paper

Develop a commitment to honesty in presentation of written or oral information i.e., citing the work of others in the proper documentation style (APA for Anthropology and MLA for English)

### **B. Technology Competency**

The students will:

Use PowerPoint or other media for presentations.

Use word processing programs for all papers.

## **Diversity**

1. -

The students will:

Demonstrate a broad knowledge of the global world in which we live through understanding of other languages and cultures

Neutral biases which might be present regarding dialects or other languages, multiculturalism / multilingualism

Neutralize intercultural judgment

Recognize the possible mismatches due to NVC variations among various cultures

Develop the descriptive value-neutral approach to language and culture rather than the prescriptive one

## **Civic Responsibility**

1. -

The students will:

Develop the capacity to make informed ethical choices with regard to professional application of the material of this discipline e.g., Speech Pathology, field methods, teaching, develop a commitment to accurate work, e.g., phonetic evaluation for speech pathologists.

## **Life Skills**

1. -

The students will:

Meet deadlines, cooperate with peers and follow through on commitments

Be accountable in group work

## Careers

1. -

The students will:

Recognize the professional spectrum of this field of study

Understand the application of this field to their chosen profession, e.g., speech pathology, language teaching or field work in anthropology

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## WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Lecture

Reading Assignments

Visual Aids

Writing Projects & Reports

Other (Specify):

Instructors may choose from the following:

Lecture

Class discussions

Writing projects and reports

Case studies

Reading assignments

Group exercises

Handouts

Visual aids

Instructor demonstrations

Possible outside speaker

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## WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

Reading and writing assignments. Minimum of 6 hours per week.

1. Reading of text, articles, supplementary materials - 48 hours

2. Written work including essays, field project, and critical reviews and/or Research Project, if assigned - 48 hours

(A minimum total of 96 hours/semester is required.)

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## STANDARDS OF ACHIEVEMENT

List graded activities.

Periodic objective and essay exams (at least two - four per semester), one or two\* of which are to be given before midterm grades are due.

One written critical analysis of articles, books or films.

One field methods project, which should be done before midterm grades are due.

One research project demonstrating analysis and synthesis of information from books, articles; native informant may be assigned in lieu of one resource.

Oral presentations of critical analysis, field project, research project (optional).

\*four exams must be given if research project is not assigned.

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### How will student learning be assessed? (Multiple measures must be used.)

Grades will be based on a percentage of total points or a similar "criteria" (fixed point spread).

#### Percentages

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

Below 60 = F

Essays will be graded as follows:

An "A" paper demonstrates clarity and usage of concepts; a clear and coherent organizational pattern; and correct grammar and mechanics, including documentation style.

A "B" paper demonstrates comprehension of concepts and terminology but may have some organization or mechanical problems. The reader is still able to discern that the student understands the concepts, however.

A "C" paper demonstrates understanding of all the concepts, but there is possible misuse of the application of terminology. Mechanical or organizational problems may impede some of the clarity of ideas.

A "D" paper lacks organization and/or grammatical control to the degree that it obscures the ideas. It may also lack understanding of key concepts and application of terminology.

(Instructor will specify the weighting of exams and other graded activities on the course overview.)

Formative and simulative assessment will be used to show what the student learned, to what degree the student learned and what the student did learn.

Formative assessment:

Portfolio of writings with instructor and self-assessment according to clear criteria. Student will update goals for improvement with each assessment. The portfolio will also include pieces of research project as it is completed. Each piece will be assessed by the instructor narratively. A grade will be given at the end.

Grades on rewrites with scoring rubrics.

CAT (Classroom Assessment Techniques) for quick assessment to see what the student did not understand.

Quizzes and tests

Small group problem solving exercises

Simulative assessment:

In-class writing (this is after each major unit)

Graded research project with oral presentation with clearly defined grading criteria.

Final grade for the course with weighting of each graded piece clearly specified in the course overview.

All of the above are direct methods. The instructor may use an indirect method, which would be useful for department data: A survey at the very beginning of the semester and one at the end to compare the students' perceptions. This can be compared to the final grade and some personal information with a correlation study or even a multiple regression study done by the Research Department.

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### Supplemental Forms

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#### Requisite Apprival Form

Type of Requisite  
Content Review

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#### Technologically Mediated Instruction (TMI)

TMI Checklist  
Supplemental Comments:

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#### Honors

Additional and advanced components that will be covered in this honors  
Additional measurable instructional objectives that the honors student will be expected to accomplish.  
Additional reading, writing, and special projects in this honors course will require students to:  
Augmented critical thinking skills the honors student will develop.

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#### Non-Credit Course Self-Assessment

Date Approved by System Office

Last Reviewed by C&IC

Instructor met min qualifications      No

Instructor provided immediate  
supervision/control      No

Students do not exceed allowable  
class hours      No

Instructor monitors computer  
lab/library usage      No

Student initiates course enrollment      No

Students informed when enrolled      No

All other noncredit requirements  
satisfied      No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

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#### New Course Proposal Form

Course Title      ENGL 104 - Language and Culture

Course part of new major      No

Intended for Transfer      No

Part of Associate Degree      No

Part of Certificate Program      No

Vocational      No

Advisory Committee Involved?      No

Special Room/Space Requirements      No

Additional/Specialized Staffing      No

Special Equipment      No

Library Consulted      No

Additional library resources  
required      No

Consumable supplies required      No

Special Funding Available?      No

## Supplemental Comments