

SANTA ANA COLLEGE COURSE OUTLINEDISCIPLINE, NUMBER, TITLE: English 104H, Honors 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

Discipline	English
Course Number	104H
Course Title	Honors Language and Culture
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

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

A high school or college GPA of 3.0 or above

CATALOG DESCRIPTION

Enriched, in-depth study of the processes of human communication. Includes the relationship between language 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. Requires individual research paper and oral presentations of readings in a seminar setting. (Same as Anthropology 104H.) Prerequisite: High school or college GPA of 3.0 or above.

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.)

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 any language and compare the characteristics to those of a non-native speaker.

D. Protocols and ethics of field methods*

E. Students will develop a simple question for research, apply the ethics of the discipline and create a hypothetical field methods study e.g., "What is the attitude of native Spanish speakers to Spanglish?"*

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 the 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 culture 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 will 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. Critical Reviews*

A. In addition to the readings in the text, supplemental articles from journals and newspapers must be read and analyzed. Students are encouraged to locate current articles on topics under discussion.

B. In addition to leading discussions on assigned readings, students will be required to choose an article for written review.

X. The Research Projects*

A. The students will investigate a research question, select appropriate resources from books, articles and electronic sites, analyze the topic and synthesize the information gleaned.

B. The students will create a portfolio and place pieces of the research assignment within the portfolio. They will include the topic selected sources, on-line article analysis, draft (including the introduction, the body and the conclusion) instructor's comments, rewrites, and the final version.

C. The student will evaluate the results and draw a conclusion.

D. The students will develop a creative conclusion.

E. The students will prepare a written paper with content, form and mechanical correctness, including correct documentation style (MLA for English, APA for Anthropology).

F. the students will orally present their research with visual aids.

*** Indicates an enhanced activity for the honors section.**

COURSE MATERIALS

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

Recommended readings and/or materials:

Language The Social Mirror, 3rd Ed., E. Chaika. Newbury House, 3rd edition. \$60.00

Field Projects in Anthropology - A Student Handbook, Julie Crane and Michael Angrosino. Waveland Press, Prospect Heights, Illinois. 1994. \$30.00

Annual Editions: Anthropology, Ed. E. Angeloni. Dushkin Publishing Group Inc. \$36.00

Other:

None

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. -

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, MLA for English)

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

Neutralize 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 an descriptive value-neutral approach to language and culture rather than a 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 the field of study;

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

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Case Studies

Class Discussions

Group Study & Exercises

Handouts

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

***Field project**

***Evaluation of electronic research sources and materials**

***Article analysis**

***Indicates enhanced activities for the Honors section**

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

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

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

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

2. Written work including essay, hypothetical field methods project and critical reviews/preparation for oral presentation - 48 hours.

***3. Field Project - 24 hours**

***4. Research - 24 hours**

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

***Indicates enhanced activities for the Honors section**

STANDARDS OF ACHIEVEMENT

List graded activities.

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

***Seminar style discussions and small presentations of readings.**

***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 and research project.**

*** Indicates an enhanced assignment for the honors section.**

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 summative assessment will be used to show what the student learned, to what degree the student learned and what the student did not learn.

Formative assessment:

Portfolio of writings (essays) 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 the 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.

Small group problem-solving exercises.

Quizzes and tests

Summative 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.

Supplemental Forms

Requisite Approval Form

Type of Requisite
Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
Supplemental Comments:

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.

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

New Course Proposal Form

Course Title ENGL 104H - Honors 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	