

# LANGUAGE & CULTURE

## Anthropology 104 / English 104

Join us to discuss how different languages shape the way we view the world! Study the ways in which human communication affects the way we think and feel about each other!

Some of the topics we will explore:

- ❖ Do men and women see things differently because of their language use?
- ❖ Do people of different language groups view “reality” differently?
- ❖ Are we shaped more by our culture or our own personal experience?
- ❖ Why do children learn a language more easily than adults?
- ❖ What is African American Vernacular English? Is *Spanglish* a language?

**Course #78606 (Anth)/#80354 (Eng)**  
**M&W 8:00 AM – 9:25 AM; Bldg. I-201**  
**Spring Semester 2014**  
**Santa Ana College**

**Fully Transferrable for AA degree (Cultural Breadth), CSU & IGETC**

**Anthropology/English 104  
Language and Culture  
Course Overview  
Spring 2014**

Professor: Bonita Nahoum Jaros, PhD  
Office: A-101  
Office Hours: T, Th 10:00-11:00 am  
(or by appointment)  
email: [jaros\\_bonita@sac.edu](mailto:jaros_bonita@sac.edu)

Phone: (714) 564-6989  
Ticket: 78606 (Anth)  
80354 (Eng)

**The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.**

**The Santa Ana College English Department provides numerous opportunities for our students to develop and improve the reading, critical thinking, and writing skills required to succeed at their chosen careers, to meet the rigors of the writing demands at four-year transfer institutions, and to foster lifelong learning and an appreciation of literature.**

**The mission of the Anthropology, Sociology, and Women's Studies department is to promote appreciation, understanding and respect for cultural and biological diversity using scientific principles. The three distinct disciplines of the department provide a variety of courses for students seeking AA degrees, transfer opportunities, and careers, including professional and personal growth. Through diverse curriculum and pedagogy emphasizing academic reading, writing, critical thinking and laboratory experiences, we prepare students to successfully engage a diverse cultural and social environment in the community and workforce.**

**COURSE DESCRIPTION:** This course includes in-depth study of processes of human communication. It includes the relationship between language and culture, acquisition of first and second languages, languages in contact, dialects, registers, male/female linguistic patterns, field methods, other topics of anthropological linguistics and sociolinguistics, and the effect of both language and culture in inter/intra-group communication. Languages spoken in the local area are highlighted for example.

**AA Degree/ AA-T/CSU/ UC Transfer:** This course meets the requirements for *Plan A* (Associate Degree) under Area D: Cultural Breadth: International Perspective; the AA-T in Anthropology (pending); *Plan B* (California State University) under Area D1: Social, Political and Economic Institutions and Behavior; and *Plan C* (University of California—IGETC) under Area 4: Social & Behavioral Sciences. It also meets a core elective requirement of several majors and certificates (please see the college catalog).

**REQUIRED TEXT:** Bonvillain, Nancy. *Language, Culture, and Communication: The Meaning of Messages*, 7<sup>th</sup> edition. Upper Saddle River, NJ: Pearson/Prentice Hall, 2014.

**Other Readings:** In addition to the text, several journal and newspaper articles as well as Internet sites will be used as supplement. *Blackboard* will be used to post some of the additional readings.

**Note:** This course will utilize *Blackboard* for posting of assignments and handouts. Please check regularly, as each student is responsible to be on time with all assignments and readings. Training will be discussed in class.

**STUDENT LEARNING OUTCOMES:** Student Learning Outcomes are an important element of your experience in every course you take at Santa Ana College. Each course contributes to your aggregate learning experience as you enter our society as a liberally educated individual who can contribute to yourself as an individual, your family, groups you belong to, our community, our state, our country and the world without borders. Anthropology/English 104 will offer the following “pieces” in the overall picture.

### **LEARNING OUTCOMES**

**This course will train students to:**

- ◆ Identify, describe and analyze the universal systematic elements of Human Language (e.g., phonology, morphology, syntax)
- ◆ Identify the types of cultural elements that inform the grammar as well as the lexicon of any Human Language and apply these to the variety of human languages.
- ◆ Utilize the universals of Human language and the cultural categories to describe the English language and compare/contrast the English language to one other language of the local area.

**How will we do this?**

**We will:**

- ◆ Apply the vocabulary necessary for analyzing the basic structure of phonology, morphology and syntax of English and at least one other language
- ◆ Recognize the cultural links within every aspect of human language to avoid “emic mismatches”
- ◆ Develop a descriptive, value-neutral approach to the study of language and culture
- ◆ Evaluate information gleaned on the Internet prior to utilizing it for small projects and the research paper

**GRADES:** There are no objective exams in this course, therefore no numerical grades. Essays will be given a letter grade based on content, logic, use of concepts, organization, and correctness of language use. A final grade for this course will be based on a minimum of two essay exams, one of which will be given before the midterm; responses to readings; a midterm exam; a final exam; and a 7-10-page individual research paper/project in MLA or APA format, which will have a group component. Classroom participation will be an important factor as well, as this course will employ small-group work as well as individual presentations. All assignments will be clearly explained with a handout and rubric.

**Grading percentages are weighted as follows:**

Two Essays Exams	20%
Midterm Exam	10%
Research Paper/Group Project	40%
Responses to Readings	10%
Final Exam	10%
Participation	10%

**Note:** It is not recommended to request a **grade of “I”** (Incomplete) for Eng/Anth 104. If it is unavoidable, however, please be advised that there is one year to complete missing work, and a grade of “A” cannot be earned under any circumstance.

**Assessment Methods:**

- ◆ Essays (both in-class and take-home essays) will be given a letter grade based on content, logic, use of concepts, organization and correctness of language usage. (Take-home essays must be typewritten, approximately 500 words in MLA format for English/APA format for Anthropology.) Late essays will be accepted (no later than one week), but one letter grade will be deducted. Specific guidelines will be given in class.
- ◆ In-class exercises will be done in groups and individually. They will be graded for accuracy on a point scale. Specific guidelines will be given in class.
- ◆ Participation will be assessed by peers, through self-evaluation and by the instructor. A written narrative will be required.
- ◆ The final project will be assessed in stages and will undergo instructor, peer and self-assessment in the final stage. Specific guidelines will be given for how to keep a portfolio for the project. A grading rubric will also be distributed.

**Grading for Essays:**

An **“A” paper** demonstrates clarity and usage of concepts; a clear and coherent organizational pattern, with a well-formulated thesis statement in the introduction, a well-explained body, and a conclusion which demonstrates unity; and correct grammar and mechanics, including MLA/APA 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** shows understanding of all the concepts, but there is possible misuse of the application of terminology. Mechanical problems or organizational problems may impede some of the clarity of the 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.

**A detailed rubric will be distributed in class with the first essay assignment.**

## **ATTENDANCE:**

**Attendance:** Regular attendance and punctuality are essential to the acquisition of key concepts in this course. In addition, since group work is dependent upon the presence of the members, groups will “suffer” the loss of a member. The attendance policies stated in the college catalog apply to this course. Students will be dropped after four absences. If you must be absent for any reason, please contact a colleague for any information and check *Blackboard* to see if anything has been posted. Absence is not an excuse for missing work.

**Note:** The last date to withdraw from a full-semester class with a “W” is **May 11, 2014**. **It is the student’s obligation to drop to avoid attaining a grade of “F.”**

## **GRAMMAR TIP BOX:**

I will put one “GT” on the board as needed based on recurring errors I observe in your essays. We will discuss these briefly. Anyone who needs extensive explanation needs to make an appointment or come to my office hours. Grammar exercise may also be posted on *Blackboard*.

**PLAGIARISM:** Students at Rancho Santiago Community College District are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. We as an institution also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

**Note:** Distribution of this statement of ethics constitutes official notification of policy. The consequences of any act of academic dishonesty will result in the following: 1. An “Academic Misconduct Incident Report” will be filed with a copy of the assignment and sent to the Dean of Students, the Admissions and Records Office, the Dean of Humanities and Social Sciences and the Honor’s Coordinator (if an honors section); 2. A grade of “F” will be issued for the assignment, which will impact the final course grade and could result in a non-passing grade for the course. See the college catalog or the Student Handbook for further information.

**ACCOMMODATION: Your success in this course is important to me.** Santa Ana College and I are committed to providing reasonable accommodations for all individuals with disabilities. If you have a disability that may have some impact on your ability to do well in this course, I encourage you to speak with me as soon as possible. Also, please contact **Disabled Student Programs & Services** so that we can all collaborate on your classroom accommodations in a timely manner. **DSP&S is located in U-103**, and their phone number is **714-564-6264**. The DSP&S office requires documentation of your disability in order to receive reasonable accommodations. If you do not have

documentation, they will work with you to acquire it. I look forward to supporting you to meet your learning goals.

***Bonita's Philosophy of Courtesy, Honesty and Grades and What It Means to You:***

**Courtesy:** It is expected that common sense and grace will prevail regarding tardiness, leaving the room, group and personal decorum, and the use of cell phones including text messaging. **Kindly turn off all mobile phones** before entering the classroom! Courtesy also includes proper dress when giving a presentation before your colleagues and not speaking a language one or more of your group members does not understand during group work.

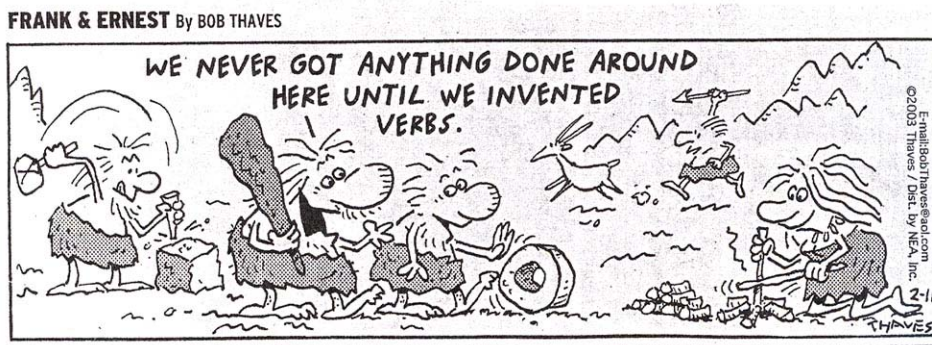
In return, you may expect the utmost respect and courtesy granted you by the instructor. I value your time. I come to class on time, I am well prepared for presentation and management of the material and evaluation of your work, and I am available to you during the semester and beyond for all kinds of academic (and sometimes personal) consultation. I will write recommendations no matter how busy I am; I lend books for research use and help with research projects. Your education affects me! What you do with what you learn in my class out in the world is my business! I take it very seriously, and I know you will succeed.

**Honesty:** A Statement of Ethics is attached. However, besides the formal policies of the college and the English department, this instructor must personally emphasize that honesty is a virtue to be upheld above almost anything else. It is incumbent upon you, the next generation of workers, and more important, parents, to uphold honesty in all your academic and personal endeavors. As such, I will not tolerate deliberate plagiarism or cheating of any kind! I am here to help you. Come to my office as often as you need to, and share all your academic difficulties with me.

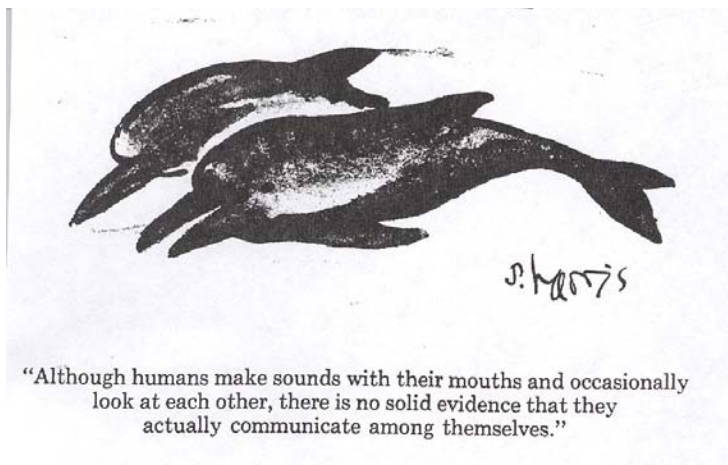
**Grades:** I am not interested in grades! I am interested in your learning and what you will do with it when you leave my class! However, I am not naïve—I know your grades are important, and I am careful about them. Your grades may not start where you want them, but they will go up as you rewrite and apply the analysis needed to write the assigned essays or research. As a result, there is no limit on rewriting (if you hand the work in on time), and I do not aggregate your grades for a given assignment. Your final rewrite is the grade used. I also do not count an “early low grade” when calculating your *final grade for the course* because you might not have “gotten it” yet. In other words, if you have demonstrated high quality, you have demonstrated it! It doesn’t matter what preceded it. Learning is developmental and takes time. A bit of effort on your part will make a big difference in your future. Turn your work in on time. Do the reading. Ask questions constantly. We will learn together. You will steer the course within the platform I lay out for you. You will not regret it!

## OUTLINE OF OUR TOPICS

- I. *Introduction to Language* (Descriptive Linguistics: four weeks—first exam)  
Chapters 1-2: Introduction; The Form of the Message
- A. Definition of Language
  - B. Characteristics of human language
  - C. Native speaker intuition
  - D. NVC
  - E. Non-vocal language
  - F. Languages of the world

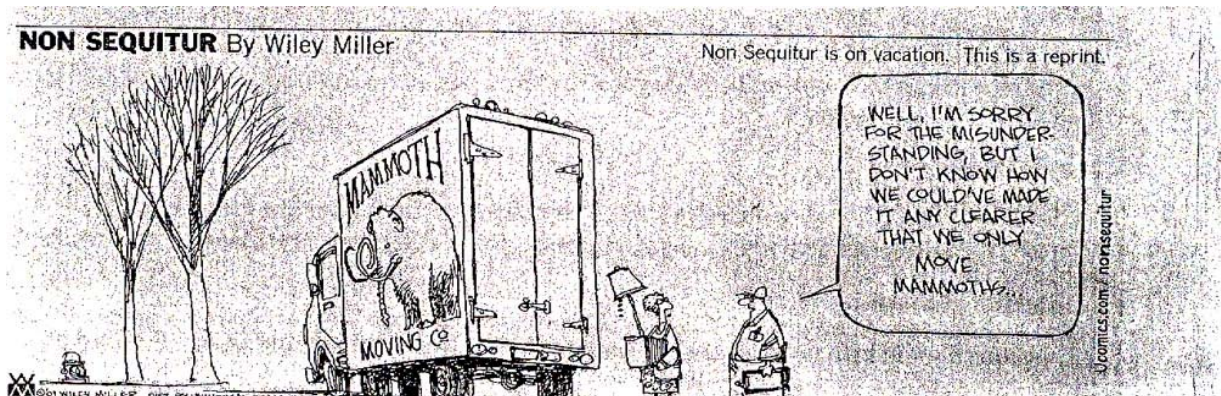


- II. *Language and Cultural Meaning* (Linguistic Anthropology: three weeks—midterm exam) Chapters 3-6: Language and Cultural Meaning; Contextual Components; Communicative Interactions; Digital Communication and Signed Languages
- A. Foundations of Linguistic Anthropology (Sapir-Whorf; Structuralism; emic/etic concept)
  - B. Elements of culture
  - C. Elements of communication
  - D. Ethnography
  - E. Field methods and ethics of using human subjects





- III. *Learning Language* (Psycholinguistics: two weeks) Chapters 7-8; guest speaker: Learning Language; Acquisition of Communicative Competence
- A. Language and the brain
  - B. Language acquisition
  - C. Acquisition of communicative competence
  - D. Multilingual nations
  - E. Bilingualism

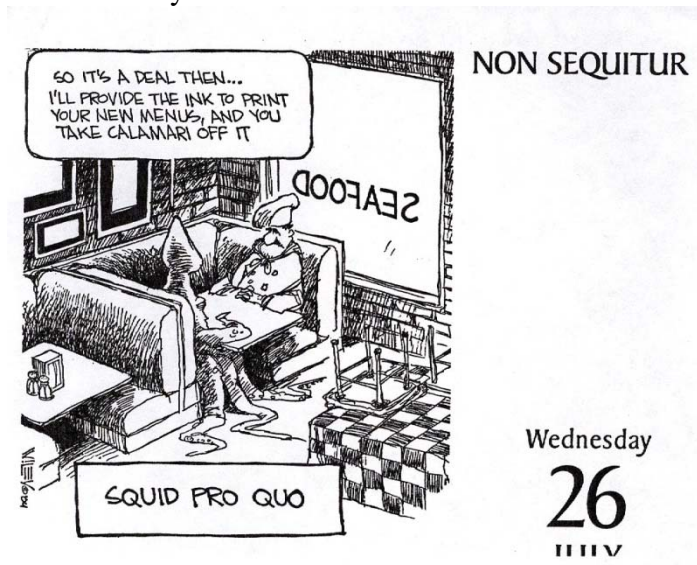


- IV. *Language in Society* (Sociolinguistics: three weeks—third exam) Chapters 9-12: Societal Segmentation and Linguistic Variation; Language and Gender; Multilingual Nations; Bilingual Communities
- A. Societal segmentation and linguistic variation
  - B. Standards and dialects, e.g., AAVE, ChE, *Spanglish*
  - C. Pidgins and creoles; lingua franca
  - D. Registers and styles
  - E. Slang and jargon
  - F. Male/Female language styles

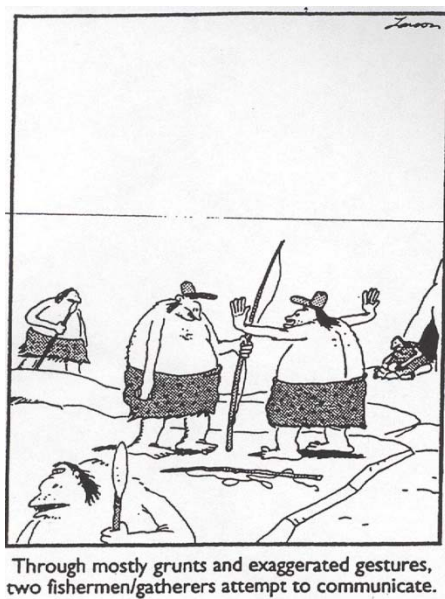




- V. *Other Language Issues* (one week)—Chapter 13: Language and Institutional Encounters
- A. International dominance of English
  - B. Language and institutional encounters
- VI. *Group Research ; Research Presentations intra- and inter-group* (three weeks) The group project will be assigned in the 8<sup>th</sup> week and will be in clearly outlined sections.



- VII. Final Exam (in-class exercise last day of class)



**Note:** The time allotted for each segment of the course may vary depending on the needs of the majority of students in the course.

**Who we are...**  
**Your Questions...Comments...Concerns...**

**I. Please tell me about yourself:**

a. Name \_\_\_\_\_ Nickname??? \_\_\_\_\_

b. Languages you speak \_\_\_\_\_

c. Are you native speaker of English? \_\_\_\_\_ If not, how old were you when you learned English? \_\_\_\_\_

d. If you speak another language, please explain if you have had formal study? \_\_\_\_\_

e. Is this your first semester at SAC? \_\_\_\_\_

f. Do you have a major yet? (If so, what is it?) \_\_\_\_\_

g. Do you have any special needs or requests? \_\_\_\_\_

h. Is there anything else you would like me to know? \_\_\_\_\_

**II. Please look at the course outline again and write any questions, comments or concerns you may have as you begin this course. It is my absolute favorite subject in Linguistics, and I want it to be beneficial for you—not only academically, but in your life! To do that, I need to know your concerns. I will address them! (Use the back of the page if needed.)**