



CATALOG ENTRY

Discipline	English
Course Number	104
Course Title	Language and Culture
Former Title	
Units	3
Lecture Hours	48
Scheduled Laboratory Hours	None
Arranged Laboratory Hours (TBA)	None
Total Semester Contact Hours	48

COURSE IDENTIFICATION NUMBER(S) (C-ID)

REQUISITES

Prerequisite

None

Corequisite

None

Recommended Preparation

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.)

Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable
TOPS Code	1501.00 - English (Writing)
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP

Department Chair Approval Date: 09/29/11 by:Shelly Jaffray
Divison Chair Approval Date: 12/01/11 by:Kathleen Patterson
Curriculum and Instruction Council Chair Approval Date: 01/30/2012 by:Anh-Phuong Tran
Last Revision Date: 01/30/2012

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 any 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.

COURSE MATERIALS

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

Required:Bonvillain, N.. *Language, Culture, and Communication*, 6th ed. Boston: Prentice Hall, 2011, ISBN: 0205832091. varies

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

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

- 5 - Essential-always try to achieve
- 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

5 - Essential-always try to achieve

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

4 - Very important-often try to achieve

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

4 - Very important-often try to achieve

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

3 - Important-sometimes try to achieve

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

3 - Important-sometimes try to achieve

1. -

The students will:

Meet deadlines, cooperate with peers and follow through on commitments

Be accountable in group work

Careers

3 - Important-sometimes try to achieve

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

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Case Studies

Class Discussions

Directed Learning Activities

Group Study & Exercises

Handouts

Independent Study

Instructor Demonstrations

Lecture

Media Presentations

Oral Presentations

Other

Reading Assignments

Research Projects

Visual Aids

Writing Projects & Reports

Other (Specify):

Instructors may choose from the following: Lecture Class discussions Writing projects demonstrations Possible outside speaker

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

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

1. Dialectical journal Assignments based on class discussions and reading
2. Exercises based on linguistic problems
3. Essays
4. Discussion board (on Blackboard)
5. Group L2 Research projects, including individual research paper and group presentation
6. Hypothetical Field Methods project

STANDARDS OF ACHIEVEMENT

List graded activities.

Dialectical journals based on class discussions and readings

Essays (two-four per semester--may be one-week take-home exams with complete documentation) If two are assigned, in-class objective exams must be given.

One hypothetical field methods project, which should be done prior to midterm.

One group research project (L2 analysis) demonstrating analysis and synthesis of information; native informant may be used in lieu of one resource. This project will include a group oral presentation of project utilizing visuals (optional).

In-class final exam demonstrating comparison/contrast exercise.

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.

Supplemental Forms
Supplemental Forms Last Saved
Approval Dates
Curriculum and Instruction Council Chair: 03/20/2013 Department Chair: 09/29/2011 Division Dean: 12/06/2011