



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-232-001
Language/Culture/Communication
Winter 2020

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: This outline will *not* be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Karoline Guelke, PhD
(b) Office hours	Mondays and Wednesdays 10 – 11am, Tuesdays 4-5pm, or by appointment
(c) Location	Young 207
(d) Phone	Alternative: _____
(e) E-mail	guelkek@camosun.bc.ca
(f) Website	_____

2. Intended Learning Outcomes

Upon completion of this course a student will be able to:

1. List the characteristics of language and distinguish between language and non-animal communication systems.
2. Explain and give examples of the relationship between language and culture.
3. Outline why language preservation is important for cultural survival.
4. Explain and give examples of nonverbal communication.
5. Describe how language variation is linked to social factors such as gender, age, race and ethnicity.
6. List the key elements of the ethnography of communication.
7. Apply units of analysis such as speech act, event, participant, and community to speech interactions.

3. Required Materials

There is no textbook assigned for this course; all required readings can be accessed through the course's D2L site.

4. Course Content and Schedule

Please note that this schedule is tentative; possible changes will be announced in class and shown on D2L.

Dates	Topic	Readings
Jan 6 & 8	Introduction to Class	Schwartz
Jan 13 & 15	Linguistic Anthropology and the Form of Language	Burling, Ong, Handout 1
Jan 20 & 22	Language, Culture and Thought Seminar: Reading Response 1	Ahearn (a), Lakoff & Johnson chapters 1, 2, 3, 9, 21
Jan 27 & 29	Language, Culture and Thought cont. Ethnography of Communication Seminar: Assignment 1 due	Petrow, Tannen (a) Handout 2, Cruikshank
Feb 3 & 5	Ethnography of Communication cont. Sign-up for Assignment 2 Seminar: Reading Response 2	Tannen (b), Miller et al. Chapters 1-3, CBS link
Feb 10 & 12	Language Acquisition & Nonverbal Communication Seminar: Reading Response 3 Review	Clancy, Basso
Feb 17 – 21	Reading Break – No Classes	
Feb 24 & 26	MIDTERM EXAM Gender and Language	Hall
March 2 & 4	Gender and Language continued Seminar: Reading Response 4	Selection from Bonvillian (a) Holmes, McCulloch
March 9 & 11	Language, Ethnicity and “Race” Seminar: Assignment 2 Presentations	Ndemanu, Hill, Fink
March 16 & 18	Language, Power, and Institutions Seminar: Assignment 2 Presentations	Cohn, selection from Bonvillian (b)
March 23 & 25	Language Change and Preservation Seminar: Assignment 2 Presentations	Ahearn (b)
March 30 & April 1	Language Change and Preservation cont. Deaf Culture Lecture: Assignment 2 Paper due	Porter
April 6 & 8	Deaf Culture cont. Review	
Exam Period April 14-22	FINAL EXAM*	

***IMPORTANT:** Please do not make travel plans before the final exam schedule is posted; accommodations cannot be made for work or travel.

5. Basis of Student Assessment (Weighting)

(a) Exams (50%)

Midterm (25%)

The midterm consists of a mix of multiple-choice, quick-response, and short and long answer questions. It is based on all materials covered up to that day, including lecture topics, readings, and films.

Final Exam (25%)

The final is based on all materials covered after the midterm, including lecture topics, readings, and films. It will also include some general concepts covered earlier and throughout the course. The format is the same as that of the midterm. You will get a study guide for both exams.

(b) Assignments (30%)

Assignment 1: Semantic Domains (6%)

This assignment consists of a brief description of a specific area of your life (i.e. sports, work place) and a diagram using specific words from that field (semantic domain). The assignment also involves an interactive part in the seminar. Details will be posted on D2L.

Assignment 2: Group Presentation (8%) & Individual Paper (16%)

This assignment is based on resources from the cross-cultural social media study *How the World Changed Social Media* by Miller et al. <https://www.uclpress.co.uk/collections/series-why-we-post/products/106697> You will choose a topic (using one of chapters 5, 7-12), and present selected materials in groups during a seminar March 11, 18 or 25. The second part consists of an individual paper for which you research additional aspects of the topic that interest you (about five pages), due in class March 30. There is also an option to do an individual presentation and paper. Details will be posted on D2L.

(c) Seminar Attendance & Participation (10%)

The seminars will allow us to explore topics issues in more depth, and attendance and participation form an integral part of this course. Seminars will involve discussions and some activities based on the material covered in the lecture that week. In preparation for successful seminar participation it is necessary that you attend the lecture and do the readings.

Attendance will be taken each seminar. If you attend the seminars regularly (missing no more than one seminar without a valid excuse) and participate in pairs/small group discussions and activities, you will receive 5% out of the 10%. The remaining 5% will be given based on your participation during seminar discussions.

(d) Reading Responses (10%)

We will have four short in-class writing exercises, see course schedule (10 minutes at the start of the seminar). These will be based on questions posted on D2L ahead of time and test your understanding and critical thinking about selected readings.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Class Attendance and Reading

Students are expected to attend lectures regularly. Lectures do not just repeat material from the readings but expand and supplement it; therefore it is important that students do the readings ahead of time. The exams will cover material from both lectures and readings. Also, announcements about class material and scheduling may be made during class. I post my PPT slides on D2L after the lectures, but please note that these only provide a broad outline and do not show certain material covered in class. Coming to class regularly, taking notes and engaging with the material and your fellow class mates are essential for doing well in this class.

Classroom Conduct

Please come to class on time. If you have to be late, enter the classroom quietly and try not to disrupt the other students. Please refrain from speaking with your classmates during the lecture; it distracts

your fellow students and the instructor. If something is unclear to you during the lecture, I invite you to ask; I'm happy to rephrase or clarify any points I have made.

The use of cell phones and laptops in class can be distracting to you and your fellow students. Studies have shown that students who use their devices for entertainment, texting or checking email, perform worse on assignments and exams. Therefore, please turn off your cell phone in class (unless it is essential that you can be reached) and use your laptop for note-taking only.

Exams and Assignment Deadlines

Both exams must be written to successfully complete this course. If an emergency or illness prevents you from writing an exam at the scheduled time, you have to inform the instructor before the start of the exam and present documentation such as a doctor's or counsellor's note.

Assignments are due in class on the days listed in the course schedule. For unexcused late assignments 5% of the grade will be deducted per school day, and assignments will not be accepted more than seven school days after the deadline. If you anticipate problems meeting a deadline, please come speak to me early and we can work out a reasonable accommodation. Cheating and plagiarism will not be tolerated; please consult the Academic Honesty information posted on D2L and available through the policy section of the college website (see below).

Communication with the Instructor

I encourage you to come see me during my regular office hours (listed on p.1) to discuss any questions you may have about class material, assignments or exams. If my office hours do not work for you, email me and we can set up an appointment at another time. Most days I will also be available to talk after class.

When emailing please include your name and course number; you can expect to hear back from me within two days (except weekends). I encourage you to communicate with me, especially when you are experiencing difficulties with the class, so that we can talk about possible accommodations to help you succeed.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.