

Department ENGL/SOCL

Course Number 330

Course Name:

**LANGUAGE AND CULTURE**

## **AREAS OF INQUIRY**

### **GLOBAL AND MULTICULTURAL PERSPECTIVES**

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This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

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**DEADLINE FOR PROPOSALS: 4 November 2005**

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Please answer the following questions:

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#### **Check Only One:**

- ◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.  
X This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

**Dr. Scott Pollard**

**Department of English**

**spollard@cnu.edu**

**594-7024**

2. In any given semester, how many sections of this course is your department willing to offer?

**One**

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal) ?

**1. The course fills a gap in the existing curriculum at the intersection of language and culture - linguistics and anthropology - and is designed to provide students with an opportunity to study and conduct research on these topics.**

**2. The course looks at cultural and ethnic differences in communicative style, language use, and language socialization in speech communities around the world. Students will learn about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction.**

**3. The course is designed to promote interdepartmental collaboration between the departments of English and Sociology and, potentially, contribute to the development of an interdepartmental minor in multicultural studies.**

4. Check the objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.
  - X** Examine the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures(**required**)
  - X** Compare communication styles among cultures
    - ◊ Assess how culture impacts and informs the development of creative expression/movements, politics, economics, or philosophy
    - ◊ Analyze how concepts of “self” and individuals in various cultures differ and/or intersect
  - X** Articulate how culture influences languages, societies, and institutions
  
5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.
  - a.) **Participating in class discussion and debate about linguistic and cultural diversity in the following cultures: African American, Latino, Native American, Southeast Asian, Pacific Islander, Anglo, and Western Caribbean Creole.** The instructor’s ethnographic research experiences (including audio and video linguistic data collected on the Panamanian island of Bastimentos) will be brought to bear at relevant points in the course.
  
  - b.) **Writing analytical papers, incorporating original research:** Students will objectively and critically evaluate recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. Students will also be trained to conduct and present original research on a linguistic anthropological topic of their choosing.
  
  - c.) **Making oral presentations:** Students will present the results of their research to their classmates and, when appropriate, to the larger university community at the annual Paideia Conference.
  
  - d.) **Participating in fieldwork:** Students will conduct original research utilizing ethnographic methods to collect and analyze data involving spontaneous talk in a particular activity setting. Students will employ audio and/or video technology to collect, transcribe, and analyze data illustrating linguistic and cultural diversity.
  
6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):
  - X** Participating in class discussion and debate
    - ◊ Engaging in teamwork and other collaborative exercises
  - X** Writing analytical or evaluative papers, perhaps incorporating original research
  - X** Making oral presentations
    - ◊ Creating an artistic product or a performance
  - X** Participating in fieldwork
    - ◊ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

**SYLLABUS ATTACHED**

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

X Oral Communication Literacy:

**In this course, students are required to:**

- 1. Orally, and independently, present the results of original ethnographic research utilizing state-of-the-art technology**
- 2. Orally participate in discussions and debates**
- 3. Compare, analyze, and discuss oral communication practices in cultures around the world**

**In addition, students are strongly encouraged to orally present the results of their research at the annual Paideia conference.**

X Information Literacy:

**In this course, students are required to extensively research relevant literature for an ethnographic project. The students must utilize information technology to locate, read, analyze, and incorporate research from peer-reviewed linguistics and anthropology journals.**

X Writing Literacy:

**In this course, students are required to write two papers, one 3-5 pages in length and one 12-16 pages in length. The longer, final research paper is expected to be of near-publishable quality**

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.

**This course specifically addresses four of the five different aspects of Vision 2010:**

**1. A vital curriculum:** the course contributes to a curriculum that will “prepare students to lead lives of significance and responsibility in a free, democratic society” by training them to approach the world ethnographically, to observe objectively and analyze thoughtfully, and to understand the interrelationship between communicative practices and cultures around the world.

**2. A culture of student learning and engagement:** the course contributes to a culture of student learning and engagement by training students to conduct research independently using state-of-the-art technology, resulting in significant scholarship to be shared with members of the university community. Students will experience the satisfaction of creating knowledge through original research, encouraging them to pursue intellectual goals for the rest of their lives.

**3. A committed faculty:** the course permits the faculty members who teach it to share the results of their ongoing linguistic and anthropological research with their students in a context that benefits the community, raising the bar for teacher-scholars committed to the values of Christopher Newport University. In addition, the course promotes interdepartmental collaboration between faculty members, supporting learning across disciplines.

**4. An engagement of campus and larger community:** the course requires students to conduct ethnographic fieldwork, fostering relations between the university and the larger Hampton Roads community. While studying the relationship between language and culture in the surrounding area, students will develop civic responsibility and “transform and energize the intellectual and cultural life of the community”.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

  X   Area of Inquiry Course Proposal Form

  X   Syllabus for the Course

  X   Undergraduate Curriculum Committee Course Proposal Form

# CHRISTOPHER NEWPORT UNIVERSITY

## ENGL/SOCL 330 Language and Culture Fall 2006

Dr. Peter Snow  
Ratcliffe Hall 227  
Phone: 594-7955

Class location/time: TBA  
Office hours: TBA  
Email: [peter.snow@cnu.edu](mailto:peter.snow@cnu.edu)

### **COURSE DESCRIPTION**

This course looks at cultural and ethnic differences in communicative style, language use, and language socialization in speech communities around the world. The course readings consist of studies written by linguistic anthropologists and sociolinguists that figure prominently in current communicative research. Students will learn about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. At the same time, students will acquire a thorough grounding in knowledge of the linguistic and cultural diversity that exists in the United States (in general) and the Mid-Atlantic region (in particular). Cultural cases studied include Anglo middle and working class, African American, Latino, Native American, Southeast Asian, Pacific Islander, and others. The instructor's own ethnographic research experiences in a creole village on the Western Caribbean island of Bostons will also be brought to bear at relevant points in the course. The case studies and concepts learned in this course, while fascinating in their own right, are also applied to social, economic, educational, and political problems related to linguistic and cultural differences.

### **AREA OF INQUIRY**

Global and Multicultural Perspectives

### **LEARNING OBJECTIVES**

By the end of the course, students will be able to:

- *Examine* the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures
- *Compare* communication styles among cultures
- *Articulate* how culture influences languages, societies, and institutions

### **ACCOMPLISHING THE LEARNING OBJECTIVES**

Students will accomplish the aforementioned objectives in the following ways:

- Participating in class discussion and debate
- Writing analytical papers, incorporating original research
- Making oral presentations
- Participating in fieldwork

### **REQUIRED TEXTS**

Duranti, Alessandro (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press.

Wolfram, Walt and Schilling-Estes, Natalie (1997). *Hoi Toide on the Outer Banks: The Story of the Ocracoke Brogue*. Chapel Hill: University of North Carolina Press.

Reading Packet: Collected Articles on Reserve in the Captain John Smith Library.

### **PLAGIARISM AND THE HONOR CODE**

CNU is a community of honor; each one of you signed the honor code when you entered CNU. If I discover any instance of honors violation, I will attempt to resolve it informally with the student. The student will, at a minimum, receive a 0 on the assignment, and may receive an F in the course. A letter reporting any honor incident will be sent to the Dean for permanent inclusion in the student's academic record. If informal resolution fails, any suspected honor violation will be referred to the Office of Judicial Affairs for an Honors Council Hearing. A student convicted of an honors violation may be suspended or expelled from the university.

### **COURSE REQUIREMENTS AND GRADING**

In this course, you will be evaluated according to your performance on a midterm exam, a final exam, a short essay, a term project based on ethnographic research and interactional analysis, a presentation of that research to your classmates, and by your level of participation in class discussions. Point values for these categories are as follows:

Midterm Exam:	100 points
Final Exam:	100 points
Essay:	50 points
Ethnography:	175 points
Presentation:	100 points
Attendance/participation:	<u>75 points</u>
	600 points

Calculation of Final Grade: 540-600 points = A; 480-539 points = B; 420-479 points = C;  
360-419 points = D; 359 points and below = F

### **ETHNOGRAPHIC RESEARCH PROJECT**

The ethnographic research project will present the results of a “hands-on” project in which you utilize ethnographic methods to collect and analyze data involving spontaneous talk in a particular activity setting. For the project, you will audio or video record an ordinary conversation. You will select a small section of the conversation to transcribe and analyze using the criteria discussed in class. A more detailed handout explaining how the project will be carried out and how to do the analysis will be provided at a later date. The final report will consist of a term paper 12-16 pages in length that describes your ethnographic experiences, analyzes recorded talk, and incorporates and reviews relevant literature.

### **ORAL DATA PRESENTATION**

You will present to your classmates a small section of the data you recorded, transcribed, and analyzed. This presentation (15-20 minutes in length) will consist of (1) providing background /contextual information (2) playing the recorded sample (3) providing a transcript and (4) analyzing the interaction according to established criteria.

### **ESSAY**

The essay is expected to be an organized and polished piece of writing in which you describe a significant link between language and culture in your own life. This essay should be approximately 3-5 pages in length, spell-checked, and carefully edited.

### **PARTICIPATION AND ATTENDANCE**

Your participation grade will be based on your attendance (you can’t participate if you don’t attend!) and your contributions to class discussions. Participation also includes *preparation*, not just your willingness to speak up. You are expected to have read the assignments for each day BEFORE you come to class and to be able to talk about them in class. Your preparation is critical to the way I teach, which is predominantly through discussion. If you must arrive late or leave early, please tell me in advance. Makeup exams will only be given under truly dire circumstances. Emergencies/illnesses/required absences must be documented. All assignments are due at the beginning of the class on the due date. Late assignments will be marked down.

### **SCHEDULE OF TOPICS AND LEARNING OBJECTIVES**

#### **OBJECTIVES**

1. *Examine* the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures
2. *Compare* communication styles among cultures
3. *Articulate* how culture influences languages, societies, and institutions

Week 1: Course introduction: Language and culture [OBJ 1, 2, 3]

Week 2: Ethnographic methods and the analysis of interaction [OBJ 1, 2, 3]

Week 3: The study of linguistic practices and theories of culture [OBJ 1, 2, 3]

Week 4: Units of participation [OBJ 1, 2, 3]

Week 5: Speech community and communicative competence [OBJ 1, 2, 3]

Week 6: The performance of language: Speaking as social action [OBJ 1, 2, 3]

Week 7: Speaking as social action: Conversational exchanges [OBJ 1, 2, 3]

Week 8: Narrative and storytelling [OBJ 1, 2, 3]

Week 9: Language socialization [OBJ 1, 2, 3]

- Week 10: Literacy socialization [OBJ 1, 2, 3]
- Week 11: The power of language [OBJ 1, 2, 3]
- Week 12: Language ideologies [OBJ 1, 2, 3]
- Week 13: Politeness and face [OBJ 1, 2, 3]
- Week 14: Student presentations [OBJ 1, 2, 3]
- Week 15: Student presentations [OBJ 1, 2, 3]

**UNDERGRADUATE CURRICULUM COMMITTEE  
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes   X   No     

1. Title of Course: **LANGUAGE AND CULTURE**

Proposed Course Number (cleared with Registrar): **ENGL 330**

Prerequisite Courses: **ENGL 123, ENGL 223**

(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require)           

Catalogue Description (including credits, lecture, and lab hours):

**(3-3-0) This course looks at cultural and ethnic differences in communicative style, language use, and language socialization in speech communities around the world. Students will learn about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. At the same time, students will acquire a thorough grounding in knowledge of the linguistic and cultural diversity that exists in the United States (in general) and the Mid-Atlantic region (in particular).**

Is the course cross-listed? If so, what is the number of the other course?

**Yes: SOCL 330**

**\*\*A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended. [SYLLABUS ATTACHED]**

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

**This course is intended for undergraduate English majors, especially those in the Language Arts concentration, undergraduate Sociology majors, especially those in the Anthropology and Sociology of Education concentrations, and any other students interested in the connection between language and culture in communities around the world.**

**The course fills a gap in the existing curriculum at the intersection of language and culture - linguistics and anthropology - and will provide students with an opportunity to study current research on these topics. Students will receive extensive training in ethnographic field methods. The case studies and concepts learned in this course, while fascinating in their own right, will also be applied to social, economic, educational, and political problems related to linguistic and cultural differences, fulfilling the goals of the Global and Multicultural Perspectives Area of Inquiry.**

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation. **NA**

4. Has this course been offered previously as a special topics course? If so, when? What course number was used? **NO**

5. Has this course, or one closely related to it, been offered at CNU previously? **NO**  
If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered? **NA**

6. What is the anticipated enrollment per offering for the next three years? **30**

During which term will this course first be offered?

Fall 2006

Spring 20    

Summer 20



During which semesters will this course regularly be offered?  
Every other fall semester thereafter.

Print in the 2006 (academic year) Undergraduate Catalog.

7. How will the course be staffed? **Dr. Peter Snow, Assistant Professor, Department of English**
8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.  
**NO**
9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)  
**NO**
10. If this course is for an Area of Inquiry
- a. Identify the Area of Inquiry **Global and Multicultural Perspectives**
  - b. Demonstrate how your course will meet the objectives of this Area of Inquiry

### **Learning Objectives**

By the end of the course, students will be able to:

*Examine* the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures

*Compare* communication styles among cultures

*Articulate* how culture influences languages, societies, and institutions

Students will accomplish the aforementioned objectives in the following ways:

Participating in class discussion and debate about linguistic and cultural diversity in the following cultures: *African American, Latino, Native American, Southeast Asian, Pacific Islander, Anglo, and Western Caribbean Creole*. The instructor's ethnographic research experiences (including audio and video linguistic data collected on the Panamanian island of Bastimentos) will be brought to bear at relevant points in the course.

Writing analytical papers, incorporating original research: Students will read and write about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. Students will also conduct and present original research on a linguistic anthropological topic of their choosing.

Making oral presentations: Students will present the results of their research to their classmates and, when appropriate, to the larger university community at the annual Paideia Conference.

Participating in fieldwork: Students will conduct original research utilizing ethnographic methods to collect and analyze data involving spontaneous talk in a particular activity setting. Students will employ audio and/or video technology to collect, transcribe, and analyze data illustrating linguistic and cultural diversity.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

*Concur*

*Do Not*

Concur\*\*

Department(s): (1) \_\_\_\_\_ Date: \_\_\_\_\_

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\_\_\_\_\_  
(2) \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐  
College Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐

Dean: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐

Dean: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐

Undergraduate Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐

***Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.***

Faculty Senate President: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐

Provost \_\_\_\_\_ Date: \_\_\_\_\_ ☐ ☐

Distribution by Provost Office following approval:  
Department Chair(s), UCC Chair, Deans, Registrar

***\*\* If "Do Not Concur" is checked, please attach a statement of explanation.***