



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD

Semester: 202210 - Primer Semestre 2022/2023
Schedule: Martes, 17:30 - 20:20 (Aula – Virtual)

INSTRUCTOR/TEACHER INFORMATION

Professor: Troy E. Spier
Email: tspier@usfq.edu.ec
Office: Zoom
Office Hours: By Appt.

COURSE INFORMATION

Course: MTSL-6001E – Language, Culture, & Identity
NRC: 4478
Credits: 3
Prerequisites: Verify prerequisites in Banner academic system.
Corequisites: The course does not have corequisites.

COURSE DESCRIPTION

This course explores the relationship between language, culture, and identity through a sociolinguistic perspective. In particular, it considers not only how cultural practices are represented through language, but also how language influences the development of cultures and the construction of social identities. The course will include both theoretical and empirical study of language, with an eye toward the implications for teaching English to diverse learners.

COURSE LEARNING OUTCOMES

#	Learning Outcomes	Level
1	Define key terms and concepts in sociolinguistics.	Medio
2	Appreciate linguistic diversity and variation.	Medio
3	Analyze the use of language in specific social and cultural contexts.	Medio
4	Reflect upon experiences with and perceptions about language and culture.	Medio
5	Evaluate sociolinguistic theories and their implications for teaching.	Medio

COURSE CONTENTS

- ◇ Linguistic Diversity
- ◇ Pidgin and Creole Languages
- ◇ Performativity and Speech Acts
- ◇ Language and Power
- ◇ Language Choice and Code-Switching
- ◇ Dialects and Sociolects
- ◇ (Non-)Standard Language Use
- ◇ Speech Communities
- ◇ Multilingualism
- ◇ Language Policy

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS

The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

ASSESSMENT

As indicated in the table below, there are five major categories in which you will be assessed during this semester: attendance/participation, exercises, projects, presentations, and exams.

Type	General Description	% of Grade
Attendance/Participation	See below.	15%
Exercises	Discussion Questions from Textbook	20%
Projects	Sociolinguistic Journal (10%) Annotated Bibliography (10%)	20%
Presentations	Group-Led Discussion	5%
Exams	Midterm Exam (20%) Final Exam (20%)	40%

GRADING SCALE

Codigo	Equivalencia	Puntaje	Rango y Observaciones
A	Sobresaliente	4	91-100%
B	Bueno	3	81-90.99%
C	Regular	2	71-80.99%
D	Deficiente	1	61-70.99%*
F	No aprueba el curso	0	≤60.99%

* Aceptable a nivel de grado para materias de Colegio General, a menos que la materia requiera otra nota superior. La nota D no es aprobatoria para materias de posgrado ni de carrera, aunque además satisfaga un requisito de Colegio General.

DESCRIPTION OF ASSESSMENT CATEGORIES

Because this is a graduate-level course, weekly attendance and participation are expected and will contribute substantially toward both your final grade and your overall understanding of the subject. The classroom is a safe space to take risks, explore ideas, make mistakes, and ask questions before formal assignments, so you should aim to speak at least a few times per session. Because we will meet online, this also means that our cameras must be turned on for the duration of the session. Two short breaks will be offered during every session. This will count for fifteen percent (15%) of your overall grade.

As courses in applied linguistics require regular practice, we will each be completing and formally submitting twelve exercises in the form of discussion questions, which will be provided at the end of the previous class for which they are due. These will encourage you not only to engage with the material in the reading, but also to arrive prepared for our in-class discussions. These will count for twenty percent (20%) of your overall grade, and each will be equally weighted.

Similarly, in our pursuit to ‘translate’ abstract and theoretical concepts, we will each maintain a sociolinguistic journal during the semester. You will be provided with a guided prompt for each week and will then engage with that particular topic during the rest of the week. For instance, if we are talking about gendered speech, you might pay greater attention to the way you interact and speak with people of the opposite or same sex, in addition to observing the way that your friends and family, strangers, colleagues, etc. engage in such conversations. This will be relatively open-ended, but our aim is to become more aware of the way language and communication take place around us—something that we, perhaps, have not done before. These responses will generally be two double-spaced pages and together will count for ten percent (10%) of your overall grade.

Additionally, we will each lead a group discussion once during the semester on an article or book chapter related to language usage broadly construed. This means, for instance, that you can select an article or book chapter that deals with any aspect of the usage of any language, any aspect of non-spoken languages (e.g. American Sign Language), any aspect of non-verbal communication, etc. **This reading must be a minimum of twenty-five pages; otherwise, you can select two separate readings to meet this requirement.** While all students will be responsible for completing these readings, only one person will be responsible for selecting and sharing the article with the class, introducing the larger concepts, and initiating and guiding the conversation. Because students are required to read all of these articles and will complete a thesis/capstone project during their final semester in the program, we will each be creating an annotated bibliography on these articles. The student-led discussion will count for five percent (5%) of your overall grade; the annotated bibliography, ten percent (10%).

Finally, there are two exams in this course, and these will roughly correspond to theoretical and applied issues, respectively, as our course will gradually move away from the theoretical and closer to the applied. These exams will contain short answer, essay, and application questions, which come directly from the readings, the lectures, and the in-class discussions. There will not be make-ups offered for

these exams, excluding for serious medical or family emergencies with appropriate documentation. Each exam will count for twenty percent (20%) of your overall grade.

COURSE BIBLIOGRAPHY

In order to limit expenses, there is only one required textbook for this course, which can be purchased online in electronic format for approximately forty dollars, and it can be rented in electronic format for approximately twenty dollars. The first two chapters of this textbook and any other reading materials will be provided as PDFs on D2L, but you will need to have the textbook by the fourth week of the semester.

Stanlaw, James, Nobuko Adachi, and Zdenek Salzmann. 2017. *Language, Culture, and Society: An Introduction to Linguistic Anthropology*. New York, NY: Routledge.

LIBRARY BIBLIOGRAPHY¹

Cleary, Linda Miller and Michael D. Lynn. 1993. *Linguistics for Teachers*. New York, NY: McGraw-Hill.

OTHER RELEVANT TEXTS

Some of these additional textbooks may be available in the Library of the USFQ, but, most importantly, the lecture portion of our class sessions will draw not only from the assigned reading, but also from the relevant ideas, topics, questions, and perspectives from the texts listed below. Although these are **not** required reading or purchases, students who are particularly interested in the advanced concepts in sociolinguistics are encouraged to consult these textbooks on their own time.

Duranti, Alessandro. 2009. *Linguistic Anthropology: A Reader*. Hoboken, NJ: Wiley-Blackwell.

Harrison, K. David. 2007. *When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge*. Oxford, UK: Oxford University Press.

———. 2010. *The Last Speakers: The Quest to Save the World's Most Endangered Languages*. Washington, DC: National Geographic.

Holm, John. 2000. *An Introduction to Pidgins and Creoles*. Cambridge, UK: Cambridge University Press.

Holmes, Janet and Nick Wilson. 2022. *An Introduction to Sociolinguistics*. New York, NY: Routledge.

Labov, William. 1973. *Sociolinguistic Patterns*. Philadelphia, PA: University of Pennsylvania Press.

Mendoza-Denton, Norma. 2008. *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Hoboken, NJ: Wiley-Blackwell.

Meyerhoff, Miriam. 2015. *Doing Sociolinguistics: A Practical Guide to Data Collection and Analysis*. New York, NY: Routledge.

———. 2018. *Introducing Sociolinguistics*. New York, NY: Routledge.

Mooney, Annabelle and Betsy Evans. 2018. *Language, Society & Power: An Introduction*. New York, NY: Routledge.

¹ I am required to include this textbook on the syllabus, but **please do not buy it**. Although it is certainly interesting, it will not be used in this course.

- Ottenheimer, Harriet Joseph and Judith M.S. Pine. 2018. *The Anthropology of Language: An Introduction to Linguistic Anthropology*. Boston, MA: Cengage.
- Romaine, Suzanne. 2001. *Language in Society: An Introduction to Sociolinguistics*. Oxford, UK: Oxford University Press.
- van Herk, Gerard. 2017. *What Is Sociolinguistics?* Hoboken, NJ: Wiley-Blackwell.
- Velupillai, Viveka. 2015. *Pidgins, Creoles and Mixed Languages*. Philadelphia, PA: John Benjamins Publishing Company.

POLICIES

General

All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the USFQ's [Code of Honor and Coexistence](#). All courses should follow the policies stated in USFQ's [Manual del Estudiante](#).

Attendance/Participation

Punctual attendance is incredibly important to your success this semester *and* in life more generally. If you arrive up to fifteen minutes late to class, you will be marked as late (-20%) for that session. Beyond the first fifteen minutes, however, you will be marked as absent (-100%) unless accompanied by a note from a medical professional. Because we will begin every day by looking at our agenda for that session and issuing reminders for assignments, missing the first few minutes of class can actually be quite detrimental to your overall performance.

After you have arrived, please make sure to turn on your camera and to remove any unnecessary distractions from your learning environment, including cell phones. If you have your camera turned off and/or randomly step away from the computer for extended periods without prior notice, you will be treated as absent for that session. However, if you find that you will miss a session, need to leave early, must take a phone call during class, or are having technical difficulties, please inform me as soon as possible – life *does*, indeed, happen!

Although all readings must be completed *before* the relevant session, I reserve the right to implement graded reading quizzes if in-class discussions do not demonstrate that students have completed the readings.

Time Management, Missed Classes, and Late Assignments

Because it can be quite stressful to take college-level courses, particularly if you are the first in your family to pursue a university education and/or if you also have a full- or part-time job, I would strongly recommend—if possible—that you try to stay one or two sessions ahead of the schedule, especially because a three-credit course requires between six to nine hours of independent study/work outside of the classroom. **For context, we will be reading approximately six-hundred (600) pages for this course, taking two exams, completing twelve exercises, and completing two short projects.** Furthermore, you may consider sharing contact information with a classmate in the event that you do have to miss a class, as I, unfortunately, will not have enough time to respond to emails asking questions like the following: “I missed last class. Did I miss anything?” or “I couldn’t come to class yesterday. What did I miss?” The syllabus and your classmates are your first line of defense!

La Clínica de Salud Mental

Si necesitan adaptaciones o acomodaciones en algo específico de su aprendizaje debido a una discapacidad, problema de aprendizaje o algún elemento de su salud mental, por favor comuníquense con Estefanía Sevilla (aesevilla@usfq.edu.ec) o Pablo Barrera (pbarrera@usfq.edu.ec) del Decanato de estudiantes.

La Clínica de Salud Mental de la USFQ también es una gran opción si alguno de ustedes siente la necesidad de un apoyo terapéutico a mediano y largo plazo (<https://www.saludmentalusfq.com/>) y este es el número de contacto: 098-043-5484.

Oficina de Necesidades Educativas Especiales

USFQ offers equal opportunities to all its students; therefore, and in compliance with current legal regulations, it provides individualized attention to all students who present a special education need, associated or not with disability. The service is contemplated in two instances:

1. Students who enter USFQ: we work together with the Admissions Department to identify and refer cases to the Service for Students with Special Education Needs.
2. Students who are in the second semester or later: the Service is available to all students throughout their time at USFQ. Students can approach the Dean of Students and/or make an appointment with the Service Coordinator (aesevilla@usfq.edu.ec); professors, in turn, may suggest a student referral. It is important that all students have documentation certifying their special education needs (disability ID or others).

Once the students are part of the Service, continuous monitoring is carried out from the beginning of each school period (defining schedules, possible needs to adjustments in the classroom, notifying professors) and throughout the process through actions such as periodic meetings with the student, constant communication and workshops with professors, pre-registration configuration, individualized analysis of half-semester results, contact with parents and external professionals (depending on the case), and monitoring of the required facilities.

Plagiarism and Academic (Dis)honesty

All work formally submitted for evaluation by the instructor must be prepared individually, i.e. with honesty and integrity. According to the guidelines set forth by USFQ, this means you will not engage in plagiarism, fabrication, cheating, the unauthorized distribution of copyrighted materials, etc. As a result, academic dishonesty of any kind will not be accepted, and the offense will be addressed through a grade of 0% and/or a *denuncia* being filed. Additionally, TurnItIn will be used for all formally submitted assignments.

SCHEDULE OF ACTIVITIES

The schedule listed below is tentative and is subject to change with prior notice. Any readings listed under 'Agenda' must be completed *before* that class session. Only one abbreviation is used below in the 'Due' column: **DQ** (Discussion Questions).

Date	Topic(s) or Reading(s)	Due
Aug. 23	Introduction to Course and Instructor Overview of Syllabus Class Icebreakers Review of Structural Linguistics	—
Aug. 30	“Introducing Linguistic Anthropology” (pp. 1-16) “The History of Linguistics” - Lyle Campbell (pp. 81-104) D2L “An Outline of the History of Linguistics” – Unknown (pp. 1-13)	Article Selection ² DQ #1
* Sep. 6	“Methods of Linguistic Anthropology” (pp. 17-34) “Introduction to Linguistic Field Methods” - Bert Vaux and Justin Cooper (pp. 5-25) D2L	DQ #2
* Sep. 13	“The ‘Nuts and Bolts’ of Linguistic Anthropology I” (pp. 35-66)	DQ #3
* Sep. 20	“The ‘Nuts and Bolts of Linguistic Anthropology II” (pp. 67-88)	DQ #4
* Sep. 27	“Communicating Nonverbally” (pp. 89-116)	DQ #5
Oct. 4	“The Development and Evolution of Language” (pp. 117-144) “Language Through Time” (pp. 159-178)	DQ #6
Oct. 11	Vacation – No Class	
* Oct. 18	In-Class Mid-Semester Check-In Review for Midterm Exam	
Oct. 25	Midterm Exam (In-Class)	

² Any date accompanied by a blue asterisk is eligible for a student-led discussion. Articles and dates must be selected by the second session. Any unselected dates will be filled by articles selected by the professor.

*	Nov. 1	“Acquiring and Using Language(s)” (pp. 145-158)	DQ #7
*	Nov. 8	“Languages in Variation and Languages in Contact” (pp. 179-198)	DQ #8
*	Nov. 15	“The Ethnography of Communication” (pp. 199-212) “Culture as Cognition, Culture as Categorization” (pp. 213-230)	DQ #9
*	Nov. 22	“Language, Culture, and Thought” (pp. 231-256)	DQ #10
*	Nov. 29	“Language, Identity, and Ideology I” (pp. 257-296) “Language, Identity, and Ideology II” (pp. 297-332)	DQ #11
	Dec. 6	“The Linguistic Anthropology of a Globalized and Digitalized World” (pp. 333-368)	DQ #12
	Dec. 13	Final Exam (In-Class)	Annotated Bibliography

This syllabus was reviewed and approved by the coordination of the respective academic area or department. All sections of this course must follow this syllabus. Any changes or adjustments to this syllabus must be approved by the coordinator responsible for this academic area or department and must be reflected in the Curricular Design system.

During the 202110 SEMESTER the learning process for the courses has been designed according to the approved plans respecting the required distancing within each classroom area. Some classes will be entirely face to face, some courses will have hybrid learning modality (combined face to face and virtual synchronous learning), other classes will be completely virtual (without any face to face learning) and there will be some ON LINE classes for students enrolled in that learning modality. Each syllabus should be designed according to the learning modality. Each course according to its learning modality has integrated technological, telematic tools and alternative methodologies to facilitate learning during the transition to normality. All the learning activities aim to guarantee the accomplishment of the academic plans for undergraduate and graduate programs and sustain the students' continuous learning; to protect the physical integrity of students, preserving educational quality and academic rigor and to respect the right to work, to preserve the personal health of faculty, administrative and support staff.