

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2018
<b>Discipline:</b>	English
<b>Course Number and Title:</b>	E 320 Introduction to the Study of Language
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Dr. Maite Correa
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

The course presents the basic concepts and theories that linguists/applied linguists adopt in trying to understand how language works and how language is used in different contexts and situations. In this course, we will learn how to analyze language from both a formal and a functional perspective. We will spend time investigating the various sub-disciplines of linguistics (phonetics, phonology, morphology, syntax, sociolinguistics, neurolinguistics, psycholinguistics, forensic linguistics, and others) and we will examine the relationships between language forms and the systematic behavior of language.

The course will try to demonstrate that it is possible to study human language in a rigorous and scientific way and that this study leads to a conception of language quite different from that normally assumed by our "common sense".

The linguistic data analyzed in class will mostly come from English and the languages that are spoken in the ports that we visit (Hawaiian Pidgin, Japanese, Mandarin, Tamil, Malayalam, Arabic, and others).

### LEARNING OBJECTIVES

At the end of the semester students will be able to:

- describe and account for the differences and relationships among various sub-fields of linguistics, including phonetics, phonology, morphology, syntax, pragmatics, sociolinguistics, neurolinguistics, and applied linguistics;
- demonstrate control of basic analytical tools and linguistic techniques in the examination of linguistic data to identify and interpret linguistic patterns and state generalizations;
- formulate hypotheses on the basis of observations appropriate for linguistics;
- account for the diversity of language experience and language use; describe the usefulness and relevance of linguistic knowledge to real-world experiences.

## REQUIRED TEXTBOOK

AUTHOR: Department of Linguistics at The Ohio State University

TITLE: Language Files 12

PUBLISHER: Ohio State Press

ISBN #: 9780814252703

DATE/EDITION: 12<sup>th</sup> Edition, 2016

## TOPICAL OUTLINE OF COURSE

Day/Port	Topic and readings (unless otherwise noted, must be read in preparation for that class)	Assignments (due at the beginning of the class)
<b>Depart Ensenada, Mexico – January 5</b>		
B1–January 8:	Introductions. Chapter 1: What is Language? What You Know When You Know a Language. Language Modality. Design Features of Language. Other Aspects of Knowing a Language	
B2–January 10:	Introduction to Linguistic Landscapes. Landry & Bourhis (1997): “Linguistic landscape and ethnolinguistic vitality: An empirical study” <i>Pidgin: The Voice of Hawai’i</i> (57 minutes)	Mini-presentation#1: <a href="#">Hawaiian</a> ; Mini-presentation#2: <a href="#">Hawaiian Pidgin</a>
<b>Honolulu, Hawaii – January 12</b>		
B3–January 13:	[Chapter 13: Language Relatedness (Port Overview)] <a href="#">How Languages Evolve</a> (4 mins) <a href="#">Where did English Come From?</a> (5 mins) <i>Stone Age Language Mystery</i> (13 minutes)	
B4–January 15:	Chapter 15: Writing Systems. Writing, Language and Culture. Types and Historical Evolution of Writing Systems. <a href="#">The History of Writing – Where The Story Begins</a> (7 mins) <a href="#">Types of Writing Systems</a> (9 mins) <a href="#">Writing Systems</a> (9 mins)	
<b>January 16–International Date Line crossing (Lost Day)</b>		
B5–January 18:	[Chapter 2: Phonetics. Representing Speech Sounds. Articulation.] <a href="#">What Makes Us Human?</a> (52 mins)	
<b>No Class (Study Day) – January 19</b>		
B6–January 21:	Chapter 2: Beyond English: Speech Sounds of the World’s Languages. Suprasegmental Features. Chapter 3: Phonology. Phonotactic Constraints and Foreign Accents. Phonemes and Allophones.	
B7–January 23:	Chapter 3: Phonology. Phonotactic Constraints and Foreign Accents. Phonemes and Allophones. How to Solve Phonology Problems. <a href="#">Linguistic Landscape, Tokyo</a> (13 mins)	Mini-presentation#3: <a href="#">Japanese</a>
<b>Kobe, Japan – January 24-28</b>		
B8–January 30:	Languages in China (discussion) <a href="#">The Changing Linguistic Landscape of Hong Kong</a> (12 mins) <a href="#">Code Switching in TV Programs in Hong Kong</a> (9 mins) <a href="#">Cantonese vs. Mandarin</a> (8 mins)	Mini-presentation#4: <a href="#">Shanghainese</a> Mini-presentation#5: <a href="#">Mandarin</a> Mini-presentation#6: <a href="#">Cantonese</a>

<b>Shanghai, China – January 31 - February 1</b>		
<b>In-Transit – February 2-3</b>		
<b>Hong Kong, SAR – February 4-5</b>		
B9–February 7:	Chapter 3: How to Solve Phonology Problems.	Mini-presentation#7: <a href="#">Vietnamese</a>
<b>Ho Chi Minh City, Vietnam – February 8-13</b>		
B10–February 15:	Chapter 4: Morphology. Words and Word Formation. Morphological Types of Languages.	
<b>No Class (study Day/Sea Olympics)–February 16</b>		
B11–February 18:	Myanmar vs. Burma discussion: McCormick, “ <a href="#">Hierarchy and Contact: Re-Evaluating the Burmese Dialects</a> ” (2016) <a href="#">The Complex Battle Over Burmese Fonts, Explained</a> (2016) <a href="#">Burmese Names</a> (1958) <a href="#">People, Population, Languages of Myanmar</a>	Mini-presentation#8: <a href="#">Burmese</a>
<b>Yangon, Myanmar – February 19-23</b>		
<b>Field Class – February 20th</b>		
B12–February 25:	Chapter 4: Morphology. Morphological Analysis.	<b>Language Landscape due(minimum 2 entries)</b>
B13– February 27:	Chapter 4: Morphology. Morphological Analysis <i>Diverted to Delhi</i> (2003) (55 mins) <a href="#">American Accent Training for Indian Speakers</a> (9 mins) <a href="#">American Accent Training</a> (13 mins)	Mini-presentation#9: <a href="#">Malayalam/Hindi</a>
<b>Cochin, India – February 28 – March 5</b>		
<b>No Class (Study Day/Neptune Ceremony) –March 7</b>		
B14–March 8:	Review and Exam I.	
B15–March 10:	Chapter 12: Language Contact. Pidgins and Creoles. Societal Multilingualism. <a href="#">Nicaraguan Sign Language</a> (8 mins) <i>Poto and Cabengo</i> (1980) (77 mins) <a href="#">The Deaf Children of Nicaragua</a> (43 mins)	Mini-presentation#10: <a href="#">Mauritian Creole</a>
<b>Port Louis, Mauritius – March 11</b>		
B16–March 13:	Chapter 5: Syntax. Syntactic Properties, Syntactic Constituency and Syntactic Categories. Constructing a Grammar	
B17–March 15:	Chapter 5: Syntax. Syntactical Analysis.	
B18–March 17:	Chapter 5: Syntax. Syntactical Analysis	Mini-presentation#11: <a href="#">Afrikaans</a>
<b>Cape Town, South Africa – March 18-23</b>		
B19–March 25:	Chapter 5: Syntax. Syntactical Analysis	
B20–March 27:	Chapter 7: Pragmatics. Language in Context. Rules of Conversation. Speech Acts. Presuppositions. <a href="#">Steven Pinker: What Our Language Habits Reveal</a> (18 mins) <a href="#">Pragmatics and Gricean Maxims</a> (8 mins) <a href="#">Implicatures, Entailments and Presuppositions</a> (8 mins)	Linguistic Landscape due (5 entries)
B21–March 29:	Chapter 11: Language and Culture. Linguistic Anthropology. Language and Power. Language and Gender, <a href="#">Identifying Yourself Through Language</a> (16 mins) <a href="#">The Open Mind: Language, Sex and Power</a> (28 mins) <a href="#">Gender &amp; Communication</a> (42 mins)	Mini-presentation#12: <a href="#">Akan</a>
<b>Takoradi, Ghana – March 30 - April 1</b>		

<b>Tema, Ghana – April 2-3</b>		
B22–April 5:	Linguistic Landscape Presentations	
B23–April 7:	Topic Chosen by Students (I): Psycholinguistics/Language Acquisition/ Language Variation/Language Change/Animal Communication/Language and Computers	
<b>No Class (Study Day) – April 8</b>		
B24– April 10:	Final Exam/Final Paper	Mini- presentation#13: <a href="#">Arabic</a> Minipresentation# 14: <a href="#">Berber</a>
<b>Casablanca, Morocco – April 11-14</b>		
B25–April 16:	Chapter 17: Practical Applications <a href="#">Forensic Linguistics</a> (16 mins) <a href="#">Solving Murder with Linguistic Evidence</a> (20 mins)	<b>Field Class Paper</b>
<b>Arrive Bremerhaven, Germany – April 19</b>		

## FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course.

### Field Class and Assignment

The Field Class for this course will take place on *Tuesday 20 February, in Yangon, Myanmar.*

Field Class Title: **Writing System and Linguistic Landscape of Yangon**

Field Class Description: The National Museum of Myanmar in Dagon (Yangon) has a section about Burmese Epigraphy and Calligraphy, which contains exhibits on the origins and development of Burmese script/alphabet throughout history, as well as exhibits on other ancient and ethnic scripts.

Students will visit a museum where they will learn about the Burmese writing system (history, meaning, different ways of writing it, transliteration to our alphabet...). After that they will take a workshop where they will practice Burmese calligraphy. After that, they will take a tour of the city so they can take pictures for the linguistic landscape assignment.

Students will write a Field Class Paper about the writing system they just learned about (making reference to readings that will be provided before the trip). They will include a reflection of their experience practicing the language and they will include pictures they took during the tour. They are encouraged to make connections to the Linguistic landscapes they have been completing in other ports.

## Field Class Learning Objectives:

1. Identify the relationship between linguistic history, linguistic policies and de facto language practices (linguistic landscape) in Yangon;
2. Reflect critically on linguistic culture, language attitudes and ideologies;
3. Compare the linguistic landscapes of Yangon and the other ports visited.

## Independent Field Assignments

The overarching topic of this course is Linguistic Landscapes (LLs), which are defined as the visibility and salience of language on public and commercial signs in a given territory or region. Given that these LLs serve important informational and symbolic functions as markers of the relative power and status of the linguistic communities inhabiting the territory, students will conduct a Linguistic Landscape study with at least 5 multimedia entries that will be complemented with the Field Class paper. Students will be divided in groups and do a presentation to the rest of the class.

## METHODS OF EVALUATION / GRADING SCALE

### GRADING SCALE

Final grade components:

- Exam I: 12%
- Final Exam/Final Paper: 15%
- Short quizzes: 15%
- Homework: 15%
- Mini-presentation on languages spoken in ports (in groups of 2-3): 8%
- Field Class/Field Work (35%):
  - Linguistic landscape (5 multimedia entries): 5 x 3%=15%
  - Linguistic Landscape Group Presentations (based on multimedia entries): 8%
  - Field Class paper with references: 12%

Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: I
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Fromkin, V., R. Rodman, N. Hyams  
TITLE: An Introduction to Language (10<sup>th</sup> edition)  
PUBLISHER: Wadsworth-Cengage  
ISBN #: 978-1-133-31068-6  
DATE/EDITION: 10<sup>th</sup> edition; 2014

AUTHOR: O'Grady, W., J. Archibald; M. Aronoff, J. Rees-Miller  
TITLE: Contemporary Linguistics  
PUBLISHER: Bedford/St. Martin's (Macmillan Learning)  
ISBN #: 9781319039776  
DATE/EDITION: 2017/7<sup>th</sup>

AUTHOR: O'Grady, W., J. Archibald; M. Aronoff, J. Rees-Miller  
TITLE: Study Guide - Contemporary Linguistics  
PUBLISHER: Bedford/St. Martin's (Macmillan Learning)  
ISBN #: 978-0312586300  
DATE/EDITION: 2009/6<sup>th</sup>

AUTHOR: M. Paul Lewis; Summer Institute of Linguistics.  
TITLE: Ethnologue: Languages of the World  
PUBLISHER: SIL International  
ISBN #: 978155671216  
DATE/EDITION: 2009/16<sup>th</sup>

AUTHOR: Comrie, B.  
TITLE: The World's Major Languages  
PUBLISHER: Oxford University Press; Reprint edition  
ISBN #: 978-0195065114  
DATE/EDITION: 1990/reprint edition

AUTHOR: E. Dhohamy and D. Gorter  
TITLE: Linguistic Landscape. Expanding the Scenery  
PUBLISHER: Routledge  
ISBN #: 978-0-415-98873-5  
DATE/EDITION: 2009

### FILM REQUEST:

Title: *Stone Age Language Mystery* (2012)  
Distributor: PBS

Title: *What Makes Us Human?* (2012)  
Distributor: PBS

Title: *Pidgin: The Voice of Hawai'i* (2009)  
Distributor: New Horizons Films

Title: *Poto and Cabengo* (1980)  
Distributor: The Criterion Collection/New Yorker Films

### ELECTRONIC COURSE MATERIALS:

All in calendar

From Encyclopedia of Language and Linguistics (edited by Keith Brown, 2006) (ISBN: 978-0-08-044854-1)

- [Animal Communication Overview](#) (pp. 276-284)
- [Identity and Language](#) (pp. 486-492)
- [Classification of Languages](#) (pp. 446-457)
- [Pidgins and Creoles: Overview](#) (pp. 600-612)
- [Ghana: Language Situation](#) (pp. 76-78)
- [Mauritius: Language Situation](#) (pp. 543-544)
- [Morocco: Language Situation](#) (pp. 272-273)
- [South Africa: Language Situation](#) (pp. 539-542)
- [Burma: Language Situation](#) (pp. 157-159)
- [China: Language Situation](#) (pp. 319-323)
- [India: Language Situation](#) (pp. 610-613)
- [Japan: Language Situation](#) (pp. 93-95)
- [Vietnam: Language Situation](#) (pp. 430-431)

- [Afrikaans](#) (pp. 102-106)
- [Akan](#) (pp. 137-140)
- [Arabic](#) (pp. 423-431)
- [Berber](#) (pp. 738-744)
- [Burmese](#) (pp. 160-165)
- [Chinese](#) (pp. 343-350)
- [Hawaiian](#) (p. 226)
- [Hawaiian Creole English](#) (pp. 227-228)
- [Hindi](#) (pp. 303-305)
- [Japanese](#) (pp. 102-105)
- [Malayalam](#) (pp. 453-457)
- [Vietnamese](#) (pp. 432-436)

From Multicultural Topics in Communications Sciences & Disorders (Portland State University):

- [China](#)
- [Ghana](#)
- [India](#)
- [Japan](#)
- [Myanmar](#)
- [Vietnam](#)

From Wikipedia:

- [Akan](#)
- [Afrikaans](#)
- [Arabic](#)
- [Berber](#)
- [Burmese](#)
- [Cantonese](#)
- [Hawaiian](#)
- [Hawaiian Pidgin](#)
- [Japanese](#)
- [Malayalam/Hindi](#)
- [Mandarin](#)
- [Mauritian Creole](#)
- [Shanghainese](#)
- [Vietnamese](#)

## **ADDITIONAL RESOURCES**

None