Course Title: Language, Mind, & Society
Course Number: LING 502, Spring 2012
Sections & Meeting Times: W 16:00-18:40, EBA 412
Final Exam Time: Wednesday, 16 May, 16:00 – 18:00.

Instructor: Assistant Professor DS Bigham
Office Hours: EBA 329 :: T 9:30–11:00 & 13:30–15:00.
                 I can also be available at additional times by appointment.
E-mail: douglas.bigham@mail.sdsu.edu

Anytime my office door is open, I'm available. Also, feel free to send professionally composed e-mail (see below). I check my e-mail frequently and I will respond, though I do NOT check e-mail on weekends. I am not responsible for e-mails unreceived or read late; if I haven't responded within 36 hours, you may send me a polite reminder. I will not discuss grades via e-mail.

DESCRIPTION: From the catalog: *Child language acquisition, adult language production/comprehension and sociolinguistics. Dialects, language variation, and standardization. Bilingualism and language change.*

What does that mean?   In LING 502, we'll very broadly cover the interaction of language with the mind, society, and history. You're encouraged to use 502 as a place to explore your possible interest in subfields like psycholinguistics, language acquisition, dialectology, social variation, language change, historical linguistics, and the evolution of language. Further, because this is a broad and generalized introduction, we're going to use 502 to explore how these aspects of linguistics can be used to engage a general audience in our research as linguists and language teachers.

Everything we do in LING 502 will relate to two questions and three themes.
    Questions:
        (a) How is linguistics presented to non-linguists?
        (b) What is the evolvutionary purpose of language?
    Themes:
        (1) Language is always a socially embedded enterprise.
        (2) Language is always a cognitively embedded enterprise.
        (3) Language is always an historically embedded enterprise.

TEXTBOOKS & READINGS:
The Symbolic Species: The Co-evolution of Language and the Brain. 1998. by Terrence W. Deacon. W. W. Norton & Company. ISBN-13: 978-0393317541

The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World. 2007. by David W. Anthony. Princeton University Press. ISBN-13: 978-0691148182

Language Myths. 1998. Laurie Bauer & Peter Trudgill (eds.). Penguin Non-Classics. ISBN-13: 978-0140260236

Additional readings and materials will be drawn from handouts, online sources, and Blackboard. You are responsible for any material posted to Blackboard.

PREREQUISITES: LING 501 or consent of instructor.

EXPECTED LEARNING OUTCOMES: In this course, you will…
- Become familiarized with some of the foundational premises of sociolinguistics, psycholinguistics, and historical linguistics.
- Recognize possible areas of linguistic interest in real-world situations.
- Develop a vocabulary for explaining linguistic concepts to non-linguists.
- Formulate a clear research question that applies your understanding of linguistics to a psychological or social arena.
- Explain how your research question builds upon the works already available.
- Conduct a social or psychological linguistic experiment.
- Analyze and evaluate your experiment and present your findings to the public.

POLICIES ON TECHNOLOGY & CONDUCT: You are expected to respect your fellow students. When fellow students are talking, you should show them the same respect and attention as you show your professor. No questions are stupid. No ideas are crazy. Not everyone learns at the same pace or in the same way.

Computers, tablets, iPads, phones, etc. should be silenced ("vibrate" isn't silent). Headphones should remain off. If you plan on multi-tasking during class, please sit towards the back corner of the room. Do not let your technology interfere with your or other students' ability to participate or pay attention. Texting during class will eliminate your participation grade.

E-mail: E-mail sent to your professor and/or fellow students must contain "LING 502" in the subject line. Additionally, e-mail should be professionally composed with an opening ("Prof. Bigham, …") an explicit body ("This is Diana Prince from your LING 502 class, I have a question about Gramkrelidze…"), and an appropriate closing ("Yours, Diana" or "-Diana"). Unprofessional and/or disrespectful e-mail will be deleted without being read. I will not discuss grades or academic standing via e-mail. I do not check e-mail after 5pm or on weekends. It is suggested that you use Blackboard's messaging system for course-related e-mail.

Twitter, Facebook, Etc.: Do not contact your professor via Facebook or any other online social network. If you use Twitter in reference to the course, I suggest using the #sdsulx502 hashtag for crowd-sourcing your fellow students. Don't DM me (your professor), but I *may* check #sdsulx502 for questions, especially during the weekend.

Blackboard: Keep an eye on Blackboard for various course documents, readings, review sheets, etc.

Online Learning: We will be conducting class online for at least two sessions. You are required to attend the online class session the same as any other regular class session. We will discuss the details as the time approaches.

You are responsible for finding a computer and printer capable of displaying/printing relevant course material. "It wouldn't download/open/print/etc." is not a sufficient excuse. The Student Computing Center is located on the 2nd Floor of the Love Library.

ASSIGNMENTS/GRADING:
Solo Work:
  15% - Participation
  15% - Reading Q&As
  20% - Midterm
   5% - Final Project: Personal Summary

Team Work:
  15% - Reading Presentation & Discusison
  15% - Final Project: Data Design & Collection
  15% - Final Project: Presentation, Poster, & Summary

Grading Scale: A, B, C, D, F
100-90: *A*, 89-80 *B*, 79-70 *C*, 69-60 *D*, 59-0 *F*

Solo Work:
Participation (preparedness and discussion), 15% - All materials should have been read before the date listed on the syllabus so that you may fully engage in class discussion. We will be using Blackboard for additional discussion. Participation is determined by (a) in-class & online discussion and (b) additional "engagement" (like coming to my office hours, participating in every discussion, creating new online discussion topics, etc.).

For a perfect participation grade, a student will have:
• Responded to in-class question prompts during nearly every class.
• Responded to most online discussion prompts.
• Suggested discussion points and well-reasoned critiques both in class and online.
• Stopped by Prof. Bigham's office hours for additional discussion of the material.
• Acted courteously and professionally when dealing with fellow students.

Readings Q&As, 15% - 5 total due, 3% each, Part 1 due by 7pm on Tuesday, Part 2 due by 7pm Friday.
    Part 1: Post three analytical/critical questions about (some aspect of) Wednesday's reading assignment on Blackboard; show an awareness of previously posted questions by avoiding repetition and incorporating other students' questions into your own.
    Part 2: E-mail me short responses to your original questions, including how they were addressed in class, what you've learned, how the responses to your questions bring about further questions, etc. Each of your questions should receive about 250 words of response (~750 total words). Q&As less than 225 words will not be graded.

Everyone MUST complete a Readings Q&A for Wednesday, 25-January. After that, it's your decision which readings you'd like to respond to; no Readings Q&As will be accepted after the midterm.

Midterm, 20% - Wednesday, 21-March. Midterm will be cumulative, short answer and essay. You will have 75 minutes to complete it. An additional portion of the midterm may be conducted online; stay tuned for details.

Final Project: Personal Summary, 5% – (see below) 750-word summary detailing your specific participation and describing your personal learning acheivements regarding the final project.

Team Work:
Students will participate in one of eight teams. Teams will be determined on 1-February. You are expected to work **as a team** on the following:

Teams are required to meet with Professor Bigham twice. Once during the last week of February and once during the last week of April. These meetings ARE NOT OPTIONAL.

Reading Presentation & Discussion, 15% - Each team will present an overview of one week's readings to the class and be prepared to lead discussion and field questions regarding the reading. One hardcopy outline of the presentation will be given to your professor on the day of your presentation/discussion.

Final Project: Data Design & Collection, 15% - Each team will be given a research question around which they will design a data collection methodology and collect the necessary data to address the question. Short project outlines are due by 14-March. Before beginning, students will complete the SDSU IRB training module. Detailed instructions will be provided.

Final Project: Presentation, 15% - Each team will present the findings of their data collection in a professional conference poster format. Teams will submit a 1200-word write up summarizing the poster, including background, research design, and results. Each team member will additionally submit a separate 750-word summary detailing their specific participation and describing their personal learning acheivements.

Project Deadlines:
Feb 20-26: First Team Meeting with Professor Bigham
March 14: Final Project abstract/proposal due!
--750-1000 words + outline of team members' specific duties
April 23-27: Second Team Meeting with Professor Bigham
May 2: Poster Outline/Sketch Due!
May 16: Poster Presentation Session! & Personal write-ups due!

ATTENDANCE: Come to class. Come to class on time. If you arrive late, do not interrupt the class or professor upon entering. Since participation counts for a large portion of your grade, it is STRONGLY suggested that you attend class and participate vigorously in the discussions—in class, online, and during my office hours. If you miss class, **do not e-mail me** to explain or ask for notes. People who miss class should be prepared to get the notes from classmates. People who repeatedly miss class or come late may be excluded from grading curve benefits.

ACADEMIC INTEGRITY: Do not cheat. Don't even do anything that might get you suspected of cheating. Be honest. If you cheat, you will be given a grade of "F" for the course and will be referred to Student Affairs. If you have questions about the definition or specifics of "cheating" or "plagiarism" you may contact me, the Linguistics Dept. Chair, or a member of the Student Discipline Office at (619) 594-3069. For further details regarding conduct, please refer to http://csrr.sdsu.edu/

STUDENTS WITH DISABILITIES: For students with disabilities, I am available during my office hours to discuss any appropriate academic accommodations that might be necessary. Before course accommodations are made, a student will be required to obtain and provide documentation from the Office of Student Disability Services (for more information see: http://www.sa.sdsu.edu/sds/index.html or call 619-594-6473).

*Dates listed on the syllabus are subject to change. Author and Chapter given; additional weekly readings will be provided via handout / PDF on Blackboard.

WEEK ONE – 18 January
Deacon – Ch. 1: The Human Paradox
Anthony – Ch. 1: The Promise and Politics of the Mother Tongue
Bauer & Trudgill – Myth 1: The Meanings of Words Should Not Be Allowed to Vary or Change
Bauer & Trudgill – Myth 19: Aborigines Speak a Primitive Language

WEEK TWO – 25 January
Deacon – Ch. 2: A Loss For Words
Anthony – Ch. 2: How to Reconstruct a Dead Language
Bauer & Trudgill – Myth 10: Some Languages Have No Grammar

WEEK THREE – 1 February
Deacon – Ch. 3: Symbols Aren't Simple
Anthony – Ch. 3: Language & Time, 1.
Bauer & Trudgill – Myth 3: The Media are Ruining English

WEEK FOUR – 8 February
Deacon – Ch. 4: Outside the Brain
Anthony – Ch. 4: Language & Time, 2.
Bauer & Trudgill – Myth 8: Children Can't Speak or Write Properly Anymore

WEEK FIVE – 15 February :: Presentation of Readings: Team Red
Deacon – Ch. 5: The Size of Intelligence
Anthony – Ch. 5: Language & Place
Bauer & Trudgill – Myth 9: In the Appalachians They Speak like Shakespeare

WEEK SIX – 22 February :: Presentation of Readings: Team Goat
Deacon – Ch. 6: Growing Apart
Anthony – Ch. 6: The Archaeology of Language
Bauer & Trudgill – Myth 2: Some Languages are Just Not Good Enough
*First Team Meeting!

WEEK SEVEN – 29 February :: Presentation of Readings: Team Fist
Deacon – Ch. 7: A Darwinian Electrician
Anthony – Ch. 7: How to Reconstruct a Dead Culture
Bauer & Trudgill – Myth 13: Black Children Are Verbally Deprived

WEEK EIGHT – 7 March :: Presentation of Readings: Team Gary
Deacon – Ch. 8: The Talking Brain
Anthony – Ch. 8: First Farmers & Herders: The Pontic-Caspian Neolithic
Bauer & Trudgill – Myth 14: Double Negatives are Illogical
*Project Discussions

WEEK NINE – 14 March
Deacon – Ch. 9: Symbol Minds
Deacon – Ch. 10: Locating Language
Anthony – Ch. 9: Cows, Copper, and Chiefs
Anthony – Ch. 10: The Domestication of the Horse and the Origins of Riding: The Tale of the Teeth
*Final Project Proposal Due! and Midterm Review

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WEEK ELEVEN – 4 April :: Presentation of Readings: Team Cup-&-Saucer
Anthony – Ch. 11: The End of Old Europe and the Rise of the Steppe
Anthony – Ch. 12: Seeds of Change on the Steppe Borders
Bauer & Trudgill – Myth 7: Some Languages Are Harder Than Others

WEEK TWELVE – 11 April :: Presentation of Readings: Team Delicate
Deacon – Ch. 11: And the Word Became Flesh
Anthony – Ch. 13: Wagon Dwellers of the Steppe
Bauer & Trudgill – Myth 21: America Is Ruining the English Language

WEEK THIRTEEN – 18 April :: Presentation of Readings: Team Mouthfeel
Deacon – Ch. 12: Symbolic Origins
Anthony – Ch. 14: The Western Indo-European Languages
Bauer & Trudgill – Myth 20: Everyone Has an Accent Except Me

WEEK FOURTEEN – 25 April :: Presentation of Readings: Team Shoe
Deacon – Ch. 13: A Serendipitous Mind
Anthony – Ch. 15: Chariot Warriors of the Northern Steppes
Anthony – Ch. 16: The Opening of the Eurasian Steppes
Bauer & Trudgill – Myth 5: English Spelling is Kattastroffik
*Second Team Meeting!

WEEK FIFTEEN – 2 May
Deacon – Ch. 14: Such Stuff As Dreams Are Made On
Anthony – Ch. 17: Words & Deeds
Bauer & Trudgill – Myth 15: TV Makes People Sound the Same
*Poster Outline/Sketch Due!

Final Exam Time: Wednesday, 16 May, 16:00 – 18:00.