Course Description and Learning Objectives

It is estimated that half of the world’s languages will disappear by the end of this century, and that eventually we will lose linguistic diversity. In this course we will ask the questions: what do we lose when a language dies? what is the value of linguistic diversity? We will talk about the links between language and thought, culture, and identity. We will also address some causes of language endangerment, and the issues involved in revitalizing languages, including policy and documentation.

In addition to the content, this course will help you develop the necessary reading and writing skills crucial for success at Berkeley and beyond. Strong reading and writing skills are key to developing critical thinking skills. We will work to develop these skills through (i) discussion of readings in class, (ii) written responses to the readings, (iii) original written work, and (iv) peer review of each other’s writing. By the end of this course, you will have mastered the writing process, from formulating a topic and finding sources, to outlining, drafting, and revising a paper.

Course Policies:

Written Assignments:

- **Short Writing Assignments**: These assignments are meant to get you started thinking about the readings, facilitate class discussion, and give you opportunities to practice writing and prepare for papers. You will get feedback from me on each submission to help you improve. Thoughtful completion of the daily written assignments will help you prepare for the midterm and final papers.

Short written assignments will be graded on a 2 point system: full credit (2 pts) will be given for timely, complete, and conscientious submissions and partial credit (1pt) for submissions which are late and/or lacking.

These assignments should be 1.5 spaced, Times New Roman (or similar), 1-inch margins, with the word count at the bottom of the assignment. Short written/daily assignments must be uploaded as pdfs on Bcourses>Assignments by 9:00am the day of class unless otherwise specified.
• **Papers:** The Diagnostic Essay, Papers 1 and 2 drafts and final drafts must be turned in via bcourses by the specified date and time. Additionally, please bring 2 stapled hard copies (there are staplers in all libraries) to class on the specified date for peer reviews. A detailed prompt along with instructions will be provided for each paper.

In addition to the final draft of the paper, you will be asked to turn in drafts of your thesis, outline, drafts, and portfolio for Paper 1 and Paper 2 with the addition of the annotated bibliography for Paper 2. These preliminary assignments will be graded like the short written assignments (2 point system based on completion, timeliness, conscientiousness) and will count for 5% of each paper grade and are designed to help construct your final paper and provide you with feedback along the way. Specifications about dates and expectations will be discussed in class.

**Attendance:** Attendance is mandatory. Participation in class activities and the timely submission of assignments is very important for this course and for your progress throughout the semester. Absences will affect your performance and participation in the class, and consequently, your grade. If you are absent, it is your responsibility to communicate with me regarding it. You may inform me by email or in person. I may request documentation depending on the circumstances of the absence. Absence due to extra-curricular activities must be addressed within the first 2 weeks of the course with written documentation that states the nature of the activities and specific dates of absence.

**Participation:** You should come to class having done the readings and having completed the written assignment. If you are not prepared to participate you will not receive participation credit. Participation may include asking questions, volunteering answers, actively working in small groups, engaging effectively in peer review, respectfully listening to both me and your fellow students, bringing appropriate materials to class, and meeting with me outside of class. Participation will be recorded each day. Additionally, as some activities mandate more participation than others, there will be both a daily participation score and occasionally an additional activity participation score—you will be notified in advance about the activity and expectations. Note that you cannot fully participate if you are absent and absences will be reflected in your participation grade!

**Readings and bCourses:** All assignments, resources, and announcements will be posted to the bCourses website. Be sure to check the site and your email regularly. Most readings will be made available on the course site; exceptions are readings available on eBrary.

**Office Hours and Email:** Office hours are useful for asking questions regarding course material, assignments, or simply chatting about your interests. Email is also an option for questions, particularly with regard to class logistics. Please include R1B in the subject line of all emails. However, content questions which require more discussion may be best addressed in office hours. Please allow 48 hours for e-mail response, and note that I may not respond to emails sent on Friday afternoon until Monday.

**Grade Disputes, and Academic Integrity:** If you wish to dispute a grade you have received, please submit your dispute in writing within 2 weeks of the original due date. Indicate clearly each issue you wish to dispute. I will then carefully go over it. Please note that your grade may go up or down after your assignment is reviewed.

All work you turn in must be your own; plagiarism in any form will be penalized accordingly. If you discuss your work with others, you must acknowledge them appropriately (either by citations,
footnotes, or written at the top of your work). See more here:
http://sa.berkeley.edu/code-of-conduct
http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/

*Accommodations:* If you have a disability or are in need of other special accommodations, please inform me as early as possible. Disability-related accommodations cannot be made without a letter from the Disabled Students Program detailing the specifics of your accommodation needs.

**Assignments and Grade Distribution** (note: dates are tentative)

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<tr>
<td>Written Assignments</td>
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<tr>
<td>Diagnostic Essay (700-900 words)</td>
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<td>Paper I (5-7 pages)</td>
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<tr>
<td>Paper I Participation:</td>
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<td>Thesis Statement</td>
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<td>Outline</td>
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<td>First Draft</td>
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<tr>
<td>Second Draft</td>
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<td>Final Draft</td>
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<td>Outline</td>
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<td>First Draft</td>
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<tr>
<td>Peer review</td>
<td>11/7</td>
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<td>Second Draft</td>
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<tr>
<td>Presentation</td>
<td>12/3, 12/5</td>
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<tr>
<td>Final Draft</td>
<td>12/6</td>
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**Grading Schema**

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<tr>
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Course Calendar Note: This schedule is tentative. Any changes will be announced in class and on the bCourses site; readings and assignments are due on the day listed!

UNIT 1: Introduction to Linguistics and Language Endangerment

Week 1 Basic linguistic concepts & introduction to language endangerment

TH August 29
Assignment: Submit About Me Google Form

Week 2 Introduction to language endangerment
Skills: Reading technical papers, note taking, summaries, and using rubrics

T September 3
Reading: Crystal (2002: ch. 1 & 2)
Assignment: Short reflection on why language is important to you and one-paragraph summaries of Crystal chapters

Th September 5
Reading: Crystal (2002: ch. 3) and Grenoble and Whaley (1998)
Assignment: Short essay on endangered language

Week 3 Language Myths and Intro to Linguistics
Skills: technical readings and thesis statements

T September 10
Assignment: Diagnostic Essay Due by 3:30 before the start of class

Th September 12
Reading: Davies and Dubinsky (2018: ch 1-4)
Assignment: Chapter Summaries and Thesis Statement due before the start of class

UNIT 2: Language and Culture, Language and Thought

Unit 2A: Language, Culture, and Identity

Week 4 Connecting Language, Culture, and Identity
Skills: evaluating sources, building arguments, organizing a paper

T September 17
Assignment: Outline due Thursday 6:00pm

Th September 19
Assignment: Reflection on Readings
Week 5  Language Revitalization and Role of Revitalization in Linguistics  
Skills: peer review, editing

T September 24

Reading: Hinton (2001c: ch. 31) and Fishman (2000: ch. 1 & 19) 

Assignment: First draft for Paper 1 due before class. Submit draft on bcourses and bring a hard copy to class for peer reviews.

Th September 26


Assignment: Peer Review Reflections and Second draft for Paper 2 due

Week 6  Role of Linguistics in Endangered Languages  
Skills: argumentation and organization

T October 1


Assignment: Critical response about the role of linguistics in endangered languages

Th October 3

Reading: Davies and Dubinsky (2018: ch. 5-7), Applebome (1996)

Assignment: Reflection on the role of language in shaping your identity

Week 7  Language identity, culture, and power  
Skills: Clear and concise writing, editing

T October 8

Reading: Whorf (1940), Gaby (2012), Pullum (1991)

Assignment: 10/8 In Class Writing Exercise Submitted by the end of the day.

Th October 10

No Class

Reading: No Reading

Assignment: Final draft for Paper 1 (5-7 pages); submitted by 8am in class and on bcourses
Unit 2B: Language Policy

Week 8 Language Rights and Language Policy
Skills: developing writing skills through reading

T October 15
Reading: Davies and Dubinsky (2018: ch. 9 and part III intro)
Assignment:

Th October 17
Reading: Davies and Dubinsky (2018: 10-14)
Assignment: Paper 2 Topic Preference Submission

Week 9 Language Policy and Education
Skills: reading critically, finding sources, writing an annotated bibliography

T October 22
Reading: Hinton (2001c: ch. 3) and Hornberger (2014)
Assignment: Paper 2 Thesis Statement Due

Th October 24
Assignment: Critical Response of Pullum (1999), Rickford (1999), Applebome (1996) and 5 discussion questions to prepare for in class discussion.

Week 10 Introduction to language policy and revitalization
Skills: developing argumentation and structure

T October 29
Reading: Data Sharing based on your own research for annotated bibliography
Assignment: Annotated bibliography due

Th October 31
Reading: Hermes and King (2012) and review ?: ch. 17
Assignment: Paper 2 Outline due on bcourses by the end of the day on Thursday

Week 11 Impacts of policy and revitalization
Skills: critical reading and evaluating evidence

T November 5
Reading: Fishman (2000: ch. 6 10)
Assignment: TBA

Th November 7
Reading: Fishman (2000: ch. 12 15)
Assignment: TBA
References


