

General Education Course Proposal

Proposed Course: LING 30 Language Through the Life Span Units 3
Prefix No. Title

Department: Linguistics School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ~~___~~; B4 ___
 Breadth: B1 ___; B2 ___; C1 ___; C2 ___; D ___; E X
 Integration: B ___; C ___; D ___; International/Multicultural ___

Existing Course ___; Revised Course ___; New Course X

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Physiological, psychological, and social aspects of language development and use during infancy, childhood, adolescence, adulthood, and old age, including: first and second language acquisition, language and identity, language and relationships.

Enrollment limit per section: 25-30

Expected number of sections per semester – Year 1 2; Year 3 6

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

George Rana 13 April 2000 J. Weirant 5-17-00
 Department Chair Date School Curriculum Committee Date

Kevin J. Coste 5/18/00 Paul Amund 9/15/00
 School Dean Date General Education Subcommittee Date

J. Scherwin 9/15/00
 Associate Provost Date

Forward Original and **TWELVE** copies to:
 Associate Provost for Academic Affairs, M/S 54

**Attachment 2:
Common Elements:**

A. Content

The content of all sections of Linguistics 30 will be divided into five major themes based on language through the life span: infancy, childhood, adolescence, adulthood, and old age. (See earlier table.) Each theme deals with physiological, psychological, and social aspects of language development and use during that span of time. There is, of course more material than could be covered in one semester, so instructors will select from this common list of topics within each relevant life span for their course. [Note Key which will indicate how the content relates to the main goals for Area E throughout this document): human behavior (**HB**), sexuality (**S**), nutrition (**N**), health (**H**), stress (**STR**), key relationships of humankind to the social and physical environment (**RE**)].

1. Physiological and psychological changes that relate to language (shape of the vocal tract, brain development, childhood cognitive development and language, puberty, brain disorders and memory loss, nutrition and language development, language and emotions); **HB, N, H, STR**
2. Normal language development (babbling, sounds, words, sentences, reading and writing); **HB**
3. Problems in language development (autism, aphasia, dyslexia, loss of memory); **H**
4. Language and identity issues: ethnicity (African American English, Chicano English, bilingualism, adolescent peer groups, sexuality, gender, age); **HB, S, RE.**
5. Inter- and intra-group communication (parent and child, adolescent peer groups, adult and aging parent, workplace relationships, men and women, straight men, straight women, gays, and lesbians) **HB, S, RE;** and
6. Second language acquisition (bilingualism in infancy and childhood, personality factors in second language acquisition, bilingualism and aging, depression and stress due to linguistic isolation, acculturation) **HB, H, STR, RE.**

Units will have the following time allotments for each life span unit:

Infancy	1-4 weeks
Childhood	1-4 weeks
Adolescence	1-4 weeks
Adulthood	1-4 weeks
Old Age	1-4 weeks

B. Objectives

The objectives of Linguistics 30 are to acquaint students with language issues that are important to individuals throughout their lives or those around them:

- a. aspects of normal language development and use in infancy, childhood, adolescence, adulthood, and old age;
- b. specific physiological, psychological or social changes or problems that can take place at different times in the life span of an individual, such as: issues related to language and identity (including age, ethnicity, gender, sexual-orientation, education, bilingualism) and issues related to attitudes towards language (gendered language, ethnic speech, gay and lesbian speech patterns), and
- c. social and psychological issues between individuals and groups as shown by conversational interactions (peer groups, gangs, employees).
- d. social and psychological factors related to second language acquisition.

C. Required Student Activities

1. A 2000 word paper on an area of language use based on student observations and collection of primary language data.
2. Midterms and a final exam.
3. Short written homework assignments which require students to critically examine their own language identity, development or use or that of others. Reports based on ethnographic interviews with people of varied linguistic backgrounds: speakers of nonstandard dialects, old people, non-native speakers of English, teachers, children, women, men, gays, lesbians, etc..

D. Grading Policy

Long research paper should be worth around 30 percent of the grade, each midterm exam should be worth 10 percent, final should be worth 20 percent, attendance and written homework assignments should be worth 30 percent

E. Representative Texts:

The Linguistics Department feels that a combination of common popular books on language and/or a packet of topical articles is most appropriate for this course.

1. Books on language

Tannen, D., *You Just Don't Understand*

Coates, J. *Women Talk*, 1996, Oxford: Blackwell

Coates, J. *Women, Men, and Language*, Second Edition, London: Longman.

Coates, J. *Language and Gender: A Reader*, Oxford: Blackwell.

Holmes, *Women, Men and Politeness*, London: Longman.

Johnson, S. and U.H. Meinhof: *Language and Masculinity*

Clark, Eschholz, and Rosa, *Language: Readings in Language and Culture*,

Jackendoff, *Patterns in the Mind*
 Reich, *Language Development*
 Owens, *Language Development, An Introduction*

3. A packet containing a selection of articles, excerpts, or summaries of articles (or chapters) drawn from sources like these:

Language Development in Infancy

Begley, S. How to Build a Baby's Brain in *Newsweek Special Edition*, Spring/Summer 1997.

Cowley, J. The Language Explosion, How to Talk Parentese to Your Child, and When a Child's Silence isn't Golden, in *Newsweek Special Edition*, Spring/Summer 1997.

Gleitman and Newport, The Invention of Language by Children: Environmental and Biological Influences in *The Acquisition of Language: An Invitation to Cognitive Science*, Vol 1, ed by Gleitman and Liberman, Cambridge, MA: MIT Press.

Jackendoff, R. *Patterns in the Mind*, Basic Books
 How Children Learn language, Language Acquisition in Unusual Circumstances, I and II.

Pinker, S. Why the Child Helded the Baby Rabbits? A Case Study in Language Acquisition. in *The Acquisition of Language: An Invitation to Cognitive Science*, Vol 1, ed by Gleitman and Liberman, Cambridge, MA: MIT Press.

Language in Childhood

Nelson, Reading and Writing in Nippold, ed. *Later Language Development* College Hill Press.

Language in Adolescence

Andersson, Lars & Peter Trudgill (1990) *Bad Language*. Oxford: Blackwell.
 Slang (pp. 67-90).

Bucholtz, Mary. 1998. Social categories and local identities in the California vowel shift. [Valley girls]

Bucholtz, Mary. 1999. "Why be normal?": Language and identity practices in a community of nerd girls.

Cooper and Anderson-Inman, Language and Socialization, *Later Language Development, Ages 9 through 19*. Boston: College-Hill Press.

Eckert, Penelope. 1989. Jocks and burnouts: Social categories and identity in the high school. New York: Teachers College Press.

Language and Adulthood

Ethnicity

Morgan, Marcyliena. 1994. The African-American speech community: Reality and sociolinguistics.

Morgan, Marcyliena. 1999. No woman, no cry: Claiming African American women's place.

Gonzales Valasquez, Maria Dolores. 1995. Sometimes Spanish, sometimes English: Language use among rural New Mexican Chicanas.

Language and Gender

(from Coates)

The Feminine Shape...is more melding in together (The organization of friendly talk)

You know what I mean I probably (hedges and hedging)

Thank god I'm a woman (The construction of differing femininities)

Coates, One at a time: the Organization of Men's Talk in *Language and Masculinity*

Johnson and Finlay, Do Men Gossip? An Analysis of Football Talk on Television in *Language and Masculinity*

Keisling, S. F. Power and the Language of Men in *Language and Masculinity*

Language and sexuality

Cameron, D. Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity in *Language and Masculinity*

De Klerk, V. The Role of Expletives in the Construction of Masculinity in *Language and Masculinity*

Gaudio, R. "Sounding Gay: Pitch properties in the speech of gay and straight men" 1994 *American Speech* (69) 1: 30-57.

Leap, W. (ed) 1995 *Beyond the Lavender Lexicon: Authenticity, Imagination, and Appropriation in Lesbian and Gay Languages*, Gordon & Breach.

Livia, A. & Hall, K. (eds.) 1997 *Queerly Phrased: Language, Gender, and Sexuality*, Oxford.

Nestle, J. (ed.) 1992 *The Persistent Desire: A Femme-Butch Reader*, Alyson.

Success and failure issues in second language acquisition

Gallagher-Thompson, et al, 'The relationship of dimension of acculturation to self-reported depression in older, Mexican-American women' *Journal of Clinical Geropsychology* v 3 n 2 p 123-37, Apr 1997.

Lightbown and Spada: *How Languages are Learned*, Oxford: Oxford University Press.

Krause and Goldenhar, 'Acculturation and psychological distress in three groups of elderly Hispanics' *Journals of Gerontology*, v. 47 n 6, Nov 1992.

Old age

Hamilton, *Language and Communication in Old Age*, New York: Garland

Allen and Bashore, eds. *Age Differences in Word and Language Processing*, Amsterdam, Netherlands, Elsevier 1995.

Coupland and Coupland, *Language, Society, and the elderly: Discourse, identity and aging*. Oxford, UK: Basil Blackwell, 1991.

Hamilton, H. (ed.) *Language and Communication in Old Age*, New York: Garland, 1999.

Nussbaum and Coupland, (eds) *Handbook of Communication and Aging Research*, Mahwah, NJ: Lawrence Erlbaum, 1995

Twitchell, S. and others, 'Age-related decline in language and strategies to overcome it' Educational Strategies for Older Learners: Suggestions from Cognitive Aging Research, *Educational Gerontology*, v 22 n 2, p 169-81 Mar 1996.

F. Schedule.

Initially, this course will be offered once a semester, probably increasing to three sections per semester maximum.

Attachment 3:

Linguistics 30
Language Across the Lifespan

Course Description: An introduction to a number of issues related to language throughout the lifespan of an individual: development, health, gender, sexuality, second language learning.

Note: Linguistics 30 meets the general education requirement for Area E.

Instructor: Barbara Birch

Office: 419 Peters

Phone: 278-4893

Office Hours: M 3-4; T & Th 2:30-2; T 5:30-6:30 and by appointment

Materials: 1. A Course Packet of articles

Requirements and Grading:

Exams: 2 midterms (10% each)
1 final (20%)

Paper: Research paper (30%) This course has a writing requirement of at least 2000 words.

Homework assignments and attendance add up to 30%.

[Note Key which will indicate how the content relates to the main goals for Area E throughout this document): human behavior (HB), sexuality (S), nutrition (N), health (H), stress (STR), key relationships of humankind to the social and physical environment (RE)].

Unit 1 : Infancy **HB, N, H, RE**

Week One: The biological basis for language

Reading Assignment

Jackendoff, R. 1994 *Patterns in the Mind, Chapter 1 & 4*, How Children Learn language & Language and the Brain

Week Two: Social and physical influences on early language development

Reading Assignment :

Gleitman and Newport, The Invention of Language by Children: Environmental and Biological Influences, and
Owens, The Social and Communicative Bases of Early Language, Language Learning

Hand in first Writing Assignment: Ethnography or autobiography

Week Three: First sounds, babbling, first words

Reading Assignment:

Pinker, S. Why the Child Holded the Baby Rabbits?

Reich, The Development of Words

Unit 2: Childhood **HB, H, S, RE**

Weeks Four/Five: Normal language development: words, and sentences
 Visit to Child Center/observation

Reading Assignment (Packet): Reich, Chs 3 and 4.

Week Six Special cases: language savants, retardation, neglect, autism
 Reading Assignment
 Jackendoff, Language Acquisition in Unusual Circumstances, I and II.
 Reich, Ch. 6 Children with Problems

Week Seven Speaking male or female
 Reading Assignment (Packet): Coates, 'The Acquisition of Gender-differentiated Language.'

Hand in second Writing Assignment: children's language or how adults speak to children

First MidtermUnit 3: Adolescence **HB, S, RE**

Week Eight: Rebellion and Slang

Reading Assignment Andersson, Lars & Peter Trudgill (1990) Bad Language. Oxford: Blackwell. Slang (pp. 67-90).

Cooper and Anderson-Inman, Language and Socialization, *Later Language Development, Ages 9 through 19*. Boston: College-Hill Press.

Week Nine: Peer Groups: nerds, jocks

Excepts from Reading Assignment Bucholtz, Mary. 1999. "Why be normal?": Language and identity practices in a community of nerd girls, and Eckert, Penelope. 1989. Jocks and burnouts: Social categories and identity in the high school. New York: Teachers College Press.

Hand in third Writing Assignment: Interview with a school-age child or teen

Unit 4: Language and Relationships in Adulthood **HB, S, RE**

Week Ten: Language and the creation of sexual identity
 Reading Assignment (Packet) Excerpts from Women Talk (Coates) and
 Language and Masculinity. Also, Gaudio, R. "Sounding Gay: Pitch
 properties in the speech of gay and straight men"

Brainstorm paper topics: What makes a good one?

Week Eleven: Ethnic Identity markers: African American English and Chicano English

Reading Assignment Morgan, Marcyliena. 1994. The African-American
 speech community: Reality and sociolinguistics.

Gonzales Valasquez, Maria Dolores. 1995. Sometimes Spanish,
 sometimes English: Language use among rural New Mexican Chicanas.

Second Midterm

Week Twelve: Language issues in the workplace

Reading Assignment (Packet): Coates, 'The Social Consequence of
 Gender differences in Language'

Week Thirteen: Men's and women's speech: Mars and Venus?

Reading Assignment (Packet): 'Sex, politeness, and language',
 'Compliments and Positive Politeness Strategies,' and 'Apologies and
 Negative Politeness Strategies' Holmes

First draft of paper due: peer and professor feedback

Unit 5: Old Age **HB, S, H, STR, RE**

Week Fourteen: Old Women

Excerpt 'Gossip in Older Women's Support Group: A Linguistic
 Analysis' Saunders from Hamilton. (in packet)

Excerpt 'Grandmothers and Granddaughters in African American
 Families: Imparting Cultural Traditions and Womanhood between
 Generations of Women' McKay from Hamilton (in packet)

Week Fifteen: Language Minorities in Old Age

Second Language Acquisition Issues in Old Age:

Excerpt 'The relationship of dimension of acculturation to self-reported depression in older, Mexican-American women' Gallagher-Thompson, et al, (in packet)

Excerpt: 'Acculturation and psychological distress in three groups of elderly Hispanics' Krause and Goldenhar, (in packet)

Final draft of paper due.

Final