General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number
Applied Linguistics 98T

Course Title
Language Life Cycles: Individual and Community Perspectives

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   **Foundations of the Arts and Humanities**
   - Literary and Cultural Analysis
   - Philosophic and Linguistic Analysis X
   - Visual and Performance Arts Analysis and Practice

   **Foundations of Society and Culture**
   - Historical Analysis
   - Social Analysis X

   **Foundations of Scientific Inquiry**
   - Physical Science
   - Life Science
     - With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.
   
   This course focuses on the variety of interrelated individual, community, national, and global forces that contribute to the birth, life, and death of languages. It considers diverse linguistic experiences within cultures over time and across the globe, thus providing a unique perspective on the social world.

3. "List faculty member(s) who will serve as instructor (give academic rank):
   
   Professor Paul Kroskrity
   Netta Avineri (teaching fellow)

4. Indicate when do you anticipate teaching this course over the next three years:
   
   2010-2011 X Winter Enrollment X Spring Enrollment X

5. GE Course Units
   
   Proposed Number of Units: 5
6. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**
  
  This course aims to provide students with general knowledge about processes of language acquisition and attrition in individuals in addition to language birth and death in communities.

- **Integrative Learning**
  
  Over the course of the quarter, students will have an opportunity to integrate information gained from multiple interviews, course readings, and outside research into a cohesive argument in a final paper (with multiple drafts).

- **Ethical Implications**
  
  Students will consider the ethical implications of gaining informed consent from multiple interviewees, asking interview questions, recording interviews, and incorporating this data/information into course papers. Ethics related to academic honesty will also be discussed.

- **Cultural Diversity**
  
  Students will reflect upon their membership in multiple cultural communities and will choose to work with interviewees in diverse populations. During class discussions about course readings and paper topics, students will be exposed to a variety of cultures and perspectives.

- **Critical Thinking**
  
  In class discussions and reading responses, students will think critically about the ways that historical events can affect present-day realities. They will also consider the specific ways that macro-level forces can affect micro-level interactions, and vice versa.

- **Rhetorical Effectiveness**
  
  Students will be expected to develop coherent arguments in their reading responses and multiple paper drafts. They will have the opportunity to incorporate a variety of types of information, including interviews, course readings, and outside research.

- **Problem-solving**
  
  The course will provide students with opportunities to consider how research may or may not reflect individuals’ realities. They will therefore solve the problem of incorporating different types of information into a cohesive argument.

- **Library & Information Literacy**
  
  Students will conduct in-depth research on a topic of their choosing, intended to complement the information they will obtain through course readings and interviews. They will therefore learn methods for searching (online and in the library) for relevant sources, assessing their appropriateness, and incorporating them into paper drafts.

### (A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture: 3 (hours)
2. Discussion Section: N/A (hours)
3. Labs: N/A (hours)
4. Experiential (service learning, internships, other): N/A (hours)
5. Field Trips: N/A (hours)

(A) TOTAL Student Contact Per Week 3 (HOURS)

### (B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation: 1 (hours)
2. Reading: 4 (hours)
3. Group Projects: N/A (hours)
4. Preparation for Quizzes & Exams: N/A (hours)
5. Information Literacy Exercises: 1 (hours)
6. Written Assignments: 3 (hours)
7. Research Activity: 3 (hours)

(B) TOTAL Out-of-class time per week 12 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 (HOURS)
Languages are born, live, and die due to a variety of interrelated individual, community, national, and global forces. This seminar will provide you with the tools to conceptualize “language life cycles” both at the individual and community levels. Why do some languages not only survive but thrive while others face endangerment and extinction? How are individuals’ linguistic lives affected by their positions within broader cultural and historical trends? And how do individuals work to ensure the survival of their languages and cultures within diverse and changing contexts?

Each week you will be introduced to theoretical concepts and frameworks related to language life cycles. It is expected that you will have completed the week's readings and reading responses (either in the form of a 2-1-1 or a response paper) before coming to class. In class, we will engage in small group and whole class discussions to treat questions and issues that may have come up as you read. In addition, you will be exposed to various interviewing techniques and tools for analysis. Throughout the course, we will discuss and practice effective writing strategies for the entire writing process.

Course Objectives:
1. Collaboratively conceptualize the notion of “language life cycles”
2. Learn about some of the connections between language and culture (using diverse examples from your own experiences)
3. Learn and apply concepts focused on language at the community level, including pidgins/creoles, language contact, language shift, language endangerment, language extinction, linguicide, and language revitalization
4. Learn and apply concepts focused on language at the individual level, including language acquisition and socialization, language loss and attrition, and loss of language due to disorders in older adulthood
5. Relate these concepts to the case study of Yiddish worldwide (primarily focused on Europe, the United States, and Israel)
6. Think critically about and apply these notions to a language and community of one's choosing

Grading Breakdown:
10% Participation
15% 6 2-1-1 Assignments and 2 500-word Response Papers (weekly)
10% 2-page Final Paper Proposal (week 4)
15% Final Paper First Draft (week 7)
10% Final Presentation (week 10)
40% Final Paper Final Draft (finals week)
Assignments:
1) Weeks 3, 4, 6, 7, 8, 9: 2-1-1 assignments posted on the class discussion board (2-1-1 assignments include 2 important issues, 1 interesting concept, and 1 question for each of the readings for that week)

2) Weeks 2 and 5: 500-word response papers
   Reaction Paper #1 (week 2):
   Consider the language(s) you are a speaker of. Are there other contexts where this language is spoken? If so, where? What other languages does it/has it come in contact with? What global and/or community forces have affected the number of speakers it has? Do you know of any words in this language that may have originally come from another language?

   Reaction Paper #2 (week 5):
   Discuss the quote below in relation to the issues raised in the week 4 and week 5 readings.
   “A language cannot be saved by singing a few songs or having a word printed on a postage stamp. It cannot even be saved by getting “official status” for it, or getting it taught in schools. It is saved by its use (no matter how imperfect) by its introduction and use in every walk of life and at every conceivable opportunity until it becomes a natural thing, no longer laboured or false. It means in short a period of struggle and hardship. There is no easy route to the restoration of a language.”

3) 2-page Final Paper Proposal (information about Final Paper in #6 below)
   a) language you are interested in
   b) the 2 people you plan to interview
   c) your research question(s)
   d) 5 interview questions
   e) 3 potential sources you will use

4) 8-10 page Final Paper First Draft (information about paper in #6 below)

5) Final Presentation
   Give a 7-minute presentation about your final paper (everyone will have time for questions and feedback from classmates and instructor)

6) 15-page Final Paper Final Draft
   a) Choose a language in your community (broadly defined) that you would like to know more about
   b) Research some of the global and community processes that have affected this language over time (6 – 8 sources, e.g., articles, books, online materials)
c) Audio-record interviews of 2 speakers of the language in your community for at least 1 hour each (e.g., family members, friends, co-workers, etc.)

d) Write a paper in which you connect the global and community processes of this language’s life cycle to the specific aspects of these individuals’ linguistic experiences over their life cycles

Schedule Breakdown:
WEEK 1: Language Life Cycles from a Global Perspective
WEEKS 2 – 5: Language Life Cycles from a Community Perspective
WEEKS 6 – 8: Language Life Cycles from an Individual Perspective
WEEK 9: Case Study (Yiddish)
WEEK 10: Final Presentations

Week 1:
Language Life Cycles from a Global Perspective
Readings:
Additional Activities:

Week 2:
Readings:
Language Contact, Pidgins/Creoles, Interviewing Techniques
Additional Activities:
Discuss interviewing techniques and question design

Week 3:
Language Shift and Language Endangerment
Readings:
University Press, pp. 16-19.

Activities:
Discuss proposal writing skills and strategies, Introduce library-based and online research

Week 4:
Language Maintenance, Preservation, Documentation, and Revitalization:
Definitions
Readings:

Additional Activities:
Discuss approaches to analyzing interview data

Week 5:
Language Maintenance, Preservation, Documentation, and Revitalization:
Approaches
Readings:

Additional Activities:
Pre-writing activities for final paper first draft
Guest Speaker:
Professor Paul Kroskrity (to discuss research with the Western Mono Community in California)

Week 6:
First and Second Language Acquisition and Language Socialization
Readings:
**Anthropology 15: 163-191.**

**Additional Activities:**
Integrating sources and interview data for final paper first draft

**Week 7:**

**Language Loss and Attrition**


**Additional Activities:**
Peer Reviews of Final Paper First Drafts

**Week 8:**

**Loss of Language Ability Due to Disorders in Late Adulthood**


**Additional Activities:**
Discussion of next steps for final drafts and presentations

**Outside of Class:**
Individual conferences regarding first drafts

**Week 9:**

**Case Study of Yiddish: Language History, Shift, Endangerment, and Revitalization**


**Additional Activities:**
Watch “Discourses of Dying Languages: My Story with Yiddish”
(http://vimeo.com/7133763)

**Week 10:**

**Final Presentations**
# New Course Proposal

## Applied Linguistics 98T
### Language Life Cycles: Individual and Community Perspectives

<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th>Applied Linguistics 98T</th>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Language Life Cycles: Individual and Community Perspectives</td>
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<tr>
<td><strong>Short Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Fixed: 5</td>
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<tr>
<td><strong>Grading Basis</strong></td>
<td>Letter grade only</td>
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<tr>
<td><strong>Instructional Format</strong></td>
<td>Seminar - 3 hours per week</td>
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<tr>
<td><strong>TIE Code</strong></td>
<td>SEMT - Seminar (Topical) [T]</td>
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<td><strong>GE Requirement</strong></td>
<td>Yes</td>
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<tr>
<td><strong>Major or Minor Requirement</strong></td>
<td>No</td>
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<tr>
<td><strong>Requisites</strong></td>
<td>Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exposure to language life cycles at both individual and community levels. Learning about and applying concepts, including language socialization, loss, and endangerment, and completion of project highlighting relationships between individual and community language life cycles. Letter grading.</td>
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<tr>
<td><strong>Justification</strong></td>
<td>Part of the series of seminars offered through the Collegium of University Teaching Fellows.</td>
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<tr>
<td><strong>Syllabus</strong></td>
<td>File <a href="#">Applied Linguistics 98T syllabus.doc</a> was previously uploaded. You may view the file by clicking on the file name.</td>
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<tr>
<td><strong>Supplemental Information</strong></td>
<td>Professor Paul Krosktry is the faculty mentor for this seminar.</td>
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<tr>
<td><strong>Grading Structure</strong></td>
<td>10% Participation 15% 6 2-1-1 Assignments and 2 500-word Response Papers 10% 2-page Final Paper Proposal 15% Final Paper First Draft 10% Final Presentation 40% Final Paper Final Draft</td>
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<td><strong>Effective Date</strong></td>
<td>Spring 2011</td>
</tr>
<tr>
<td><strong>Discontinue Date</strong></td>
<td>Summer 1 2011</td>
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### Instructor
- **Name**: Netta Avineri
- **Title**: Teaching Fellow

### Quarters Taught
- [ ] Fall
- [ ] Winter
- [ ] Spring
- [ ] Summer

### Department
- Applied Linguistics

### Contact
- **Name**: CATHERINE GENTILE
- **E-mail**: cgentile@oid.ucla.edu
# UCLA Course Inventory Management System - New Course Proposal

## ROUTING STATUS

<table>
<thead>
<tr>
<th>Role</th>
<th>Status</th>
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<tbody>
<tr>
<td>Registrar’s Office</td>
<td>Processing Completed</td>
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- **Role:** Registrar’s Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704  
  **Status:** Added to SRS on 9/10/2010 1:28:48 PM  
  **Changes:** Description  
  **Comments:** Edited course description into official version.

- **Role:** Registrar’s Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441  
  **Status:** Added to SRS on 9/7/2010 6:32:28 PM  
  **Changes:** No Changes Made  
  **Comments:** No Comments

- **Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040  
  **Status:** Returned for Additional Info on 9/1/2010 12:40:13 PM  
  **Changes:** No Changes Made  
  **Comments:** Routing to Registrar’s Office

- **Role:** FEC Chair or Designee - McClendon, Muriel C (mclendo@history.ucla.edu) - 53918  
  **Status:** Approved on 9/1/2010 12:05:51 PM  
  **Changes:** No Changes Made  
  **Comments:** No Comments

- **Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040  
  **Status:** Returned for Additional Info on 9/1/2010 11:15:38 AM  
  **Changes:** No Changes Made  
  **Comments:** Routing to Vice Chair Muriel McClendon for FEC approval

- **Role:** Dean College/School or Designee - Stowell, Timothy A (tstowell@college.ucla.edu) - 54856  
  **Status:** Approved on 8/25/2010 4:20:20 PM  
  **Changes:** Grading Structure  
  **Comments:** No Comments

- **Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040  
  **Status:** Returned for Additional Info on 8/25/2010 11:01:48 AM  
  **Changes:** No Changes Made  
  **Comments:** Routing to Dean Stowell for approval

- **Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998  
  **Status:** Approved on 5/13/2010 4:31:37 PM  
  **Changes:** Grading Structure  
  **Comments:** on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Fellows

- **Role:** Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998  
  **Status:** Submitted on 5/13/2010 4:30:21 PM  
  **Comments:** Initiated a New Course Proposal