

# 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

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1 Check the recommended GE foundation area(s) and subgroups(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 \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- 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 \_\_\_\_\_ Spring X  
Enrollment Enrollment

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:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(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:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>3</u>	(hours)

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

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**



## **APPLIED LINGUISTICS 98T**

### **LANGUAGE LIFE CYCLES: INDIVIDUAL AND COMMUNITY PERSPECTIVES**

Instructor: Netta Avineri

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.”

Ellis and mac a’Ghobhainn

in Nettle and Romaine (2000). *Vanishing Voices*, p. 176

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:*

de Swaan, Abram. (2001). "Introduction" in *Words of the World: The Global Language System*, pp. 1-6.

Mufwene, S. (2004). Language Birth and Death. *Annual Review of Anthropology* 33: 201-222.

Nettle, D. and Romaine, S. (2000). "A World of Diversity" in *Vanishing Voices: The Extinction of the World's Languages*. Oxford University Press, pp. 26-41.

*Additional Activities:*

Watch film "Birth and Death: The Life Cycle of Language"

([http://ffh.films.com/id/14827/Birth\\_and\\_Death\\_The\\_Life\\_Cycle\\_of\\_Language.htm](http://ffh.films.com/id/14827/Birth_and_Death_The_Life_Cycle_of_Language.htm))

### **Week 2:**

*Readings:*

#### **Language Contact, Pidgins/Creoles, Interviewing Techniques**

Appel, R. and Muysken, P. (2006). "Introduction", "Bilingualism and Language Contact", "Social Aspects of the Bilingual Community". In *Language Contact and Bilingualism*, Amsterdam University Press, pp. 1-31.

Loreto, T. (2004). "Introduction" in *Pidgins and Creoles*, pp. 1-7.

Levy, R.I. and Hollan, D.W. (1998). "Person-Centered Interviewing and Observation" in H. Russell Bernard (ed.) *Handbook of Methods in Cultural Anthropology*. Walnut Creek, Altamira Press, pp. 333-364.

*Additional Activities:*

Discuss interviewing techniques and question design

### **Week 3:**

#### **Language Shift and Language Endangerment**

*Readings:*

Crystal, D. (1999). "Millennium Briefing: The Death of Language". *Prospect* November, pp. 56-59.

Grenoble, L.A. and Whaley, L.J. (2006). "Language revitalization as a global issue" in *Saving Languages: An Introduction to Language Revitalization*. Cambridge

University Press, pp. 16-19.

Harrison, K.D. (2007). "Silent Storytellers, Lost Legends". In *When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge*. Oxford University Press, pp. 141-160.

Veltman, C.J. (1983). "Theory and Method in the Analysis of Language Shift". In *Language Shift in the United States*. Walter de Gruyter, pp. 11-20.

*Activities:*

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

#### **Week 4:**

#### **Language Maintenance, Preservation, Documentation, and Revitalization: Definitions**

*Readings:*

Crystal, D. (2002). "Revitalizing Languages". *Language Magazine*, October, pp. 18-20.

Grenoble, L.A. and Whaley, L.J. (2006). "Language revitalization as a global issue", "Issues in language revitalization" in *Saving Languages: An Introduction to Language Revitalization*. Cambridge University Press, pp. 1-19, 20-48.

Hinton, L. (2003). Language Revitalization. *Annual Review of Applied Linguistics* 23: 44-57.

*Additional Activities:*

Discuss approaches to analyzing interview data

#### **Week 5:**

#### **Language Maintenance, Preservation, Documentation, and Revitalization: Approaches**

*Readings:*

Grenoble, L.A. and Whaley, L.J. (2006). "Models for revitalization" in *Saving Languages: An Introduction to Language Revitalization*. Cambridge University Press, pp. 50-68.

Hinton, L. and Hale, K.L. (2001). "Language Revitalization: An Overview" in *The Green Book of Language Revitalization in Practice*. Emerald Group Publishing, pp. 3-18.

*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:*

Lightbown, P. M. and Spada, N. (1999). "Language learning in early childhood", "Explaining Second Language Learning" in *How Languages Are Learned (3<sup>rd</sup> edition)*. Oxford University Press, pp. 1- 32.

Schieffelin, B.B. and Ochs, E. (1986). Language Socialization. *Annual Review of*

*Anthropology* 15: 163-191.

*Additional Activities:*

Integrating sources and interview data for final paper first draft

**Week 7:**

**Language Loss and Attrition**

Pavlenko, A. (2004). "L2 influence and L1 attrition in adult bilingualism" in M.S. Schmid, B. Kopke, M. Keijzer, L. Weilemar (Eds.) *First language attrition: interdisciplinary perspectives on methodological issues*. John Benjamins Publishing Company, pp. 47-60.

Schmid, M.S. and De Bot, K. (2005). "Language attrition" in A. Davies and C. Elder *The Handbook of Applied Linguistics*. Blackwell Publishers.

*Additional Activities:*

Peer Reviews of Final Paper First Drafts

**Week 8:**

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

Goodwin, C. (1995). Co-Constructing Meaning in Conversations with an Aphasic Man. In *Research on Language and Social Interaction*, 28(3): 233-260.

Schumann, J. (2010). "Brain, Language, Society: Where Frontotemporal Dementia Has Led Us. In A. Mates, L. Mikesell, and M. Smith (Eds.) *Language, Interaction, and Frontotemporal Dementia: Reverse Engineering the Social Mind*.

*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**

Harshav, B. (1990). "Language and History". In *The Meaning of Yiddish*. University of California Press, pp. 3-26.

Shandler, J. (2006). "Postvernacularity, or Speaking of Yiddish". In *Adventures in Yiddishland: Postvernacular Language & Culture*, pp. 1-30.

*Additional Activities:*

Watch "Discourses of Dying Languages: My Story with Yiddish" (<http://vimeo.com/7133763>)

**Week 10:**

**Final Presentations**





## New Course Proposal

	<b>Applied Linguistics 98T</b> <b>Language Life Cycles: Individual and Community Perspectives</b>			
<u>Course Number</u>	Applied Linguistics 98T			
<u>Title</u>	Language Life Cycles: Individual and Community Perspectives			
<u>Short Title</u>				
<u>Units</u>	Fixed: 5			
<u>Grading Basis</u>	Letter grade only			
<u>Instructional Format</u>	Seminar - 3 hours per week			
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]			
<u>GE Requirement</u>	Yes			
<u>Major or Minor Requirement</u>	No			
<u>Requisites</u>	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
<u>Course Description</u>	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.			
<u>Justification</u>	Part of the series of seminars offered through the Collegium of University Teaching Fellows.			
<u>Syllabus</u>	File <a href="#">Applied Linguistics 98T syllabus.doc</a> was previously uploaded. You may view the file by clicking on the file name.			
<u>Supplemental Information</u>	Professor Paul Kroskirty is the faculty mentor for this seminar.			
<u>Grading Structure</u>	<b>10% Participation</b> <b>15% 6 2-1-1 Assignments and 2 500-word Response Papers</b> <b>10% 2-page Final Paper Proposal</b> <b>15% Final Paper First Draft</b> <b>10% Final Presentation</b> <b>40% Final Paper Final Draft</b>			
<u>Effective Date</u>	Spring 2011			
<u>Discontinue Date</u>	Summer 1 2011			
<u>Instructor</u>	Name	Title		
	Netta Avineri	Teaching Fellow		
<u>Quarters Taught</u>	Fall	Winter	Spring	Summer
<u>Department</u>	Applied Linguistics			
<u>Contact</u>	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
<u>Routing Help</u>				

## ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed

**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 (mcclendo@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

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[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045