

<b>Module/Course Title: Anthrop linguistics</b>					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS) 3</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
	8,5 hours per week	CU x 1,5  = 4,5  ECTS	6 <sup>th</sup>	3 CU x 14 = 42	16 meetings (14 meetings for face to face + 2 exams)
<b>1</b>	<b>Types of courses</b>  Elective coursework	<b>Contact hours</b>  3 CU x 170 minutes = 510 = 8,5 hours per week	<b>Independent study</b>  3 CU x 60 minutes = 180 minutes = 3 hours	<b>Class size</b>  30-35 students	
<b>2</b>	<b>Prerequisites for participation</b>  -				
<b>3</b>	<p><b>Learning Outcomes</b></p> <p><b>Course Description:</b></p> <p>Anthropolinguistics is a relatively new subject in the interdisciplinary world of linguistics. It concerns the language and the cultural diversity of its native speakers. Since anthrop linguistics is a broad and cross-disciplinary linguistics subject, it is important for this course to introduce the basic concept of Anthrop linguistics and how it is distinct to other interdisciplinary subjects. Then, this course will take the students to understand the key concepts of anthrop linguistics. Each meeting in this course represents the items of ethnography of communication and ethnoscience which are fundamental in Anthrop linguistics. In the end, the students will also learn how to distinguish and observe the data in Anthrop linguistics and produce an essay based on it.</p> <p><b>Programme Learning Outcomes (PLO):</b></p> <p><b>PLO 1</b> Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works</p> <p><b>PLO 2</b> Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society</p> <p><b>PLO 3</b> Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism</p> <p><b>Intended Learning Outcomes:</b></p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p>ILO 4 Students are able to analyse the development of linguistic, literary and cultural</p>				

	<p>phenomena in the global and digital era</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>ILO 6 Students are able to use media and technology into their learning and research activities</p> <p>ILO 7 Students are able to analyse various scientific texts in the fields of language, literature and culture in English</p> <p><b>Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Distinguish Anthrop linguistics with other subjects in Linguistics.</li> <li>2. Demonstrate an awareness of ethnography of communication and ethnoscience as the key components of Anthrop linguistics.</li> <li>3. Relate elements of Anthrop linguistics to key empirical phenomena.</li> <li>4. Organize an essay about novel phenomena in language and culture.</li> </ol>
4	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1:</b> Students are introduced to the basic concept of Anthrop linguistics  (Test or Discussion of the relationship of Language and Culture)</p> <p><b>Meeting 2: Relativism: Basic Concept</b></p> <ol style="list-style-type: none"> <li>a. Students are able to explain the basic concepts of Relativism</li> <li>b. Students are able to give examples of Relativism</li> <li>c. Students are able to discuss the concept of Relativism</li> </ol> <p>(Students' Presentation of Relativism, Discussion)</p> <p><b>Meeting 3: Relativism: Language Diversity</b></p> <ol style="list-style-type: none"> <li>a. Students are able to explain the basic concepts of Language Diversity</li> <li>b. Students are able to give examples of Language Diversity</li> <li>c. Students are able to discuss the concept of Language Diversity</li> </ol> <p>(Students' presentation, Discussion)</p> <p><b>Meeting 4: Speech Communities: Basic Concepts</b></p> <ol style="list-style-type: none"> <li>a. Students are able to explain the basic concepts of Speech Communities</li> <li>b. Students are able to give examples of Speech Communities</li> <li>c. Students are able to discuss the concept of Speech Communities</li> </ol> <p>(Students' presentation, Discussion)</p> <p><b>Meeting 5: Language, Culture and Thought: Metaphor</b></p> <ol style="list-style-type: none"> <li>a. Students are able to explain the basic concepts of Conceptual Metaphor in Anthrop linguistics</li> <li>b. Students are able to give examples of Conceptual Metaphor</li> <li>c. Students are able to discuss the concept of Conceptual Metaphor</li> </ol> <p>(Students' presentation, Discussion)</p>

- Meeting 6: Colors, Direction, and Time**
- Students are able to explain the basic concepts of Colors, Direction, and Time in Anthrop linguistics
  - Students are able to give examples of Colors, Direction, and Time
  - Students are able to discuss the concept of Colors, Direction, and Time
- (Students' presentation, Discussion)
- Meeting 7:**
- Students are able to review material from meeting 1 until meeting 6.
  - Students are able to organize a data report by working in a group.
- (Step 1: The groups begin choosing their research topic and data report to be discussed in Meeting 12)
- Meeting 8:** Students take Mid-Test
- (Test and Discussion of the test)
- Meeting 9: Language and Identity**
- Students are able to explain the basic concepts of Language and Identity
  - Students are able to give examples of Language and Identity
  - Students are able to discuss the concept of Language and Identity
- (Students' presentation, Discussion)
- Meeting 10: Language, Gender, and Sexuality**
- Students are able to explain the basic concepts of Language, Gender, and Sexuality
  - of Students are able to give examples of Language, Gender, and Sexuality
  - Students are able to discuss the concept of Language, Gender, and Sexuality
- (Students' presentation, Discussion)
- Meeting 11: Language Endangerment and Revitalization**
- Students are able to explain the basic concepts of Language Endangerment and Revitalization
  - Students are able to give examples of Language Endangerment and Revitalization
  - Students are able to discuss the concept of Language Endangerment and Revitalization
- (Students' presentation, Discussion)
- Students are able to organize an English essay by working in a group
- Meeting 12:** Students are able to preview the linguistics data from Week 7.
- (Lecturer gives comments, Discussion)
- Meeting 13: Presentation of Research Draft 1**
- Students are able to present their group-based research proposal on

	<p>Anthropolinguistics (4-5 groups)</p> <p>b. Students are able to communicate critically in an oral discussion (Students' presentation, Discussion session)</p> <p>c. Students are able to organize an English essay by working in a group</p> <p><b>Meeting 14: Presentation of Research Draft 2</b></p> <p>a. Students are able to present their group-based research proposal on Anthropology (4-5 groups)</p> <p>b. Students are able to communicate critically in an oral discussion (Students' presentation, Discussion session)</p> <p>c. Students are able to organize an English essay by working in a group</p> <p><b>Meeting 15:</b> Students are able to review their understanding of Anthropology. It is achieved by taking <b>Quiz 1</b> (Test and Discussion of the Test)</p> <p><b>Meeting 16:</b> Students are submitting the group research paper</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions, and team-based project</p>
6	<p><b>Assessment methods</b></p> <p>1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers based on the topic of discussion.</p> <p>2. Review Task This task specifically helps the students to recall and relate the material they have studied before facing Middle Test. The students can watch an online lecture or a guest lecture and write a review or practice key elements of Anthropology. This task is given in week 7.</p> <p>3. Data Report This task is to prepare the students in realizing the data in the Anthropology study before conducting their research essay. This way, the lecturer can supervise their understanding in the subject. This task is started from week 7 and discussed in week 12.</p> <p>4. Quiz Quiz enables students to identify gaps in knowledge or in other words to identify how well the students know the grammatical units. It is thus important for the students to take Quiz 1 along the semester. Score will be provided based on the answer key for the quizzes.</p> <p>4. Middle Test This test may motivate the students to look through and revise previously learnt concepts in Anthropology. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on the answer key for the test.</p> <p>5. Team-based Project (Final Test)</p>

The task begins with the presentation of their research progress and continues into a group research essay. In this task, the students are encouraged to improve their teamwork abilities and collaborative thinking. The group will work started from Week 13 and follow the steps of composing the essay as stated in Task Guideline.

#### 6. Group Presentation

Students collaboratively will present their works based on their understanding in each Chapter and their tentative research proposal.

What follows is summary of the Assessment:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Through the semester	0,35% for each meeting (5% : 14 meetings)
(Task 1) Review Task	Individual	Meetings 7	10 %
(Task 2) Data Report	Group	Meeting 12	10 %
(Task 3) Presentation	Group	Through the semester	5% (for each group)
Mid Test	Individual	Meeting 8	20%
Quiz 1	Individual	Meeting 15	10%
(Final Term) Research Proposal Presentation	Group	Meeting 13-14	10%
(Final Term) Research Essay	Group	Start in meeting 7 and submission in meeting 16	30%
<b>TOTAL</b>			<b>100%</b>

**7 This module/course is used in the following study programme/s as well**

Not Available

**8 Module Coordinator**

Team

**9 Resources**

Main:

Ahearn, Laura M. 2017. *Living Language: An Introduction to Linguistic Anthropology 2<sup>nd</sup> Edition*. West Sussex: Wiley-Blackwell

Supplementary:

1. Foley, W. A. (1997). *Anthropological linguistics: An introduction*. Wiley-Blackwell.
2. Danesi, M. (2004). *A basic course in anthropological linguistics (Vol. 2)*. Canadian Scholars Press
3. Duranti, A. (1997). *Linguistic Anthropology*. Cambridge University Press.
4. Ottenheimer, H. J., & Pine, J. M. (2018). *The anthropology of language: an introduction to linguistic anthropology*. Cengage Learning.
5. Stanlaw, J., Adachi, N., & Salzmann, Z. (2018). *Language, culture, and society: An introduction to linguistic anthropology*. Routledge.

