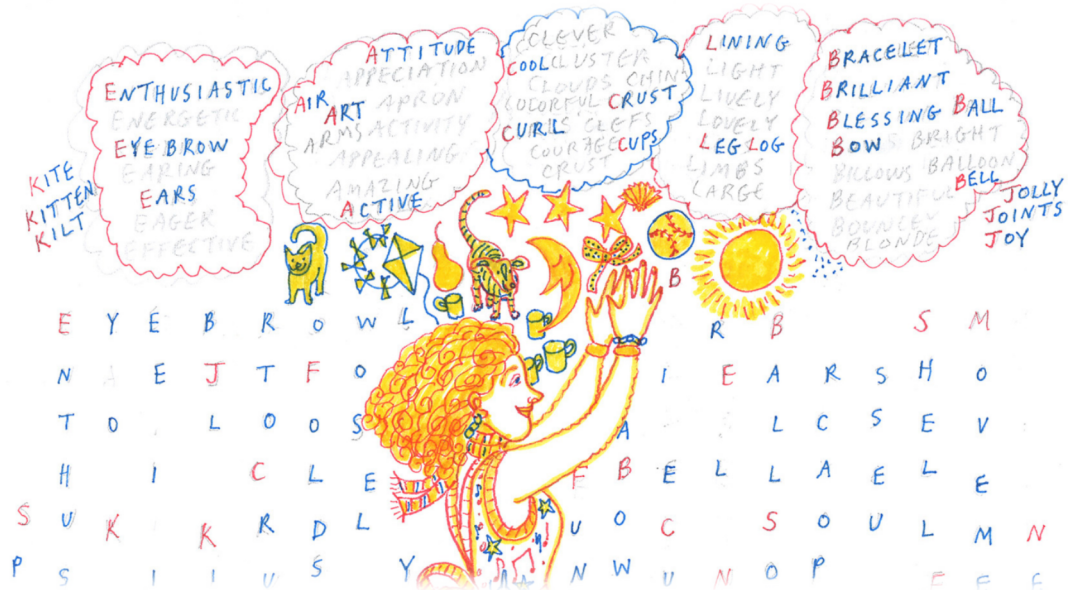


Living Language: Science and Society

APSC, ASTU, FRST, LFS, LLED, PHAR 402

University of British Columbia Vancouver



INSTRUCTORS

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COURSE INFORMATION

Tuesday and Thursday

3:30 – 5:00 PM

Due to COVID-19, all lectures in this class will be delivered remotely via Canvas. Students are only expected to join in-person for Thursday class discussions (Tuesdays are on Zoom). Accommodations are available upon request.

COURSE DESCRIPTION

Language is the foundation of all that we as humans do—from the acquisition and use of spoken and signed language to writing systems, texts of all kinds, arts, culture, technology, and scientific discovery. *Living Language: Science and Society* is designed to provide you with critical knowledge of the language sciences and will help you to reflect on what you have learned over the course of your studies at UBC. Our goal is to help you integrate knowledge from your discipline and the language sciences, and support you as you transition from your undergraduate education into the next phase of your life by reflecting on the vast role that language plays in our academic, professional, and personal lives.

How do we use language to communicate professionally and personally? What is the relationship between our language and our identity? What are the invisible costs of English being the primary language of academia and many economies? What is the relationship between language, discrimination, and the law? What happens when a language is lost, and can the world's disappearing languages ever be revitalized? Throughout this course, we will focus on questions such as these and many more, integrating insights and methods from anthropology, linguistics, psychology, discourse analysis, and many more disciplines to explore the multifaceted nature of language science.

Above: 'Enthusiastic' (2009), by Lonnie Sue Johnson, an American artist who suffered a severe case of viral encephalitis that resulted in near-complete amnesia for past and future events. Throughout her slow recovery, Lonnie held on to one of the few abilities that was spared: naming things. She has generated dozens of works of art that would begin by making word lists to help ground her and her memories – naming things around the room, making word associations, reciting the alphabet. In doing so, she could continue to work on the same piece as before despite forgetting why she ever started it. Language gave her a sense of continuous time and place that her brain damage otherwise took from her.

LAND ACKNOWLEDGMENT

UBC Vancouver is on the unsurrendered traditional territories of the Musqueam people; our campus is located on ʔəlq̓sən, called Point Grey in English, a promontory claimed by the British as a Colonial Admiralty reserve in the mid-nineteenth century and occupied by the University of British Columbia since 1914.

This territory has been a site of learning for many generations before UBC stood here, and we recognize our obligations as teachers, researchers, scholars, and learners in ensuring that our classrooms and our work uphold the best of that longstanding learning context now and into the future.

We also recognize the myriad ways that our disciplines have been informed, shaped, and challenged by both colonizing violence and decolonial commitment, and that these complexities continue to impact much of what we do in and beyond the classroom regardless of our areas of teaching and research focus. As a community, we are working to do better, to think better, and to be a better place for faculty, staff, students, and community members to understand the profound power of language and literature to impact our lives and relationships in good as well as harmful ways.

We are committed not to simply acknowledge Musqueam territory, but to realize that acknowledgment in an active dedication to more just, more accountable relations.

We invite all members of our community to review the [Musqueam-UBC Memorandum of Affiliation](#) to understand more about this important relationship, and to consider how we can all help realize the commitments in that document and in UBC's renewed [Indigenous Strategic Plan](#).

LEARNING OUTCOMES

Upon completion of this course, you will be able to:

- **Identify** the characteristics of language and **demonstrate** how these shape the ways we think and interact with one another and our communities
- Critically **assess** how language is used in your chosen field of study
- **Reflect on** and **integrate** what you have learned in your chosen field of study with language sciences in critical and creative ways
- **Use** your enriched understanding of how language functions to **communicate** your field's insights to broader audiences
- **Strengthen your understanding of** learning and listening beyond your discipline
- **Recognize** the power of language in science and society
- **Collaborate** with your peers across disciplinary lines

COURSE RESOURCES

Due to ongoing concerns regarding COVID-19, we are delivering portions of this course remotely. To make this arduous task as smooth as possible, we are using several resources that you will need to be familiar with, including **Canvas**, **CLAS**, **iClicker Cloud**, and **Zoom**. *Note: if, for whatever reason, you believe that you will not be able to use any of these resources reliably throughout the course, please get in touch with your instructors ASAP for us to find alternatives or accommodations for you.*

Canvas

You should use your course Canvas as the central location from which you can navigate to other course content. Here, you will find your grades, various course documents, and links to all other resources, including CLAS, all your readings, Zoom links if you are joining us remotely, your lectures, etc. All of your assignments will be submitted via Canvas. You will also find an evolving Course Glossary through the Canvas Pages feature (discussed in more detail below), which will be regularly updated by the Instructors and Students. Essentially, **when in doubt of where to find something, it will be on Canvas.**

Zoom

Our Tuesday class discussions will occur via Zoom while Thursdays will be in-class (reminder: all of our lectures are pre-recorded). On days when our class is held over Zoom, you may use our classroom as a quiet space to attend class remotely, though you should not expect your instructors or TA to be there with you. In addition, if you are not in Vancouver for portions of this course or are being asked to self-isolate, you will be able to join Zoom to join our live, in-person class discussions. Further details regarding our class' COVID-19 protocols are discussed later in the syllabus. The Zoom links for each class are available for you via Canvas.

CLAS

This UBC resource allows for students and instructors to engage with documents and videos and provide annotations, allowing instructors to leave notes and guides for various readings and for students to ask questions and engage in discussions within the readings. A portion of your grade will depend on you leaving annotations on course readings via CLAS, which will then be used to inform class discussions. CLAS is fully integrated and accessible via Canvas. If you choose, you are able to do all of your readings within CLAS directly; however, we also are making all readings available as PDFs if you would like to read them separately and then come back into CLAS and annotate. For more information on CLAS, see <https://clas.ubc.ca/student-guide/getting-started/>.

iClicker Cloud

To facilitate some in-class discussions, we will be using the iClicker Cloud Platform. *This platform is free and does not require you to purchase an iClicker!* You instead can simply use it from your phone or computer. To sign up for this, please follow the instructions here: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>. You will need to sign up for an account; add our course to your account; and join our class session at the start of each class. You can access iClicker at student.iclicker.com or via smartphone apps available on the Apple App Store or Google Play.

COURSE FORMAT

Asynchronous Pre-Recorded Lectures

To minimize the known issues and strains with engaging in remote learning over a protracted period of time, we will deliver the lectures asynchronously (pre-recorded and available to you at least 24 hours in advance via Canvas). All lectures will be pre-recorded into 2-3 distinct segments, and uploaded onto Canvas. You are encouraged to watch them at whatever time works best for you. In general, lectures are expected to be about 30-45 minutes in length. Class will begin normally at 3:30 on Tuesdays and Thursdays, **but we will end class**

early depending on how long the recorded lecture was (e.g., if the recorded lectures were 30 minutes long, class will end 30 minutes early). Note that you are expected to have watched the lecture *before* coming to class (think about it as doing a mandatory reading). We will not be able to provide class time to watch lectures before starting at 3:30pm.

Synchronous Class Time (Tuesdays over Zoom; Thursdays In-Person)

Synchronous/live class time will be split into class activities and sometimes time for groupwork. Class activities will be highly variable from class to class: they might sometimes involve a discussion of the readings or lecture materials, sometimes might involve an interactive lecture covering additional topics, sometimes they might involve separate groups tasked with discussing a topic and then bringing it back for broader discussion, etc. These activities will count towards your participation grade and are, therefore, mandatory. If you are forced to miss a class, please reach out to your TA in advance to talk about how you can make up any missed points for the day.

All of our Tuesday discussions and many of our Guest Lectures will be delivered via **Zoom** (we are required to do this in part to deal with different rules regarding COVID-19 for people outside the University). Your syllabus indicates for each class whether it is in person or over Zoom. The links to Zoom classes will be on Canvas. Additionally, if you are unable to attend class in-person for any reason, please contact us ASAP so we can make the proper arrangements.

Tuesday Zoom discussions will be recorded and posted for students who cannot attend. We cannot guarantee that Thursday class discussions will be recorded, though we will do our best to get resources from Arts IT to do so.

Required and Optional Readings (Canvas)

No textbook/coursepack is required for this course. All readings have been made available through Canvas and CLAS. There should be no costs associated with course materials, apart from any costs you might incur if you choose to print them out.

Readings and resources provide an overview of current issues related to the core theme of the module and a pathway into specific content related to each lecture or guest visit. The readings and resources also highlight relevant content and challenges in the language sciences more broadly. We have included online and media resources to encourage deeper understanding of specific content, and also to illustrate the importance of (and skill involved in) writing for a popular scientific and non-academic audience. You are expected to complete the day's readings and watch or listen to any other required resources **before** class and be prepared to discuss them in class. Part of your grade is also based on CLAS annotations you make on course readings (Required or Optional readings).

While we have strived to identify readings that are broadly accessible to students coming from all majors, some readings are more technical. For these readings, the instructors will provide pre-annotations on CLAS that will help guide you through some of the more technical aspects of the reading. We also strongly encourage you to post questions (privately or publicly) through CLAS's annotation system, allowing the instructors to understand what parts of the readings could use further guidance.

The full reading list can be found at the end of the syllabus.

Guest Lectures (Mostly on Zoom)

Our guest lectures feature researchers in the language sciences from within and outside of UBC, as well as educators, thinkers, community leaders, and other professionals for whom language plays a key role in their life and work. Because of ongoing challenges with COVID-19, most of our Guest Lectures will be joining via Zoom. These carefully-selected short lectures expose you to the central role that language holds in a wide variety of occupations, industries, public institutions, and areas of life. We kindly ask that you engage with our invited guests respectfully and ensure that you have read or watched whatever resource they have assigned ahead of their visit to class. All of our guests are taking time out of their busy schedules to join us, so we all need to be prepared and on time.

Group Work

This is an interdisciplinary course and we expect you to engage in group work with your peers. At least three major assignments must be interdisciplinary collaborations, as outlined in further detail below.

ASSESSMENT, EVALUATION AND GRADING

Assessment is continuous and based on active participation in class (synchronously) and through CLAS annotations (asynchronously); four short written Reflections; two longer group Explorations; and a group project with class presentation. Of the assignments, Reflections should be completed individually, Explorations should be completed in a group (2 – 4 members), and the Final Group Project must be completed as a group (3 – 4 members). There are no quizzes, midterms, or final exams. The instructors will provide feedback at regular intervals throughout the term, but your TA is your first line of contact for questions about assignments.

All assignments must be submitted on or before their due date **through Canvas at 11:59pm Pacific Time SHARP**. If you anticipate any issues with submitting any of your assessments on time, please contact your TA to discuss this.

Class Engagement	10%
CLAS Annotations	10%
Reflections (4 at 5% each)	20%
Explorations (2 at 10% each)	20%
Final Group Project	40%
... Initial Proposal	5%
... Big Proposal	10%
... In-Class Presentation	10%
... Final Project	15%

10% Class Engagement (Individual)

Your participation and engagement in class (online or in-person) constitutes an important component of the final grade and will be assessed throughout the term. You are expected to actively participate in class activities

and groupwork, and to engage with your peers' and guest speakers' presentations. To earn a full grade for participation, you are expected to do more than simply ask a question, comment, or react – you will only earn points for substantive contributions, including asking questions, expanding on ideas, offering your own perspective and experience. If you have questions about what counts as a substantive contribution, please ask your TA.

If you cannot make it to a class synchronously (e.g., due to a time-zone conflict or a stay-at-home order), please contact your TA to discuss if and how you can make-up any missed engagement points.

10% CLAS Annotations (Individual)

Another key method of contributing and interacting with the content is through CLAS annotations. You are expected to engage and contribute your thoughts, questions, reflections, etc., in response to the readings you are doing. For each class, we expect you to make a **public** annotation (i.e., one visible to your peers) for at least one of the readings (Required or Optional), which includes either making an original annotation, or following up with a substantive comment or response on one made by your peers or the teaching team. As in the case of in-class participation, simple reactions or comments do not count – the annotation should be substantive. If you have questions about what counts as a substantive contribution, please ask your TA.

20% Reflections (Individual)

There are 4 short written reflection assignments for you to complete throughout the term, each worth 5%. As you will see below, most of these are written assignments of 300 – 500 words. These are intended to be done entirely on your own. Reflections offer an important opportunity to organize your own thoughts and reactions to this course and reflect on your experience of understanding the emerging field of language sciences. While these short reflections are brief and can be written in either academic prose or less formal "blog-style", they should be well-constructed, coherent pieces of writing. They should also be distinct from each other in content. You should write from the strength of your discipline and use the Reflections as a way to build towards the two Explorations and Final Project.

An exemplary reflection will:

- present your thoughts clearly to a multidisciplinary audience
- demonstrate a thorough understanding of the reflection assignment
- make connections between your learning in this course and your discipline
- be well-organized with clear overall structure
- provide examples as appropriate
- include a word count at the end of your submission of at least 300 and no more than 500 words. For those including an audio or video component, please make sure that component is no longer than 5 minutes.

Submit your reflection through the relevant assignment page on Canvas by 11:59pm on the due date.

1. First Reflection due on Monday, September 13th at 11:59pm PDT.

In your first Reflection, we ask you to share with us a bit about who you are and why you are taking this course. Options include: Take a look through the syllabus and let us know what you are most excited about or

most nervous about to learn. What is your academic discipline? Find or craft a sentence that would be widely understood within your discipline, but would likely be completely incomprehensible to those outside of it. If you can, try to translate it into a sentence that would be understood by a general audience.

2. Second Reflection due on Wednesday, September 29th at 11:59pm PDT

For your second Reflection, we ask you to reflect on the linguistic background of your own family, families, or family of choice. Optional questions you may wish to consider are: What language(s) do your relatives speak at home and at work? What languages do they read and write in? Do they speak any languages that they don't write? How has language use changed across your family's generations? Do you speak languages that your grandparents don't or didn't, or vice versa? In the past, students have also incorporated visual or auditory components into this reflection, and you are welcome to do the same (if you have questions about this, please ask your TA).

3. Third Reflection due on Wednesday, October 13th at 11:59pm PDT

For your third Reflection, we ask you to think about communicating about your discipline in a non-traditional format. Most academics and students are primarily taught to communicate their ideas in highly specialized and technical writing style. But we want to encourage you to think about communication in a broader way. Choose an idea or concept within your discipline. Communicate about it in a non-traditional style; this might involve a highly accessible blog post; a short podcast meant for a general audience; a drawing, comic, or infographic; an interview, etc. To goal is to choose a medium that fits the message best, and deliver a bit of technical knowledge in a non-technical way to a general audience. If you choose to use audio and/or video, please make sure your total length does not exceed 5 minutes; if you are using a visual component, limit it to one standard page.

4. Fourth Reflection due on Wednesday, November 29th at 11:59pm PST

In the final Reflection, we want you to reflect on what role you imagine language will play in your future life and career. In particular, reflect on whether any of the topics we've discussed throughout the course might influence your outlook on the role of language in your future. Optional questions include: What role do you expect languages other than English to play in your future career? Do you plan on learning any new languages (why or why not)? Do you imagine language being more or less central to the future career you hope to be involved in? What role do you think language will play in your developing post-graduate identity?

20% Explorations (Group)

Two Explorations, each worth 10%, are a key element of this course and a major part of the final grade. In these longer pieces, we expect you to, in a group, develop your thoughts more extensively and relate them to both your prior knowledge and to what you have learned in this course. Explorations should be more tightly argued than reflections, and present a clear thesis. They should be written in academic prose and can include academic citations.

Both of the Explorations must be completed in an interdisciplinary group of 2 – 4 people (meaning that not all members of the group are from the same major or specialization). These groups must be distinct between the two Explorations and compared to your Final Project. The instructors will assign your groups for the Explorations.

An exemplary Exploration will:

- present a clear thesis, i.e. what is the primary point you wish to make
- explain why this is an interesting question to explore
- demonstrate how your thesis is informed by what you have learned in this class
- demonstrate how your collective disciplinary or cultural/linguistic knowledge contributes to this issue, or how it has been informed by it; you should include a separate Appendix of no more than 500 words outlining the contributions made by each group member.
- follow an academic citation style
- have a word count of at least 750 and no more than 1000 words excluding the Appendix (include a word count at the end of the paper)

For your assignment submission to Canvas, please upload your Exploration and list of references in a single PDF or Word document. While we have designed prompts for these two Explorations, please consult with the instructors if you would like to take either exploration in a different direction.

1. First Exploration due on Wednesday, October 20th at 11:59pm PDT

This first Exploration will ask you to compare and contrast how language is used within two or three different disciplines represented by the members of your group. How is research and knowledge traditionally communicated in the chosen disciplines, such as through books, journal articles, presentations, movies, or online? In what ways are the mediums of one discipline inappropriate or ineffective for another? Why? Other possible options include: What does the future of communicating knowledge look like in each one of your disciplines? As an exercise, you might want to consider giving an example of how one discipline might communicate about some knowledge or research from another (e.g., how would Anthropology communicate about ideas and theories in Conservation Sciences?).

If the disciplines you are exploring have scholarly literature that discusses the nature of discourse within their subfields, you are encouraged to use and cite them. If they do not, you are encouraged to find citations from the represented disciplines to concretely illustrate how communication differs across them.

2. Second Exploration due on Monday, November 15th at 11:59pm PDT

The second Exploration asks you to examine the role of language in the wider world around you, focusing on the practical, non-academic use of language in our day-to-day lives. Explore your environment, finding a particular case-study that your group would like to explore: It could be a street sign, an advertisement, an art exhibit, etc. How is language used in this case study to communicate? What are the conditions the viewer needs to meet to understand the message? What might they miss? What assumptions does the message's use of language make about the viewer? How does the use of language in this case-study connect to concepts we've studied in class? This exploration should make a clear analysis or argument of language use, integrating the case study you choose with the knowledge you have been acquiring in class.

40% Final Group Project (Group)

You are expected to complete an action-oriented and interdisciplinary final group project (4 students maximum). The project must have a clear actionable goal or outcome, such as a proposal for a government policy change, a smartphone app, a public service advertisement campaign, a new university course, etc. Note that most projects will consist of a detailed proposal, and will not necessarily actually produce the proposed

outcome. This may take any number of forms, for example, the blueprint for a digital product or multimedia intervention that is online or offline (blog, website, wiki, Twine, etc.), the proposal for a practical output that connects with the needs of a specific community, or a longer paper. Projects that make use of different media are welcome but are expected to have the same level of analytical rigour as written submissions, as well as a clear implementation plan. You are strongly encouraged to consult with the TA, your classmates, and instructors as you develop your ideas. If you are having difficulty coming up with an idea, please be in touch.

Some class time will be given for groupwork, during which you can work on your Final Group Project, but keep in mind that we do not guarantee that the time spent on groupwork during class time is sufficient to complete an exemplary Final Project.

If your project involves interviewing any human subjects or participant recruitment, you must complete the Tri Council Policy Statement: Course on Research Ethics and submit your digital certificate with your Big Proposal. All participants must complete a consent form. A template consent form is available on Canvas. Please speak with your TA if this applies to you.

The Final Group Project has four graded components:

1. Initial Proposal (5%) due Monday, October 25th at 11:59pm PDT

The initial proposal is short document (no more than 500 words) outlining: (a) what your group wants to accomplish; (b) why you want to accomplish this; and (c) the role each group member will take in accomplishing this. You will then be asked to participate in a mandatory “pitch” meeting on October 28th with the instructors and TA to go over your proposal and get feedback. This meeting is mandatory and counts towards the 5% grade (if not all members of the group can be there, you need to inform us ahead of time). The goal of the proposal is to get early feedback from the Instructors on the direction and feasibility of your project. Any feedback from this stage should be incorporated into the Big Proposal.

2. Big Proposal (10%) due Monday, November 8th at 11:59pm PST

This Big Proposal should take the components of the Initial Proposal and incorporate the feedback you received during the pitch meeting. In cases where the pitch was approved as-is, most of the Big Proposal might include what was already in the Initial Proposal, but in cases where you received a lot of feedback you will be expected to have changed your Initial Proposal significantly. The Big Proposal is worth 10% of the final grade.

The topic proposal should be a maximum of 3 pages and include:

- what your group wants to accomplish;
- why you want to accomplish this;
- how you plan to divide group work;
- an initial outline of your implementation plan;
- whether you will recruit any human participants for your project;
- an initial list of references and resources;
- any challenges you have encountered or anticipate going forward; and
- how you will identify more sources to guide your project.

3. In-class Presentation (10%) during Weeks 13-14

Thursday of Week 13 and Tuesday of Week 14 are devoted to short group presentations during which you will receive feedback from your peers, from the instructors, and from the TA. The idea behind these presentations is to make a pitch to your class about why and how this project should be implemented in the future.

Note: The goal of the presentation is NOT to present your entire project; you should instead focus on the larger idea, motivation, and feasibility of this project, as if you were pitching it to a group of interested investors who might fund the project in the future.

Presentations will be delivered during class but will be pre-recorded and then played during class time to allow group members to interact as seamlessly possible, and to allow for a wider range of presentation approaches and styles. Each presentation must take no more than 10-15 minutes, and will be followed up by 5 minutes of questions or comments.

4. Final Group Project Submission (15%) due Monday, December 6th at 11:59pm PST

Submit the file(s) or link(s) to your final project through Canvas by 11:59pm on Monday, December 6.

All group projects must include:

- an appendix (that does not count towards the page limit) outlining how your group came together, what each group member's personal or disciplinary background brought to the project; challenges you encountered working interdisciplinary and how you addressed them;
- a list of references formatted in an academic citation style of your choice

For projects that are written documents: the limit is 4000 words (excluding appendix on group composition).

For products or performances: include an accompanying explanation. This can take any form, e.g. a short write-up (approx. 2 pages), a webpage or other online format, or an audio file. The explanation should outline the context for your product/performance, and include a description of the issue you sought to address/inform, why the issue is important, what your project/performance accomplishes, any further work needed to fully implement the project, references, and anything else you think is important.

For projects that involve any participants: submit subjects' digitally signed consent forms to the TA.

COVID-19 POLICIES

Despite our hopes that this term would be a return to normal, it is increasingly clear that the fourth wave and mandatory policies implemented by UBC and the Public Health Office (PHO) will have significant consequences for our class. Below, please find our current COVID-19 policies, each of which has been passed to us by UBC and BC PHO. Any changes to these will be communicated to you via Canvas (if you notice a discrepancy, Canvas announcements take precedence until we update the syllabus).

UBC is updating and sharing their COVID-19 policies – which impact this class when we meet in-person – at the following link: <https://srs.ubc.ca/covid-19/ubc-campus-rules-guidance-documents/>.

(Most) Tuesday Classes are Online

To minimize the potential for exposure to COVID-19, we are holding our Tuesday classes discussions online via Zoom. There are a few exceptions to this noted on the syllabus. Please note that our first class falls on a Thursday, but we are holding it online to wait for UBC and PHO guidelines on vaccines and testing to become active.

Daily Self-Assessments

A daily self-health assessment is required before attending campus, including our classroom. Showing up to class with COVID-19 symptoms is considered a violation of your daily assessment and your student code of conduct, and instructors are allowed to ask you to leave the classroom.

In-Class Mask Mandate

You are required to wear a non-medical mask during our class meetings, for your own protection and for the safety and comfort of everyone else in the class. Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the Center for Accessibility (Vancouver campus). After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, these students are welcome in the class. Mask wearing protects you as well as others in your environment. Let's do everything we can as a community to stop the spread of this virus.

Vaccines and Potential Exposure

Please note that we are not legally allowed to inquire about or share anybody's vaccination status. If there is an instance of potential exposure, UBC and PHO will be notified by the relevant authorities and will perform contact tracing and will share further information as they are allowed. Please do not ask your classmates if they are vaccinated.

What to do if you have to miss class

If you at any point during this course are forced to stay away from campus, **we will make appropriate accommodations for you**. Notify your TA that you are unable to come to class (you do not need to share any medical history or symptoms) and we will make appropriate accommodations. These may include additional CLAS annotations in place of in-class participation, re-weighting of your assignments, or changing the group with whom you were working on for a project.

CLASS POLICIES

Issues with Access (e.g., time zones, internet availability, access to a quiet space, etc.)

If you at any point anticipate or experience having issues with the synchronous components of this class, *please alert your instructors and TA as soon as possible*. We are very sympathetic to the widespread issues that COVID-19 is causing for students, including with issues regarding time zone differences, issues with constant internet connectivity, access to computers, quiet spaces, etc., and want to work with you to make

the experience of taking this course online as smooth as possible. Accommodations are available, so please be in touch.

Attendance

If you anticipate being absent from class for any reason, please let the TA know by email in advance. Attendance will be tracked via the iClicker app.

Students have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. However, we understand that students may have conflicting responsibilities, especially because of COVID-19. As soon as conflicting responsibilities arise, students must notify either their instructors or their Faculty Advising Office, and can request an [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

After Class Advice

Because many of our classes will end early (to accommodate for time you lost watching the pre-recorded lectures), you are encouraged to come and speak with your instructors and TA after class ends. At least one of us will try to stick around until 5:00pm for any advice they can provide to you or your group about any aspect of the work. Much of this class is an exercise in extensive collaboration – including between us as instructors and you as students – so seek us out whenever you have thoughts or concerns!

Communications

All announcements will be made via Canvas; please ensure you are receiving notifications and sign in to Canvas regularly. For any questions or comments, your first point of contact should always be the TA. Please allow for one business day for responses to email. Note that email will not be monitored during weekends.

Classroom Etiquette and Engagement

During our live, synchronous class time, students are expected to be intellectually present and actively engaged with the course. If you are joining via Zoom, we encourage you to turn on your video and to use your microphone during class discussions, though we also understand if you are unable to contribute via mic due to various circumstances; in these cases, please contribute via chat. To answer a question or make a comment via Zoom, please use the “Raise Hand” feature and wait to be called on.

Assignment Formatting, Word, and Page Count

Format your written assignments using an academic citation style of your choice. Word and page limits for assignments are not advisory but a requirement. All assignments should be submitted via Canvas in PDF or Word document format.

Late Assignments

If you anticipate that you will not be able to submit an assignment on time, contact the TA in advance to ask for an extension or other accommodation. Otherwise, late assignments will be deducted one letter grade per day (e.g., B to B-). Final Projects submitted after the due date will not receive feedback. Due to COVID-19, we are very cognizant that various problems might lead to you being unable to submit things on time, but we ask

you to reach out to us to discuss this *before* the assignment is due so we can make appropriate accommodations.

Re-Grading

Students can request that assignments be regraded. Students should provide a rationale for why they are requesting assignments be regraded. Assignments will be re-marked by a second grader, which will usually be one of the instructors. Grades may go up or down at the second grader's discretion.

Academic Integrity and Scholarly Standards

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work and acknowledging all sources of information or ideas and attributing them to others as required. This also means students should not cheat, copy, or mislead others about the nature of their work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. Incidences of plagiarism or cheating may result in a mark of zero on the assignment or quiz and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity and plagiarism can be found [here](#) along with the [University's policies and procedures for academic misconduct](#).

Religious Observances

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify the instructors in writing at least two weeks in advance, and preferably earlier. The instructors will provide opportunity for such students to make up work or examinations missed without penalty.

Access and Diversity

UBC is committed to accessibility and to providing an inclusive learning environment in which all students can thrive. If you anticipate requiring any accommodations or have accessibility concerns, please register with the [Centre for Accessibility](#) (formerly Access and Diversity) as soon as possible [here](#). The Centre will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Amendments

Due to the involvement of guest lecturers, there may be changes to the syllabus during term. Students will be informed of any changes and the instructors' reason for making them in a timely fashion via Canvas.

UBC Reminder for Students Studying Abroad and Remotely

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

Zoom Names and Photos

When connected for the any Zoom parts of the class, you are welcome to change your Zoom name to either your preferred name or a pseudonym (we only ask that you stay consistent in your usage of this for attendance reasons).

UBC Policies and Resources to Support Student Success







UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#). For additional information on academic support during COVID-19, see <https://keeplearning.ubc.ca/>.






COURSE SCHEDULE






Readings should always be done in the order that they are listed.





Pay close attention if pages are listed so you don't read more than you need to!






 = Class is online via Zoo  = Class is In-Person  = No Class



Week and Date		Topic, Readings and Resources
1	Tues, Sept. 7	 Imagine Day – No Class
	Thurs, Sept. 9 (ONLINE)	 Course Introduction: What Makes Language Special? + Begin Developing Course Contract <i>Required Materials:</i> <ul style="list-style-type: none"> - Aitchison (1976) The articulate mammal: An introduction to psycholinguistics (Chapters 1 + 2) - [Video] Anderson (2018) Fundamental Properties of Language
The Framework of Language Science In the first part of the class, we will examine the major issues and debates in Language Science, and provide you with framework through which you can approach future topics.		
2	Mon, Sept. 13	1st Reflection Assignment due at 11:59 pm PDT
	Tues, Sept. 14 (ONLINE)	 Language Acquisition <i>Required Readings:</i> <ul style="list-style-type: none"> - Brooks & Kempe (2012). Chapter 2: What do Infants Learn before they Speak their First Word (<u>skip pages 21 - 25</u>). Hoff (2014) Chapter 5: Word Learning Strategies (<u>only pages 204 – 218</u>).
	Thurs, Sept. 16 (IN-PERSON)	 Language Diversity + Finalize Course Contract <i>Required Readings:</i> <ul style="list-style-type: none"> - Harlow (1998) Some Languages are Just Not Good Enough. - Anderson (2010) How Many Languages Are There in the World?
3	Tues, Sept. 21 (ONLINE)	 Language and Cognition <i>Required Readings:</i> <ul style="list-style-type: none"> - Boroditsky, L. (2012). How the languages we speak shape the ways we think (<u>pages 615-632</u>).
	Thurs, Sept. 23 (IN-PERSON)	 Sociolinguistics <i>Required Readings:</i> <ul style="list-style-type: none"> - Van Herk, G. (2012). Introduction (<u>pages 1-9</u>). - Van Herk, G. (2012). Language and Society (<u>pages 10-24</u>).

Modes of Communication In this section, we will focus on the various ways in which language is communicated (e.g., through writing, gesture, etc.), the role that modality and format have on language, and how these modes change the nature of language itself.		
4	Tues, Sept. 28 (ONLINE)	 Writing Systems <i>Required Readings:</i> <ul style="list-style-type: none"> - Jabr, F. (2013). Why the brain prefers paper. - Hanson, E. (2009). Oral traditions.
	Wed, Sept. 29	Second Reflection due at 11:59pm PDT
	Thurs, Sept. 30	 National Day for Truth and Reconciliation – No Class
5	Tues, Oct 5 (ONLINE)	 Language and Indigeneity (note: this lecture is part of the first module) Guest Lecture: Prof. Kayla Begay, Humboldt State University <i>Required Readings:</i> <ul style="list-style-type: none"> - Davis (2019). <i>Why Indigenous languages matter.</i> - Lefebvre (2018). <i>Language is Identity</i> - Pine, A., & Turin, M. (2017). <i>Language Revitalization</i>
	Thurs, Oct. 7 (IN-PERSON)	 Paralinguistic Systems: Gesture and Emoji <i>Required Materials:</i> <ul style="list-style-type: none"> - [Audio, with Transcript Available] McCulloch, G. & Gawne, L. (2019). Episode 30: Why do we gesture when we speak? <i>Optional Readings:</i> <ul style="list-style-type: none"> - McCulloch, G. (2018). Chapter 5: Emoji and other internet gestures.
6	Tues, Oct. 12 (ONLINE)	 Guest Panel: Language & Technology Speakers: Simon Corston-Olivier, PhD, Dialpad Oana David, PhD, Google Karie Moorman, MA, Amazon <i>Required Readings:</i> <ul style="list-style-type: none"> - Summa Linguae. (2021, April 21). Language support in voice assistants compared. - Nazareth, C. (2021, April 27). Customer sentiment analysis: How does it work? - [Video, with available transcript] Bender, E. M. (2019). A typology of ethical risks in language technology with an eye towards where transparent documentation can help (watch 5:20-17:40) <i>Optional Readings:</i> <ul style="list-style-type: none"> - Gonfalonieri, A. (2018). How Amazon Alexa works? - Hiranandani, P., & E. Khasanova. (2021, July 14). Call Purpose Spotlight Series Ch. 2: A romp through the data.

	Wed, Oct. 13	Third Reflection due at 11:59pm PDT
6	Thurs, Oct. 14 (IN-PERSON)	 Academic Modes of Communication Guest Lecture: Sara Van Dan Acker <i>Required Readings:</i> <ul style="list-style-type: none"> - Curdt-Christiansen (2018) Language Socialization Through Textbooks - Duff (2018) Language Socialization, Higher Education, and Work
Language and Belonging In this section of the course, we explore the relationships between language and identity, including how language is used to include and exclude people.		
7	Tues, Oct. 19 (ONLINE)	 Language Change <i>Required Materials:</i> <ul style="list-style-type: none"> - Aitchison, J. (2005). Language change. (pages 111 – 120) - [Audio, with available transcript] McCulloch, G. & Gawne, L. (2019, April 6). Episode 7: Kids these days aren't ruining language <i>Optional Materials:</i> <ul style="list-style-type: none"> - [Audio, with available transcript; Content warning: Explicit language.] Gillon, C., & Figueroa, M. (2017, July 15). Episode 1: Uppity Women.
	Wed, Oct. 20	First Exploration Due at 11:59pm PDT
	Thurs, Oct. 21 (IN-PERSON)	 Bilingualism and Identity; Discussion of Ethics for Final Group Project <i>Required Readings:</i> <ul style="list-style-type: none"> - Kennison (2014) Chapter 7: Living with More than one language - Sedivy (2015) Persistence of first languages - Kanno (2010) Bilingualism & Identity: Stories of Japanese Returnees.
8	Mon, Oct 25	Initial Proposal due at 11:59pm PDT
	Tue, Oct 26 (IN-PERSON)	 The role of anthropology in language revitalization Guests: Prof. Bernard C. Perley <i>Required Readings:</i> <ul style="list-style-type: none"> - Nettle, D., & Romaine, S. (2000). Where Have All the Languages Gone? - Perley, B. C. (2012). Zombie Linguistics: Experts, Endangered Languages and the Curse of Undead Voices. <i>Optional Readings:</i> <ul style="list-style-type: none"> - Tuck, E. (2009). Suspending damage: A letter to communities.
	Thurs, Oct 28 (IN-PERSON)	 Final Group Project Meetings We will spend the day chatting with you about your Initial Proposals.

9	Tues, Nov. 2 (ONLINE)	 Linguistic Landscapes <i>Required Materials:</i> <ul style="list-style-type: none"> - Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. (pages 23-29 only) - Ratzlaff, J. (2018, March 13). In huge neon, Joi Arcand is rewriting everyday signs — in Cree. (watch video) - Vowel, C. (2016). Beyond territorial acknowledgements. - Wilson, J. (2019). qeqean house posts: A walking tour of Musqueam House Posts at UBC. (watch video) - Whitcomb, K. (2018, March 13). What’s in a name: Named by an outsider.
	Thurs, Nov. 4 (IN-PERSON)	 Language Policy <i>Required Readings:</i> <ul style="list-style-type: none"> - Turin, M. (2018). On linguistic borders: Official language policy in settler-colonial nations. (pages 1-10). - Patriquin, M. (2019). Canadiens and Canadiennes in uproar as student paper takes stand on gender. - Abley, M. (2019). Beyond bilingualism. - Bielicki, K. T. (2019). Hong Kong identity and the rise of Mandarin. - Muehlmann, S. (2012). Von Humboldt's parrot and the countdown of last speakers in the Colorado delta.
<p>Language Translation and Interpretation In this section of the course, we will explore various issues regarding how language is translated and interpreted, including implications of what happens when translation fails.</p>		
10	Mon, Nov 8	Big Proposal due 11:59pm PST
	Tues, Nov 9 (ONLINE)	 Translatability <i>Required Readings:</i> <ul style="list-style-type: none"> - Bailey, L. (2018) Language: ‘untranslatable’ words tell us more about English speakers than other cultures. - Sandberg (2011). Untranslatability and Language Death. <i>Optional Reading:</i> <ul style="list-style-type: none"> - Robson, D. (2017). The ‘untranslatable’ emotions you never knew you had.
	Thurs, Nov 10	 Remembrance Day – No Class
11	Mon, Nov 15	Second Exploration due 11:59pm PST

	<p>Tue, Nov 16 (ONLINE)</p>	<p> Signed Language Interpretation Guest Lecture by Dr. Debra Russell, DLR Consulting <i>Required Readings:</i></p> <ul style="list-style-type: none"> - Napier, J. (2011). Signed Language Interpreting - Watts, G. (2019, November 18). The amazing brains of the real-time interpreters. - Polizzotti, M. (2018, July 28). Why mistranslation matters.
<p>Language and Well-Being In the final part of the course, we examine the relationship between language and personal health, social change, and sustainability.</p>		
	<p>Thurs, Nov 18 (IN-PERSON)</p>	<p> Signed Languages: Identity and Accessibility <i>Required Materials:</i></p> <ul style="list-style-type: none"> - Sharp, S. (2020). How do you sign ‘Black Lives Matter’ in ASL? - Companion Video: https://www.youtube.com/watch?v=uGxL-o5CsOY - Erard, M. (2017). Why sign-language gloves don't help Deaf people. <p><i>Optional Materials:</i></p> <ul style="list-style-type: none"> - Video on Emergence of NSL: https://www.bbc.com/news/av/stories-51372265/how-nicaragua-s-deaf-children-invented-a-new-sign-language
<p>12</p>	<p>Tue, Nov 23 (ONLINE)</p>	<p> Language Discrimination and the Legal System <i>Required Materials:</i></p> <ul style="list-style-type: none"> - Baugh (2003) Linguistic profiling (<u>pages 155 – 168</u>) - [Content Warning: Explicit Language; Audio, with Transcript Available]: Gillon, C., & Figueroa, M. (2020). Episode 66: Linguistic Injustice. (<u>9:05-34:35</u>)
	<p>Thurs, Nov 25 (IN-PERSON)</p>	<p> Biological Diversity and Sustainability <i>Required Readings:</i></p> <ul style="list-style-type: none"> - Evans (2009) <i>Dying Words</i> (<u>pages 5-23</u>) - Hassol (2008) Improving how scientists communicate about climate change. - Nikiforuk, A. (2019). Against ‘sustainability’ and other plastic words.
<p>13</p>	<p>Mon, Nov 29</p>	<p>Fourth Reflection due 11:59pm PST</p>
	<p>Tue, Nov 30 (ONLINE)</p>	<p> Language and Health <i>Required Readings:</i></p> <ul style="list-style-type: none"> - Demjén, Z. & Semino, E. (2016) Using metaphor in healthcare: physical health. - Whalen, Moss, & Baldwin (2016) Healing through language: Positive physical health effects of indigenous language use. <p><i>Optional Reading:</i></p> <ul style="list-style-type: none"> - Hallett, D., Chandler, M. J., & Lalonde, C. E. (2007). Aboriginal language knowledge and youth suicide.

Mon, Dec. 1	Presentations due at 11:59pm PST
Thurs, Dec 2 (IN-PERSON)	 Student Presentations
Mon, Dec. 6	Final Project due at 11:59pm PST
Tue, Dec 7 (IN-PERSON)	 Student Presentations

READING LIST

(all readings are available on Canvas and CLAS)

** Indicates optional readings.

Abley, M. (2019, March 12). Beyond bilingualism. *The Walrus*. <https://thewalrus.ca/beyond-bilingualism/>

Aitchison, J. (2011/1976). Chapter 1, The great automatic grammatizator: Need anything be innate? In *The articulate mammal: An introduction to psycholinguistics* (pp. 1-16). Routledge. Link: <https://tinyurl.com/y7yfa53n>

Aitchison, J. (2011/1976). Chapter 2, Animals that try to talk: Is language restricted to humans?. In *The articulate mammal: An introduction to psycholinguistics* (pp. 17-39). Routledge. Link: <https://tinyurl.com/ydh7bkdf>

Aitchison, J. (2005). Language change. In Cobley, P. (Ed.) *The Routledge Companion to Semiotics and Linguistics* (pp. 111-120). Routledge. Link: <https://tinyurl.com/y9stekcg>

Anderson, C. (2018) Chapter 1.4, Fundamental Properties of Language. In *Essential Linguistics*. Link: <https://tinyurl.com/y8nkuh3>

Anderson, S. R. (2010). How many languages are there in the world? *Linguistic Society of America*. Link: <https://tinyurl.com/jvcrj3e3>

Bailey, L. (2018, August 9.) Language: 'untranslatable' words tell us more about English speakers than other cultures. *The Conversation*. <https://theconversation.com/language-untranslatable-words-tell-us-more-about-english-speakers-than-other-cultures-100841>

Baugh, J. (2003). Linguistic profiling. In A. Ball, S. Makoni, G. Smitherman, & A. K. Spears (Eds.), *Black linguistics: Language, society, and politics in Africa and the Americas* (pp. 155-168). Link: <https://tinyurl.com/y94mfg6o>

** BBC. (2020, February 5). How Nicaragua's deaf children invented a new sign language [Video]. *Witness History*. <https://www.bbc.com/news/av/stories-51372265/how-nicaragua-s-deaf-children-invented-a-new-sign-language>

Bender, E. M. (2019, June 7). A typology of ethical risks in language technology with an eye towards where transparent documentation can help (5:20-17:40). *CRRASH Cambridge*. Youtube. <https://youtu.be/DYvMsG2S-9I?t=320>

- Bielicki, K. T. (2019, February 14). Hong Kong identity and the rise of Mandarin. *The Diplomat*.
<https://thediplomat.com/2019/02/hong-kong-identity-and-the-rise-of-mandarin/>
- Boroditsky, L. (2012). *How the languages we speak shape the ways we think: The FAQs*. In M. J. Spivey, K. McRae, & M. F. Joannisse (Eds.), *The Cambridge handbook of psycholinguistics* (pp. 615-632). Cambridge University Press. Link: <https://tinyurl.com/ybqc2nd9>
- Brooks, P., & Kempe, V. (2012). Chapter 2, What do infants learn before they speak their first word? In *Language Development* (pp. 21-25). Blackwell. UBC Library Permalink:
<https://tinyurl.com/y6ev7bpz>
- Curdt-Christiansen, X. L. (2020). Language socialization through textbooks. In Duff, P. A., & S. May (Eds.), *Language socialization*. Springer. <https://tinyurl.com/yxdohrvw>
- Davis, W. (2019, October 1). Why Indigenous languages matter. *Canadian Geographic*.
<https://www.canadiangeographic.ca/article/why-indigenous-languages-matter>
- Demjén, Z, & Semino, E. (2016). Using metaphor in healthcare: physical health. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook of metaphor and language* (pp. 385-399).
Link: <https://tinyurl.com/y9nt6v7n>
- Duff, P. A. (2020). Language socialization, higher education, and work. In Duff, P. A., & S. May (Eds.), *Language socialization*. Springer. <https://tinyurl.com/y5f7txf9>
- Erard, M. (2017, November 9). Why sign-language gloves don't help Deaf people. *The Atlantic*.
<https://www.theatlantic.com/technology/archive/2017/11/why-sign-language-gloves-dont-help-deaf-people/545441/>
- Evans, N. (2009). Chapter 1, Warramurrungunji's Children. In *Dying words: Endangered languages and what they have to tell us*. John Wiley & Sons. Link:
<https://tinyurl.com/ycujpe3p>
- ** Gillon, C., & Figueroa, M. (2017, July 15). [Content warning: Explicit language.] Episode 1: Uppity Women. [Podcast Episode]. *The Vocal Fries* [Audio podcast]. Retrieved from
<https://radiopublic.com/the-vocal-fries-GOoXdO/s1!1ac53>
Transcript at <https://vocalfriespod.com/2018/09/10/transcript-1-uppity-women/>
- Gillon, C., & Figueroa, M. (2020, March 16). [Content warning: Explicit language.] Episode 66: Linguistic Injustice. [Podcast Episode]. *The Vocal Fries* [Audio podcast]. Retrieved from
<https://radiopublic.com/the-vocal-fries-GOoXdO/s1!313a0>
Transcript: <https://vocalfriespod.com/2020/03/22/linguistic-injustice-transcript/>

- ** Gonfalonieri, A. (2018, November 21). How Amazon Alexa works? Your guide to natural language processing (AI). *Towards Data Science*. <https://towardsdatascience.com/how-amazon-alexa-works-your-guide-to-natural-language-processing-ai-7506004709d3>
- ** Hallett, D., Chandler, M. J., & Lalonde, C. E. (2007). Aboriginal language knowledge and youth suicide. *Cognitive Development*, 22(3), 392-399. Link: <https://tinyurl.com/y77dbjdq>
- Hanson, E. (n.d.). Oral traditions. *Indigenous Foundations*. Accessed July 29, 2020. https://indigenousfoundations.arts.ubc.ca/oral_traditions/
- Harlow, R. (1998). Some languages are just not good enough. In L. Bauer & P. Trudgill (Eds.) *Language myths* (pp. 9-14). Penguin UK. UBC Library Permalink: <https://tinyurl.com/yaxg6ak2>
- Hassol, S. J. (2008). Improving how scientists communicate about climate change. *Eos, Transactions American Geophysical Union*, 89(11), 106-107. Link: <https://tinyurl.com/y6he3en3>
- ** Hiranandani, P., & E. Khasanova. (2021, July 14). Call Purpose Spotlight Series Ch. 2: A romp through the data. *Dialpad*. <https://www.dialpad.com/blog/call-purpose-data-deep-dive/>
- Hoff, E. (2014). Chapter 5: Word Learning Strategies. *Language Development*, pp. 204-218. Link: <https://tinyurl.com/x4xkww26>
- Jabr, F. (2013, November 1). Why the brain prefers paper. *Scientific American*, 309(5), pp. 48-53. <https://tinyurl.com/y9rcajle>
- Kanno, Y. (2010). Bilingualism and identity: The stories of Japanese returnees. *International journal of bilingual education and bilingualism*, 3(1), 1-18. Link: <https://tinyurl.com/y5sgdynq>
- Kennison, S. M. (2014). Chapter 7: Life with more than one language. In *Introduction to language development* (pp. 117-204). Sage. UBC Library Permalink: <https://tinyurl.com/y3vbf5x>
- Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of language and social psychology*, 16(1) pp. 23-49 (pages 23-29 only).
- Lefebvre, M. (2018, November 9). Language is identity: A case for Indigenous language revitalization. *Geolinguistics: Language on the Land*. <https://geolinguistics.ca/2018/11/09/language-is-identity-a-case-for-indigenous-language-revitalization>

- ** McCulloch, G. (2018). Chapter 5: Emoji and other internet gestures. In *Because Internet: Understanding the New Rules of Language* (pp. 155-195). Riverhead books. UBC Library Permalink: <https://tinyurl.com/yd5q5bb9>
- McCulloch, G. & Gawne, L. (2019, March 21). Episode 30: Why do we gesture when we speak? [Podcast Episode]. *Lingthusiasm* [Video podcast]. Retrieved from <https://lingthusiasm.com/post/183615937296/lingthusiasm-episode-30-why-do-we-gesture-when-we>
Transcript: <https://lingthusiasm.com/post/183762392445/transcript-episode-30-why-do-we-gesture-when-we>
- McCulloch, G. & Gawne, L. (2019, April 6). Episode 7: Kids these days aren't ruining language [Podcast Episode]. *Lingthusiasm* [Audio podcast]. Retrieved from <https://lingthusiasm.com/post/159796192161/lingthusiasm-episode-7-kids-these-days-arent>.
Transcript: <https://lingthusiasm.com/post/160593598321/transcript-lingthusiasm-episode-7-kids-these-days>.
- Muehlmann, S. (2012). Von Humboldt's parrot and the countdown of last speakers in the Colorado Delta. *Language & Communication*, 32(2), 160-168. Link: <https://tinyurl.com/yahfhwkh>
- Napier, J. (2011). Signed language interpreting. In Malmkjær, K. (Ed.), *The Oxford Handbook of Translation Studies* (pp. 357-376). Oxford University Press. UBC Library Permalink: <https://tinyurl.com/yaedomb2>
- Nazareth, C. (2021, April 27.) Customer sentiment analysis: How does it work? *Dialpad*. <https://www.dialpad.com/blog/customer-sentiment-analysis/>
- Nettle, D., & Romaine, S. (2000). Chapter 1, Where have all the languages gone? In *Vanishing voices: The extinction of the world's languages* (pp. 1-25). Oxford University Press. Link: <https://tinyurl.com/y9vk66m2>
- Nikiforuk, A. (2019, May 2). Against 'sustainability' and other plastic words. *The Tyee*. <https://thetyee.ca/Opinion/2019/05/02/Sustainability-Plastic/>
- Patriquin, M. (2019, May 8). Canadiens and Canadiennes in uproar as student paper takes stand on gender. *The Guardian*. <https://www.theguardian.com/world/2019/may/08/canadiens-and-canadiennes-in-uproar-as-student-paper-takes-stand-on-gender>
- Perley, B. C. (2012). Zombie linguistics: Experts, endangered languages and the curse of undead voices. *Anthropological Forum*, 22(2), 133-149. Link: <https://tinyurl.com/y384s42v>

- Pine, A., & Turin, M. (2017). Language Revitalization. In *Oxford Research Encyclopedia of Linguistics*. Link: <https://tinyurl.com/y6vzmefm>
- Polizzotti, M. (2018, July 28). Why mistranslation matters. *The New York Times*.
<https://www.nytimes.com/2018/07/28/opinion/sunday/why-mistranslation-matters.html>
- Ratzlaff, J. (2018, March 13). In huge neon, Joi Arcand is rewriting everyday signs – in Cree. *CBC*.
<https://www.cbc.ca/arts/exhibitionists/in-huge-neon-joi-arcand-is-rewriting-everyday-signs-in-cree-1.4570256>
- ** Robson, D. (2017, January 26). The ‘untranslatable’ emotions you never knew you had. *BBC Future*. <http://www.bbc.com/future/story/20170126-the-untranslatable-emotions-you-never-knew-you-had>
- Sandberg McGuinne, J. (2011, August 12). “Untranslatability and Language Death.” *Indigeneity, Language and Authenticity*.
<https://johansandbergmcguinne.wordpress.com/2011/08/12/untranslatability-and-language-death/>
- Sedivy, J. (2015, November 5). The strange persistence of first languages. *Nautilus*.
<http://nautil.us/issue/30/identity/the-strange-persistence-of-first-languages>
- Sharp, S. (2020, June 8). How do you sign ‘Black Lives Matter’ in ASL? For black deaf Angelenos, it’s complicated. *The Los Angeles Times*.
<https://www.latimes.com/california/story/2020-06-08/how-do-you-sign-black-lives-matter-in-asl-for-black-deaf-angelenos-its-complicated>
Video: <https://www.youtube.com/watch?v=uGxL-o5CsOY>
- Summa Linguae. (2021, April 21). Language support in voice assistants compared.
<https://summalinguae.com/language-technology/language-support-voice-assistants-compared/>
- ** Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428. <https://tinyurl.com/y3mxysfb>
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