

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>11-03-25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Languages, Linguistics & Comparative Literature  <b>College</b> Arts & Letters		
<b>Current Course Prefix and Number</b> LIN2607		<b>Current Course Title</b> Perspectives on Language	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Template</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b> Perspectives on Language and Culture  <b>Change prefix</b> <b>From:</b> <b>To:</b>  <b>Change course number</b> <b>From:</b> <b>To:</b>  <b>Change credits*</b> <b>From:</b> <b>To:</b>  <b>Change grading</b> <b>From:</b> <b>To:</b>  <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>  <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>  <small>*See <a href="#">Definition of a Credit Hour</a>.          **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.          ***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>		<b>Change description to:</b> Explores the evolution of English as a world language and the complex relationship between language and culture. Emphasizes the historical, geographical, and cultural factors that influence the world language system and the role English plays in different regions of the world. Includes content related to the Western canon. This is a General Education course.   <b>Change prerequisites/minimum grades to:</b>     <b>Change corequisites to:</b>     <b>Change registration controls to:</b>   Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Fall 2027		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> mrapoport@fau.edu / x3860			
<b>Approved by</b> Department Chair <u>Eric Berlatsky</u> College Curriculum Chair <u>Robin Larson</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		<b>Date</b> 15 Sept. 2025 <u>09/24/2025</u> 9/25/2025 <u>11-03-25</u> <u>11-03-25</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

General Education Course Approval Request  
Humanities

**Name:** Prisca Augustyn

**FAU Email:** augustyn@fau.edu

**Department Name:** Languages, Linguistics & Comparative Literature

**College:** Arts and Letters

**Course prefix and number:** LIN2607

**Course title:** *Perspectives on Language and Culture* [formerly: Perspectives on Language]

**Semester course offered (select all that apply):**

Fall: ☒      Spring: ☒      Summer: ☒

**Total number of students expected in all sections per academic year:** 550

**Is this course Gordon Rule Writing/WAC certified?**      Yes ☐      No ☒

**Are multiple sections offered?**      Yes ☒      No ☐

**If yes, is there a common syllabus?**      Yes ☒      No ☐      N/A ☐

**If there is no common syllabus, how will the department/program maintain consistency of content and objectives in multiple sections?**

Click or tap here to enter text.

Humanities courses afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music and philosophy, including selections from the Western canon.

**Course Description- Provide a course description that conveys the general content of the course, and identifies methods of instruction (e.g., lectures modeling, event experiences, discussions, small groups, simulations):**

Course explores the evolution of English as a world language and the complex relationship between language and culture. Modules in this course emphasize the historical, geographical, and cultural factors that influence the world language system and the role English plays in different regions of the world. Includes content related to the Western canon. This is a General Education course.

**Describe the purpose of the course:**

- retrace the evolution of English as a world language
- explore the world language system and the role of English in different regions of the world
- reflect on the complex relationship between language and culture
- evaluate the importance of trade, technologies, and media for the future of English

## General Education Course Approval Request

### Humanities

For each of the Humanities student learning outcomes listed below, please:

1. Describe explicit connections or linkages between the SLO and teaching/learning experiences (e.g., assignments, teaching methods, events, projects, displays, performances).
2. Explain how the outcome will be measured including a clear path for collecting and analyzing the data.
3. Describe how performance will be evaluated (e.g., rubric, sub-tests, ratings--as related to specific learning outcomes).

#### **Learning outcome #1: Demonstrate understanding of various forms of human expression.**

Demonstrate understanding of the complex relationship between language and culture. Lectures and materials in this course revolve around language contact and change, the importance of trade, the exchange of texts, technologies, and media, and the complex relationship between natural languages and the cultures they shape and represent. Students work through module intro videos, assigned readings, video lectures, podcasts, and websites in each module and complete a graded assessment test with occasional essay questions, graded discussion, or graded audio/video discussion. Learning outcomes can be assessed through test scores in Canvas.

#### **Learning outcome #2: Reflect critically on subjects concerned with human culture.**

Reflect critically on the cultural, historical, and geographical factors that impact the vitality of natural languages. Students explore the origin of the English language, its evolution into the most important language on the planet and the implications of English as a world language. Course introduces basic concepts in linguistics to allow students to reflect critically on how language shapes and represents human culture. Students work through module videos, assigned readings, video lectures, podcasts, and websites in each module and complete a graded assessment test with occasional essay questions, graded discussion, or graded audio/video discussion. Learning outcomes can be assessed through test scores in Canvas.



**FLORIDA ATLANTIC UNIVERSITY**

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**LIN 2607-001 XXXXX**

**Perspectives on Language and Culture**

**3 Credit(s)**

**Fall 2026 - 1 Full Term**

## **Instructor Information**

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Prisca Augustyn

**Email:** augustyn@fau.edu

**Office:**

**Office Hours:**

**TA Name:**

**Office Hours:**

**Email:**

## **Course Description**

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Explores the evolution of English as a world language and the complex relationship between language and culture. Emphasizes the historical, geographical, and cultural factors that influence the world language system and the role English plays in different regions of the world. Includes content related to the Western canon. This is a General Education (Humanities) course.

No prerequisites or corequisites

## Instructional Method

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### Fully Online Class

100% of the course is delivered online.

## Required Texts/Materials

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### All materials are available in CANVAS

No textbook required

## Course Objectives/Student Learning Outcomes

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In this course, students will

- retrace the evolution of English as a world language
- explore the world language system and the role of English in different regions of the world
- reflect on the complex relationship between language and culture
- evaluate the importance of trade, technologies, and media for the future of English.

As part of the Humanities portion of the General Education Curriculum, students will

- demonstrate understanding of various forms of human expression
- reflect critically on subjects concerned with human culture.

## Faculty Rights and Responsibilities

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.

- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## Disability Policy

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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There are 15 modules, one for each week of the semester. Each module concludes with 1 or 2 assessments.

Assessments for this Course Include:

15 module tests + syllabus quiz (no midterm / no final)      70% of grade

Module Tests:

- There will be 15 tests based on readings, lectures, videos, and other materials.
- The tests include multiple choice, true/false, and essay questions.
- Exams will be taken online in the Canvas Learning Management System. Test will be timed.

Introductions and Syllabus Quiz:

Students will post an introduction in the student introductions discussion board and take a syllabus quiz. The syllabus quiz can be taken as many times as necessary to achieve 100%.

1 discussion / 2 Writing assignments      30% of grade

Please note that all assignments are based on the readings posted in the materials in Canvas. The objective is to work with the materials in this course!

Discussion Boards:

As part of the course assignments, students post an original submission and reply to another students' post with a substantive response. A substantive response adds value to the discussion by

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bringing new ideas, research, evidence, etc. to the conversation. “I agree,” “Ditto” and the like are not acceptable replies. Rules of Netiquette must be followed.

## **Code of Academic Integrity**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Please note that all assignments are based on the readings posted in the materials in Canvas and NOT other sources! The objective is to work with the materials in this course only, especially in writing assignments!

## **Attendance Policy Statement**

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in university-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Please note that all assignments are based on the readings posted in the materials in Canvas and NOT other sources! The objective is to work with the materials in this course only, especially in writing assignments!

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Letter Grade
Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 82%
C+	77 - 79%
C	74 - 76%
C-	70 - 72%
D+	67 - 69%
D	64 - 66%
D-	60 - 62%
F	Below 60

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## **Policy on Make-up Tests, Late work, and Incompletes**

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All assignments must be completed for a passing grade in LIN2607. In case of illness or other legitimate unforeseen circumstances, participants can submit documentation to submit work past the due date for full credit. Without legitimate documentation, late assignments do not receive full credit.

## **Special Course Requirements**

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All module assessments must be completed. There is no final exam for this course.

Please note that during the semester, Canvas will display a running total, averaging only what has been completed. If work is missing, this creates a false impression of the actual grade. For the final grade, missing work will be calculated with '0' (zero).

## **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

All module assessments must be completed. There is no final exam for this course.

Please note that during the semester, Canvas will display a running total, averaging only what has been completed. If work is missing, this creates a false impression of the actual grade. For the final grade, missing work will be calculated with '0' (zero).

## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## Artificial Intelligence Preamble

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

All module assessments must be completed. There is no final exam for this course.

Please note that during the semester, Canvas will display a running total, averaging only what has been completed. If work is missing, this creates a false impression of the actual grade. For the final grade, missing work will be calculated with '0' (zero).

## Weekly Course Topical Outline

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### 1. Week 1: What is a language?

This module revolves around the concepts *dialect* and *language* and the fact that where one language ends and another begins is not a question of linguistic features alone, but instead depends on historical, geographical, and political factors. There is a reading and a short video where the linguist Noam Chomsky

explains why the question why there are so many different languages is a good question to ask.

Assessment: **Test**

2. **Week 2: English worldwide**

This module is about how English became the most important language on the planet. This module contains readings and video lectures by the linguist David Crystal who has written extensively about English as a World language.

Assessment: **Writing assignment**

3. **Week 3: Creoles** in the Caribbean and elsewhere

This module is about the evolution of pidgins and creoles in the Caribbean and elsewhere. The module contains a lecture by the linguist/creolist John McWhorter, in which he explains key features of pidgins and creoles and how they evolved based on English and other languages as lexicalizer languages. In this lecture, McWhorter focuses on Sranan, an English-based creole of Suriname.

Assessment: **Test**

4. **Week 4: Language death in the Americas**

This module revolves around the effects of English on indigenous languages, language death, and the documentation and revitalization of endangered languages in the Americas and elsewhere. The module contains readings by the linguists Anderson and Harrisson and the documentary film *The Linguists*, as well as a documentary about the revitalization efforts for the Hopi language in California.

Assessments: **Test** and **Discussion**

5. **Week 5: Language maintenance** in the Celtic Fringe

This module focuses on Welsh and Irish Gaelic as examples of successful language maintenance through language policy and other measures. The module deals with the factors that help communities maintain the Celtic languages alongside English.

Assessments: **Test** with **Essay question**

6. **Week 6: Multilingual India**

This module deals with the role English plays in India beginning with the establishment of the East India Company in the 17<sup>th</sup> century. It deals with the rivalry between Hindi and English in contexts like the media and publishing. The module contains readings, videos, and video interviews with the journalist Mark Tully and the literary scholar Haresh Trivedi.

Assessment: **Test**

7. **Week 7: Indonesia and the ideal language**

This module focuses on the languages of Indonesia and the role English plays in the education system and the media while Bahasa Indonesia was chosen as the official language. Readings include a chapter by the sociolinguist Abram deSwaan and an article by the linguist John McWhorter to explain why Bahasa Indonesia was the ideal choice as the official language of Indonesia even though English is spoken across the region.

Assessment: **Test**

8. **Week 8: Two constellations in Africa**

This module revolves around the languages of Africa focusing on the role of English in two language

constellations: Nigeria and South Africa. A reading by Abram De Swan explains the role of English in anglophone constellations like Nigeria. A video about the role of English in South Africa features a famous speech by Frederik de Clerk that highlights the significance of English as a 'neutral' language in the context of the Anti-Apartheid movement of the early 1990s.

Assessment: **Test**

9. **Week 9: English in China / Chinese in the US**

This module contains videos about the role of English in China and readings by the American sociolinguists Kim Potowski and Yin Xiao on linguistic communities in the US and some myths about Chinese in the US in particular.

Assessment: **Test**

10. **Week 10: Language Policies in Europe**

This module is about the role of English in the European Union and the EU's commitment to maintain 27 official languages in the European Parliament. Students read an article by the linguist Ulrich Ammon about the role of English in the EU and look at the latest EU Report on Multilingualism.

Assessment: **Test**

11. **Week 11: American English**

This module is about how English became established as the dominant language in the USA. It contains a video about English in America by the linguist Bill Kretschmar. The module also contains a video lecture by the linguist John McWhorter on the origin of AAVE as a dialect of American English, its structure and evolution.

Assessment: **Writing assignment**

12. **Week 12: Multilingual Societies in the West**

This module revolves around multilingual societies in Europe, focusing on the official languages of Switzerland. There are videos of the Swiss parliament and a reading by the sociolinguist Berta Badia Barrera about work and daily life in a multilingual Western society.

Assessment: **Test**

13. **Week 13: Diglossia in Arabic and elsewhere**

This module focuses on the concept of diglossia, the regular use of two varieties of the same language or different languages by individuals. The dialects of Arabic and the use of Modern Standard Arabic exemplify this as do other situations where speakers use regional dialects and a standard dialect regularly. An interview with one of the FAU Arabic instructors brings this issue to life. A video lecture by the linguist John McWhorter uses examples from all over the world including the US.

Assessment: **Test**

14. **Week 14: Respect and Politeness**

This module is about how languages encode respect and politeness in different ways. We explore politeness in Japanese and the question of how perceptions of identity are encoded and reflected in how we address and refer to people. This introduces students to the typology of languages.

Assessment: **Test**

### 15. Week 15: New Englishes and the Future

In this module, we focus on what the linguist David Crystal calls *World Standard Spoken English* by exploring the world of international broadcasting. Video interviews with journalists from BBC World Service and CNN International clarify what it means to broadcast in English across the globe. We close with some predictions by the linguist David Crystal about the evolution of World Englishes.

Assessment: **Test**

## Title IX Statement

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297CAPS.

**Perspectives on Language and Culture (LIN 2607) 3 credits**

~~Course explores language from a global perspective. It addresses the complex relationship between language and culture, emphasizing the role of English as a global language, and also examines the U.S. as a multilingual society as this relates to race, ethnicity, the role of the media, and other issues. Includes content related to the Western canon. This is a General Education course.~~

Explores the evolution of English as a world language and the complex relationship between language and culture. Emphasizes the historical, geographical, and cultural factors that influence the world language system and the role English plays in different regions of the world. Includes content related to the Western Canon. This is a General Education course.