Culture and Communication An Introduction 1st edition Wilce Solutions Manual

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INSTRUCTORS' MANUAL

1. What Culture and Communication offers you

Welcome to *Culture and Communication*, the first book of its kind—the first textbook to accurately convey cutting edge linguistic anthropology that is both sophisticated and user-friendly. It is unique in offering a very broad range of pedagogical resources in both the book and this Instructors' Manual. Its theoretical approach is cutting edge, and its broad semiotic focus will make the book attractive to students in all subfields of anthropology as well as communication studies, linguistics, applied linguistics, sociolinguistics, and allied fields. You could have chosen other textbooks, but none has this combination of features. *Culture and Communication* and its Instructors' Manual will make courses—undergraduate and graduate—easy and even exciting to teach.

2. How to use Culture and Communication to teach different sorts of in linguistic anthropology courses

I) lecture courses
II) graduate seminars, and
III) practica or lab courses

Lecture courses for lower or upper division undergraduate students can profitably use Culture and Communication*, with or without the sort of weekly smaller group breakout meetings that sometimes accompany lectures in large universities.*

Those teaching such courses might ask students at the beginning of class meetings

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a) What examples of communication you have encountered since our last meeting?
b) What examples have struck you as interesting or powerful, and
c) What phenomena have you encountered that illustrate concepts you are learning from Culture and Communication?

The following table constitutes an outline to be followed in courses in linguistic anthropology, culture and communication, etc. taught in a 15 week semester. Note: the "Extra readings" and "Online resources" refer to the "Annotated Suggestions for Useful Links, by Chapter and the "Annotated Suggestions for Further Reading, by Chapter." The table is a way of encouraging you to consider assigning resources from other parts of this Instructors Manual —especially online tools and suggested further readings.

Courses my book is intended for and the level of student

In general, *Culture and Communication* is especially targeted for undergraduate students—level dependent on course organization (see (1) and (2) below)—and beginning (post)graduate students (see (3) and (4) below). It will be a very useful tool for advanced (post)graduate students as well.

1) "Culture and Communication" will work very well in courses for freshman and sophomores (lower division undergraduates). The ideal, in reaching students at that stage in their education, is the organization of the course as offered at large universities such as UCLA, USC, and U Michigan, Penn, or Harvard. There, the course is taught in very large lecture sections in combination with breakout/tutorial sections, such that each lecture of, say, 100-300 students breaks down into tutorial/discussion sections of 10-20 students. Given its richness and theoretical sophistication, my book will strongly appeal to the relatively senior linguistic anthropologists leading the lectures, who will see the book as both sophisticated and—with the addition of the breakout sections—extremely teachable.

2) "Introduction to Linguistic Anthropology" (sometimes called "Language in Society" or "[Introduction to] Anthropological Linguistics")—often taught as a core course in departments of Anthropology (such as UCLA's), at the junior or senior (upper division undergraduate) level. These courses can range in size from 50 to 150 or so. Even without breakout sections, anthropology majors taking this course have been shown to appreciate the solidly anthropological nature of early drafts of my book, and to deeply engage with it.

3) Courses in "Semiotics" in programs by that name or departments of Communication Studies, at the upper-division (undergraduate) or beginning (post) graduate level.

4) Beginning (post)graduate level version of "Introduction to Linguistic Anthropology," sometimes called "Ethnography of Communication." As with (2) above, my book is perfectly suited for (3), and will compete well with sophisticated

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textbooks aimed at (post)graduate students, since my textbook has a much larger set of pedagogical features.

5) Certain courses taught in Europe (which of course consist of individual courses in the American sense. *Culture and Communication* will be useful to students in these "courses" (in the U.S., "degree programs"). These programs or courses include "Cultural Heritage," "Cultural Studies," "Culture, Heritage, and Diversity," or "Cultural Diversity and Social Cohesion," and **Culture, History & Language.** *Culture and Communication* would be particularly useful when such programs—typically master's or doctoral level—have gateway lecture courses.

6) Courses/ programs in sociolinguistics in the UK and continental Europe, and similar courses taught outside of universities to (and by) certain groups of professionals, such as linguists working in large organizations with a central concern for language would benefit from using my book.

Pedagogical features of the book and resources their uses and benefits

Pedagogical Features In the Textbook "Proper"

To assist and maximize student learning, this book contains a number of pedagogical features. Each chapter starts with Learning Objectives and an Introduction and ends with a Conclusion, Summary, Questions, and Exercises. Each chapter also includes a section titled Additional Resources, with annotations explaining the importance of each publication included there. This organizational consistency, together with the value of each separate feature, contributes to the book's clarity.

Each chapter's Conclusion summarizes and synthesizes its content and points forward and backward to the content of following and previous chapters, to situate each chapter in relation to the whole. While the Conclusions tie together and describe the significance of each chapter, the Summaries list each chapter's key concepts. These Summaries will enable your students to assess their understanding.

I recommend that instructors specifically assign the chapter-specific pedagogical tools described above. You might suggest to students that they treat the Learning Objectives and Summaries as keys to their preparation for chapter-by-chapter discussions (in-class or online). The Questions and Exercises at the end of each chapter could be assigned more formally. Instructors should treat students' responses to all of these as feedback on what material from the book will need more or less coverage in lectures and discussions (which should be seen as supplementing student reading).

In addition to these chapter-linked features, a Glossary of key terms can be found at the end of the book. And when you see a word bolded in the text, you will know you can find it defined in the Glossary. Unlike the glossary in some apparently similar textbook choices, mine balances key terms pertaining to language(ing) and sociocultural anthropology.

The textbook also includes an Appendix that explains the International Phonetic Alphabet. This is unique among similar textbooks, and relevant to mine,

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given that I use IP symbols in various parts of this book. The roman alphabet as used in English spelling is inconsistent at best. By contrast, as a scientific tool, the IPA is consistent — each IPA symbol always represents one sound, and only, and precisely, that sound. This Appendix provides a glimpse into the specifics of how it is used, by linguistic anthropologists among others.

The Use and Value of the Contents of This Instructor's Manual

This Instructors' Manual contains a broad range of very useful resources for you as you teach with my textbook, *Culture and Communication*.

- **1. Courses for which the textbook would be very appropriate**
- **2. Annotated useful links, by chapter (addressing the challenge of how to increase the "shelf life" of your chosen textbook)**
    - Whereas commercially available documentaries sometimes shown in linguistic anthropology courses tend to reflect linguistics and not linguistic anthropology, the annotated useful links in the online resources as part of this Instructors' Manual reflect linguistic anthropology. These links include dozens of streaming video lectures by many of the very linguistic anthropologists whose work I frequently cite in my book. These online lectures, along with websites containing other sorts of content, can and should be assigned as part of various courses for which *Culture and Communication* is the ideal textbook.
- **3. Annotated further reading suggestions, by chapter (increasing this book's "shelf life," continued)**
    - Like all sciences, including the social sciences in general and anthropology in particular, the state of knowledge changes rapidly—meaning, if not in all facets of linguistic anthropology, many that are indeed central. The suggestions for further reading are current, as is the book. One of the advantages of teaching with this book and specifically the online reading suggestions is that they will be kept current. In short, the suggestions for further reading will be useful to you and your students.
- **4) The Test Bank**
    - The Test Bank contains dozens of new questions (over and above the questions at the end of each chapter of the book). The Answer Bank contains correct answers to all of these questions, including the completion and short answer questions in the new set, and all answers to the questions in the book. Whether the contents of *Culture and Communication* are familiar or new to you, providing you with questions that can be used in quizzes and exams will facilitate your teaching of this textbook.
- **5) The Powerpoint slides of the book's figures**
  Instructors will find it convenient to have all of the figures available in one "location," but also extremely convenient to have each figure on a slide they can use in their lectures.

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