

This is a representative syllabus only. The actual syllabus will be distributed the first day of class.

Linguistics 2371.001: Language in a Multicultural USA

Tuesday & Thursday 2:00-3:20 p.m.

202 Trimble Hall

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Office: Trimble Hall 217 A

Office Hours: Tuesdays & Thursdays 1:00-2:00 p.m.; *also by appointment*

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Prerequisites: A desire (or need) to learn about language diversity in America.

Required Text: *Language in the USA: Themes for the Twenty-first Century*. Edited by Edward Finegan and John R. Rickford. 2004. Cambridge University Press.

Course Description: This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. Topics covered include:

- **Race:** African American English ('Ebonics'), Native American languages, Asian Americans;
- **Ethnicity:** European immigrant language communities, Hispanic Americans, Cajuns, 'Whites';
- **Class:** regional dialects, Jocks and Burnouts;
- **Religion:** Jewish languages, Pennsylvania German, and West Texas and religion;
- **Gender:** "women's language", masculinity, gay and lesbian speech (aka 'Queer Linguistics')
- **American Sign Language and the Deaf Community:** Deaf culture and language

Learning Goals / Objectives: Students who successfully complete LING 2371 should be able to do the following:

- Develop awareness, appreciation and respect for the multitude of cultures in the U.S.
- Demonstrate an understanding of the basic concepts and terms used in analyzing language and social variation
- Differentiate between descriptive and prescriptive approaches and attitudes toward language
- Collect linguistic phenomena for description and analysis (conduct basic research)
- Reflect on different experiences of diversity and multiculturalism

ASSESSMENTS AND CRITERIA FOR ASSIGNING GRADES

This course will be offered with two options. Students will take the regular option, unless they CHOOSE service learning.

REGULAR OPTION			SERVICE LEARNING OPTION		
Assignments	Points Possible	Percentage of Final Grade	Assignments	Points Possible	Percentage of Final Grade
Exam 1	100	25%	Exam 1	100	20%
Exam 2	100	25%	Exam 2	100	20%
Exam 3	100	25%	Exam 3	100	20%
Homework	30	15%	Homework	30	10%
Blog Postings	25	10%	Blog Postings	25	10%
			Service Learning	100	20%

Grading Policy

A+ 97-100 %	B+ 87-89 %	C+ 77-79 %	D+ 67-69 %	F 59% or lower
A 93-96 %	B 83-86 %	C 73-76 %	D 63-66 %	
A- 90-92 %	B- 80-82 %	C- 70-72 %	D- 60-62 %	

Description of Major Assignments

Exams. There are three (3) exams, each worth 100 points. The exam format will be announced one week prior to each test; formats may change from one exam to the next. (Please see below for exam make-ups.)

Homework. There will be at least six (6) homework assignments. They are worth 5 points each. Homework is due at the beginning of class and **will not** be accepted late.

Blog Postings. Students will be required to read, consider, and comment upon a series of course-related topics posted on the class's blog.

- Students must make at least 5 blog posts (and therefore must participate in at least 5 different topic areas). Appropriate posts will earn 5 points each, with a maximum of 25 points.
- Contributions should be relevant, respectful, and substantive; for any topic, a student's initial comment must be at least 150 words long; subsequent comments on the same topic have no minimum.
 - Posts must be **CONTENTFUL** discussion threads; students will only earn credit if it relates to the content of the course. Anything that only asks details about an assignment (or something else unrelated to lecture/readings/notes/videos) will receive zero points.
 - Contributions must be original – no credit will be given to responses that repeat answers that others have given.
- The contribution must actively participate in the discussion, either offering information or seeking information. Think of this as an online discussion group that is a bit more laidback than the classroom setting.
- The opportunity to comment on a given topic will be limited. Once a topic has been closed, students may no longer contribute to the discussion.

***Service Learning* (Only for students choosing the Service Learning Option).** If you wish to participate in the Service Learning Option, you must email me by Friday, September 2, to let me know.

- Students choosing the Service Learning Option will complete 10 volunteer hours with an ESL/Literacy program.
- Students will also keep a journal (worth 10%) in which they will write a reflection paragraph following each tutoring session.
- Students will contribute their experiences during class discussion at different points in the semester, including a panel near the end of classes in which they will present their experience to the class (worth 10%).
- More details will follow for those who choose this option.

Attendance: Attendance will be taken in the course. Please be in class on time, ready to begin the day's activities.

Failure to attend will not result in direct negative consequences to grades, unless it also results in missed tests or assignments. Students with no more than 3 absences will be positively rewarded for good attendance. Students who are within 2% of a higher grade and have 3 absences or fewer (with all homeworks turned in and blog posts completed) will automatically be bumped up to the higher grade. For example, if a student has an 88% (normally a B), has turned in all homeworks, completed all blog posts and has 3 absences, his/her grade will be raised to a 90% (receiving an A).

Students are responsible for all information and assignments given out in class during the semester. Missing class does not absolve a student of this responsibility. Students should try to exchange email or telephone information with several classmates to have a resource in case of an absence. Failure to hear back on a request for information does not absolve a student from his or her responsibility for assignments or quizzes.

Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

Course Policies

Exams. If you miss an exam, you will be allowed to take a make-up only if you can provide written documentation of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis, etc.). Should you find yourself in such a predicament, you must contact the instructor by phone or e-mail before 8:00 PM of the exam date to request a make-up. Students who miss an exam but do not notify the instructor as specified herein will receive a grade of zero (0%).

Extra Credit and Make-up work. There will be various extra credit opportunities throughout the semester.

Classroom behavior. Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store homework from other classes, newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. **Note: I reserve the right to ask you to leave the classroom if you are being disruptive.**

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

And a further note on civility in the classroom: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Appropriate student behavior (whether online, in person, or over the telephone) creates a better environment for learning and teaching.

Because this class involves topics of multiculturalism and diversity, the professor requests that students choose their language with caution. It is very easy to become emotional in discussing these topics. Do not call names, use an abusive tone, call someone stupid or otherwise insult another person. Slurs or epithets in particular should be avoided whenever possible. Linguistic behavior is one way that members of different social groups express attitudes; be aware of this at all times in personal conduct. Disruptive or abusive behavior will not be tolerated.

Blackboard. This course will utilize Blackboard this semester. Handouts and other materials will be available via Blackboard, and students will also be using it to submit assignments. Once this course becomes available to students, it can be accessed by logging into the Blackboard website: <http://www.uta.edu/blackboard/>. Within the first week of class look for an email from your instructor letting you know that you can now access this class on Blackboard. It is your responsibility to make sure that you are able to access Blackboard.

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav and/or through BlackBoard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool.

I check my email periodically during the school week and occasionally on the weekend. I do not monitor my email 24 hours a day; however, I do try to respond to emails within 24 hours of receiving them. If you don't have a response from me by email within 24 hours of sending it, please come see me in class or resend your email as there may be a chance it was lost in cyberspace. (Also, please make sure that you use your MavMail address—not your hotmail, gmail, yahoo, etc. addresses—when emailing me.)

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Integrity: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form, including but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures as laid out for faculty (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

PROJECTED COURSE SCHEDULE

It is my intention to stick to the schedule found below as much as possible; however, as the instructor I reserve the right to adjust it at any time.

	<i>Class Topic</i>	<i>Assignments and Readings Due</i>
Week 1		
	Course Overview [ppt 0]	Download Syllabus from Blackboard or research profile.
	Introduction to Linguistics [ppt 1]	
	Standard and Non-standard Language	Read: Chapter 15 (Language ideology and language prejudice)
	Social Class	Read: Chapter 4 (Social varieties of American English) Homework 1 due <i>Last day to let me know if you are choosing the Service Learning option.</i>
Week 2		
	Labor Day – No Class	
	Jocks and Burnouts	Read: Chapter 19 (Adolescent language)
	Jocks and Burnouts	Homework 2 due
Week 3		
	English in Texas	Read: TBA <i>Census date</i>
	English in Texas, contin.	
	American Sign Language (ASL) and the Deaf	Read: Chapter 12 (American Sign Language)
Week 4		
	Video: “The Sound and Fury”	
	Video, contin.; discuss	Homework 3 due
	Video	
Week 5		
	Review	
	Test 1	Study all material up until now.
	Gender and language	Read: Chapter 22 (Language, gender, and sexuality)
Week 6		
	Gender and language, contin.	
	LGBT language	Read: TBA
	LGBT language, contin.	Homework 4 due
Week 7		
	African Americans and language	Read: Chapters 5 (African American English), 16 (Ebonics and its controversy), and 21 (Hip Hop Nation Language)
	African Americans and language	Read: Chapters 5 (African American English), 16 (Ebonics and its controversy), and 21 (Hip Hop Nation Language)
	African Americans and language, contin.	
Week 8		
	Latinos and language	Read: Chapters 10 (Spanish in the Northeast) and 11 (Spanish in the Southwest)
	Latinos and language, contin.	Homework 5 due
	Video: “A Day Without a Mexican”	

Week 9		
	Video: Continue & Review	
	Test 2	Study all material since first test.
	White Identity	
Week 10		
	<i>Endangered Languages Week</i> White Identity, contin.	Read: TBA
	Indigenous Languages	Read: Chapter 9 (Native American languages)
	Indigenous Languages, contin.	<i>Last day to drop</i>
Week 11		
	Asian Americans	Read: Chapter 13 (Asian American voices: language in the Asian American community)
	Asian Americans, contin.	
	Creoles	Read: Chapter 8 (Creole languages: forging new identities)
Week 12		
	Ethnicity: PA German, Cajuns; Jewish Americans	Read: Chapters 7 (Multilingualism and non-English mother tongues) and 14 (Linguistic diversity and English language acquisition)
	Ethnicity, contin.	
	PBS video	Homework 6 due
Week 13		
	Regional Dialects	Read: Chapter 3 (Regional dialects) and 26 (Language attitudes to speech)
	Video: “Hoi Toide”; “The Carolina Brogue” Ocracoke Island	
	Thanksgiving – No Class	
Week 14		
	Dialects, contin.	
	Dialects, contin.	
	TBA	Read: TBA
Week 15		
	TBA	Read: TBA
	Service Learning Panel	
	Catch-up Day; Review	
Final Exam		

Other dates: February 1 - Census date; March 30 - Last day to drop