

# Linguistics 2371 section 001: Language in a Multicultural USA

Monday, Wednesday, and Friday 11:00-11:50 a.m.

333 Science Hall

**Instructor:** Darcey Browning

**Office:** Trimble Hall 217D

**Office Hours:** Wednesday 1:00-2:00 p.m. & Thursday 4:00-5:00pm; also by appointment

**Dept. of Linguistics and TESOL Phone:** (817) 272-3133 (to leave messages only)

**Email:** [darcey.browning@mavs.uta.edu](mailto:darcey.browning@mavs.uta.edu) (preferred method of communication)

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

**Required Text:** English with An Accent: Language, Ideology, and Discrimination in the United States. 2<sup>nd</sup> edition. Rosina Lippi-Green. 2012. Routledge.

**Course Description:** This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture. The range of issues covered may include the following:

- 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

**Student Learning Outcomes:** Students who successfully complete LING 2371 should be able to do the following:

- Have developed awareness, appreciation and respect for the multitude of cultures in the U.S. and be able to describe the ways that these are both accurately and inaccurately portrayed [Personal Responsibility objective]
- Identify and demonstrate an understanding of the basic concepts and terms used in analyzing language and social variation [Critical Thinking Skills objective]
- Describe differences between descriptive and prescriptive approaches and attitudes toward language [Communication Skills objective]
- Collect aspects of linguistic phenomena for description and analysis (i.e. conduct basic research) [Critical Thinking Skills objective]
- Reflect on different experiences of diversity and multiculturalism [Social responsibility objective]

These student learning outcomes align with the following four Texas Higher Education Coordinating Board objectives:

## ❖ Critical Thinking Skills

- To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

## ❖ Communication Skills

- To include effective development, interpretation and expression of ideas through written, oral and visual communication.

## ❖ Personal Responsibility

- To include the ability to connect choices, actions and consequences to ethical decision-making.

## ❖ Social Responsibility

- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

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## ASSESSMENTS AND CRITERIA FOR ASSIGNING GRADES

Assignments	Points Possible	Percentage of Final Grade
Exam 1	100	25%
Exam 2	100	25%
Exam 3	100	25%
Weekly Assignments	10 points each/100 points total	10%
Dialect Projects	50 points each/100 points total	10%
Quizzes and Participation		5%

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.)

**Weekly Assignments.** There will be thirteen (13) assignments, worth 10 points each, throughout the semester. There are no make-ups for these assignments, and they will only be accepted in the first 5 minutes of class- not through blackboard or email. However, three of these assignments will be dropped in the final calculation of the grade. These will be graded on how well the student met the goals for that assignment. No credit will be given if the student fails to follow directions.

**These assignments are due at the beginning of the class period, and no late submissions or electronic submissions will be allowed. See below for formatting.**

Your goal for these assignments is to think critically about language and different dialects. These usually involve language that you may hear every day. Assignments must be original and the observations personal (information reported secondhand will not be accepted). Each assignment will consist of two parts: Notes and Essay.

- The notes section will be different for each assignment, but following instructions will be essential. For this section, your notes need not be typed, nor in essay format.
- The essay portion will be your formal write-up on the ideas that you want to present as your answer. In this section, be sure to use concrete examples, and make some generalizations or predictions concerning your observation. As a formal write up, you must have this section with an original title, your header, and cohesive essay style structure. In this section, you must also have at least 400 words or more (unless otherwise noted on assignment sheet for that particular assignment) on the topic (failure to do so will result in your earning a zero for that individual assignment).

Note: There are no makeup weekly assignments in this class, so late arrival or absence on the due date of an assignment will result in a zero.

**Quizzes.** Throughout the semester, there will periodically be quizzes on the material. It could potentially occur at the end of class covering ideas discussed in that day's lecture. It could also potentially occur at the very beginning of class and cover the reading assignment or the material covered the last class period. There are no makeup quizzes in this class.

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**Dialect Projects.** There will be two dialect projects due throughout the semester. These will be turned in via Blackboard Safe Assign, which also serves as a plagiarism detector.

For **Dialect Project #1**, students will collect data on one American dialect variety that is not one that they speak. They should find two spoken sources of the dialect in use (these can be from speakers who self identify as speakers of that variety, or from online recordings, e.g., YouTube). They should also find at least two written academic sources (outside of those used in class) that describe the linguistic characteristics of the language variety (i.e. its phonetic inventory, syntactic structures, distinct lexicon, etc.) For **Dialect Project #1**, they must write a brief report that a) describes their data sources, b) explains how they chose them, and c) lays out their evaluation of the source material's relevant authority in explaining the linguistic characteristics that differ between their own dialect and the one they are studying. Successful completion of the assignment calls upon Critical Thinking Skills and Communication Skills.

For **Dialect Project #2**, students must write up an essay which, in addition to a) showing that they can identify characteristics of the two dialects, must also b) note any ways that this dialect is portrayed in popular media that might differ from the features that they have observed, and c) conclude by reflecting on what reasons might cause a diversity of speech types to be presented in the ways that they are in contemporary Texas and whether their opinion of linguistic diversity has changed since taking the class. Successful completion of the assignment calls upon the Personal Responsibility objective and the Social Responsibility objective.

More details on this will be available via the assignment sheet for these projects.

**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 assignments turned in) will automatically be bumped up to the higher grade. For example, if a student has an 88% (normally a B), has turned in all assignments, 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.

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**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.

Coming in late and leaving early is distracting: be on time and prepare to stay for the duration of the class period. If you have to leave early for some emergency situation, please notify the instructor before the class period begins.

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 Dialect Projects. Once this course becomes available to students, it can be accessed by logging into the Blackboard website: <https://elearn.uta.edu/>. 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, and to check it regularly.

**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. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

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**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.

### Important Academic and Administrative Policies

**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. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

**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 [wwwb.uta.edu/disability](http://wwwb.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:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) 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.

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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:** UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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 class 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**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 current 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.

**Librarians to Contact:** The reference librarians for Linguistics and TESOL are Jody Baily <[jbailey@uta.edu](mailto:jbailey@uta.edu)> and Derek Reece <[dreece@uta.edu](mailto:dreece@uta.edu)>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located to the right as you exit this room](#). [Take the stairwell immediately to your right, until you reach the first floor, then exit the building](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

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### 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.

	Class Topic	Assignments and Readings Due
Week 1		
8/22	Course Overview	Download Syllabus from Blackboard or research profile.
Week 2		
8/25	Introduction to Linguistics	Read: Introduction & Chapter 1
8/27	Language Change	Read: Chapter 2 Assignment 1 due at the beginning of class
8/29	Social Class and language	PDF: Social varieties of American English
Week 3		15 (Language ideology and language
9/1	Labor Day	
9/3	Standard and Non-standard	Read: Chapters 3 & 4 Assignment 2 due at the beginning of class
9/5	Language Subordination	Read: Chapter 5
Week 4		
9/8	Language and youth	Read: Chapter 6
9/10	Language and youth	Read: Chapter 7 Assignment 3 due at the beginning of class
9/12	Language and youth	Read: PDF on Blackboard
Week 5		
9/15	Gender and language	Read: PDF on Blackboard
9/17	Gender and language (continued); LGBT language	Read: PDF on Blackboard Assignment 4 due at the beginning of class
9/19	LGBT language(continued)	Read: PDF on Blackboard
Week 6		
9/22	Various Sociolects	Read: TBA
9/24	Review	Study all material covered since beginning of semester Assignment 5 due at the beginning of class



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9/26	Exam 1	
Week 7		
9/29	AAVE	Read: Chapter 10
10/1	AAVE	Read: Chapter 16 Assignment 6 due at the beginning of class
10/3	AAVE	Read: TBA
Week 8		
10/6	Other	Read: Chapter 13
10/8	Spanish in the US Dialect Project Workshop	Read: Chapter 14 Assignment 7 due at the beginning of class
10/10	Spanish in the US	Read: Chapter 14 Bring in developed Draft of Dialect Project #1
Week 9		
10/13	Texans & language	Read: TBA
10/15	Texans & language	Dialect Project #1 due on Blackboard by 11:59 pm
10/17	Cajuns & language	Read: TBA
Week 10		
10/20	Language and religion/ethnicity	Read: TBA
10/22	Review	Study all material covered since Exam 1 Assignment 8 due at the beginning of class
10/24	Exam 2	
Week 11		
10/27	Asians & language in the US	Read: Chapter 15
10/29	Asians & language in the US	Read: Chapter 15 Assignment 9 due at the beginning of class
10/31	Indigenous Languages of the US	Read: TBA
Week 12		
11/3	Hawaiians and language	Read: Chapter 12



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11/5	Hawaiians and language (continued); Creoles	Read: TBA <b>Assignment 10 due at the beginning of class</b>
11/7	Creoles (continued)	Read: TBA
<b>Week 13</b>		
11/10	Regional Dialects: South	Read: Chapter 11
11/12	Regional Dialects: Appalachian area	Read: TBA <b>Assignment 11 due at the beginning of class</b>
11/14	Regional Dialects: TBA	Read: TBA
<b>Week 14</b>		
11/17	Language ideology & the media	Read: Chapter 8
11/19	Language in the real world	Read: Chapter 9 <b>Assignment 12 due at the beginning of class</b>
11/21	Language in the real world (continued)	Read: Chapter 9
<b>Week 15</b>		
11/24	Dialect Project Workshop	Bring in developed Draft of Dialect Project #2
11/26	>>>>>>>>>>>>>>>>>>>>>>	Dialect Project #2 due on Blackboard by 11:59 pm
11/28	<b>THANKSGIVING</b>	
<b>Week 16</b>		
12/1	Conclusion	Chapter 18
12/3	Review	Study all material covered since second exam <b>Assignment 13 due at the beginning of class</b>
Final Exam	Wednesday, December 10, 11:00-1:30 PM	

**Additional useful dates to note:**

Wed., Sept. 8

Census date (last day to add a class)

Fri., Oct. 29

Last day to drop a course

Wed. Dec. 17

Grades available: <http://www.uta.edu/mymav>