

LING 2371-002: LANGUAGE IN A MULTICULTURAL USA

Fall 2016

Instructor:	Kristen Fleckenstein	Time:	TTh 9:30 – 10:50
Email:	kristen.fleckenstein@mavs.uta.edu	Place:	TH 202

Instructor Research Profile:

- <http://uta.edu/profiles/kristen-fleckenstein>

Linguistics Office Telephone: 817.272.3133 (Department main office – messages only)

Office Hours: Trimble Hall 217A. Tuesday and Thursday, 11:00 – 12:00 (or by appointment)

Prerequisites: A desire to learn about language diversity in the United States.

Required Text:

- Rosina Lippi-Green, *English with an Accent: Language, Ideology, and Discrimination in the United States.*, 2nd Edition. Routledge, 2012.

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
- Class: Regional dialects, Jocks and Burnouts
- Religion: Jewish English, 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 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.

Grading Information: Assignments and Percentage of Final Grade

Exam #1	15%
Exam #2	20%
Final Exam	25%
Weekly Assignments	15%
Dialect Projects	15%
Quizzes and Participation	10%

Grading Policy:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% or below

Assignments

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 nine (9) assignments, worth 25 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, one assignment will be dropped in the final grade calculation. These assignments 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 have at least 500 words or more on the topic (failure to do so will result in you earning a zero for that individual assignment).

Quizzes: Throughout the semester, there will periodically be quizzes on the material. It could potentially occur at the end of class covering material discussed in that day's lecture. It could also potentially occur at the beginning of the class, covering the reading assignment or the information from the previous class lecture. There are no make-up quizzes in this class.

Dialect Projects: There will be two dialect projects due throughout the semester. These will be turned in via Blackboard SafeAssign, 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 materials 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 on Critical Thinking skills and Communication Skills.

For Dialect Project #2, students must write up an essay which, in addition to a) showing they can identify characteristics of the two dialects, must also b) note any ways that the dialect is portrayed in popular media that might differ from the features they have observed, and c) conclude by reflecting on what reasons might cause a diversity of speech types to be presented in ways that they are 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.

Attendance: At the University of Texas at Arlington, taking attendance is not required, but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take daily attendance, and this will be used to calculate part of your participation grade. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Please be in class on time, ready to begin the day's activities, or risk getting points deducted from your participation grade.

Tardies and early dismissals will be counted as partial absences in the grade calculations. A partial absence is equivalent to 1/2 an absence.

Also, Students with no more than 3 total 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%). If you arrive after someone has already turned in an exam, you will not be allowed to take this exam.

Extra Credit and Makeup 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 or deduct points from your participation grade.

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. See **Attendance Policy** for more details.

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.

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>.

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 students 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://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing

the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
- Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos.

Title IX: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817)272-7091 or jmhood@uta.edu.

Academic Honesty: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

- I pledge, on my honor, to uphold UT Arlingtons 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 universitys 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 students 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 students 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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans, and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817)272-6593.

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>.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room, go down the hall to the right through the glass doors, and take the stairway on the right to the first floor of the building. In the event of a weather related emergency that requires students to take shelter, they should continue down the staircase to the basement of 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.

Librarians to Contact: UT Arlington's Linguistics and TESOL librarian is Jody Bailey (jbailey@uta.edu). She can help you find the best scholarly, authoritative materials you'll need for your research project. If you need immediate help during evenings and weekends contact the UTA Library Central Service Point: <http://ask.uta.edu/>. Additional help can be found on these guides

- Linguistics Research Guide: <http://libguides.uta.edu/linguistics>
- TESOL Research Guide: <http://libguides.uta.edu/tesol>