

# Language in a Multicultural USA

LING 2371-005

Spring 2017

## Instructor Information

**Instructor:** Darcey Browning

**Instructor Office Number:** Trimble Hall 217E

**Instructor Office Hours:** Tuesdays 10:00-11:00am; Thursdays 6:00-7:00pm; by appointment; During all office hours the Instructor will be available via Blackboard IM and BB Collaborate.

**Instructor Email:** darcey.browning@mavs.uta.edu

**Instructor Research Profile:** <https://www.uta.edu/profiles/darcey-browning>

**Linguistics Office Telephone:** 817.272.3133 (Department of Ling. and TESOL Main Office — messages only)

**Time and Place of Class Meetings for 2371-005:** online

## 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. 2nd 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.

## Assessments and Criteria for Assigning Grades

### Grading Information

Points Possible Percentage of Final Grade:

Exam 1	100	15%
Exam 2	100	15%
Discussion Board	10 pts each	10%
Weekly Assignments	25 points each	15%
Dialect Projects	100 points each/200 points total	20%
Quizzes		15%
Meetings		10%

## 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 %		

## Assignments

### Important information about the assignments and tests:

**All online quizzes and exams** will require a LockDown browser that you must install prior to taking the tests (see the Welcome Center for more details). The LockDown browser will not allow you to open other windows or browse the Internet while you are taking the test. If you use other means of communication during the tests (another computer, tablet, or phone) it will be considered academic dishonesty. If the instructor has a reason to suspect you of cheating (looking up answers on the Internet or communicating with your peers and therefore having the same answers and the same mistakes), you will receive a grade of zero. Please take advantage of the fact that all tests in this class are open-book and open-notes, so do not use other sources that are not allowed during the tests (i.e. Internet, peers).

**Most assignments are due by midnight (11:59PM)** on the day indicated on the schedule unless specified otherwise. All written assignments must be uploaded on Blackboard (unless specified otherwise) by the due time in .doc or .docx format (with the exceptions of .pdf if there are images or symbols that can be moved or lost in .doc). No e-mails or paper copies will be accepted as substitutions to Blackboard upload.

One of the keys to success in this course is carefully reading all instructions and grading rubrics for assignments. Submitted work is expected to be excellent. Read all materials thoroughly. **Note!** The instructor will grade what has been submitted to Blackboard. If you submit a blank document or a file that cannot be opened, this is what will be graded. Double-check everything you submit. The instructor is not responsible for letting the student know that something is wrong with the document they submitted.

The general policy in this course is **NO LATE SUBMISSIONS** will be graded and **NO ACCESS** will be given to take tests past the due dates. Under very few circumstances any assignments will be accepted late without penalty. Late assignments might only be accepted if there is a documented proof of exceptional circumstances, and only up to one week past the due date; if accepted, this late work submitted during that week will receive only 50% of the credit. Under no circumstances late submissions will be accepted during the last 2 weeks of classes and during the final exams week.

### Description of Major Assignments

**Exams.** There are two (2) 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. Since the exams are online and you have 48 hours to take the exam, there are no exam make-ups.

**Weekly Assignments.** There will be eleven (11) assignments, worth 25 points each, throughout the semester. There are no make-ups for these assignments, and they will only be accepted by 11:59 pm on the due date- no late submissions. 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.

Assignments must be turned in via the submission page for that assignment in a .doc, .docx file (**NO .odt or .pdg files will be accepted**). As with other assignments, no late submissions or submissions via email will be allowed, unless otherwise stated in the individual assignment sheet or via email from instructor. 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 500 words or more 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, be sure to turn in the assignment by the due date of an assignment or your submission will result in earning a zero.

**Discussion Board:** You will engage in an online discussion in response to the questions/topics posted by the instructor that will be based on textbook readings and other materials due that week. The discussion board posting has two parts: 1) students initial response, and 2) students replies to peers.

You will have a total of 13 discussions during the designated weeks (see the course schedule). The rubric will be posted on Blackboard.

*Initial Response:* (200+ words. Blackboard has a word count in the discussion board. Please make sure you pay attention to it, or count words in Word or at <http://www.wordcounter.net/>) You will submit to the Discussion Board a response

- (i) incorporating key ideas from the readings that are due that week (you should cite specific course readings for that week in the written response, if it is the course textbook, please provide the page number(s)).
- (ii) expressing personal reactions to the materials,
- (iii) including a question or questions in your post (something you are wondering about in relation to the topic).

Type or paste your text into the discussion board under each weeks forum. Do not simply upload your text document. Start a new thread for your initial response. Subscribe to the forum if you would like to receive notifications about other posts. You may also support your discussion/provide examples with help of multimedia (pictures, videos, online articles, blogs, etc.). Do not submit responses that are not based on the readings, unless specified otherwise. Please do the readings and reflect on them before you write the initial post.

*Replies to peer posts:* AFTER THE FRIDAY DUE DATE, following initial posts, you will return to the discussion board to read and reply to at least two or more of your peers responses. Each of your replies should include at least two of these parts:

- Explanation to why you chose this posting/question to respond to.
- Extension of the discussion in the initial post (share specific resources, experiences, etc.)
- Answer to the question(s) raised in the initial post.
- Further questions or comments to the author or the initial post.

These replies should be posted as comments to the initial thread created by each student. Do not start a new thread for these comments. Provide some specific examples of what you are seeing in your environment related to the reading/discussion.

*Timeline for Discussion Board Posts and Comments :*

Initial response post will be due by indicated on the syllabus Friday 11:59 pm (CST)

Replies to peer posts & follow-up replies (2 or more total) will be done between Saturday morning at 12:01 am and due by the following Tuesday at 11:59 pm (CST) Note! Late comments will receive zero points.

**Quizzes.** You must read the chapters and materials that are due during each unit. To help you stay on top of the readings and lectures, there will be a number of quizzes based on the reading materials due and the associated lecture. The quizzes will be open book, but they will be timed, so you will need to complete the readings and watch the lecture BEFORE you log into the quiz, otherwise you will not have enough time to finish the quiz. Most quizzes will have short-answer questions, to answer which you will need to be familiar with all the materials and you will not be able to find the information simply skimming through the chapter. These quizzes cannot be made up or taken past the due date; however, four lowest **non-zero** grades of **attempted quizzes** will be dropped. Zeros earned will not be dropped.

**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 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 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.

**Meetings:** There will be 7 mandatory meetings throughout the semester. You can sign up for these meetings in Blackboard in the "Meeting Sign ups" folder. For each meeting, there will be a number of requirements,

so see the assignment sheet for each meeting before attendance. Each of these meetings will be worth 25 points each, for 10% of your total final grade. These meetings will take place in Trimble Hall 217E, unless otherwise specified by the instructor.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, 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. In this section, which meets exclusively online, attendance will be understood as active participation in every unit of the course. 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.

Also, Students with no more than 1 total absences will be positively rewarded for good attendance. Students who are within 2% of a higher grade and have 1 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.** There will be 2 online exams: one in the middle of the course and one during the finals week. Each exam will be based on the materials (the textbook, slides, debates, and discussions, etc.) covered up to that point. The second exam will not be based on the materials from the first half of the course covered in Exam 1. Detailed review sheets will be provided at least one week before each exam. See exam policies in the section above on information about test submissions.

**Extra Credit and Make-up work.** There will be various extra credit opportunities throughout the semester. I will email you about these as they come up during the semester.

**Classroom behavior.** Class sessions are online, but videos require your full attention.

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 meet with instructor

in person 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. 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 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://www.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](http://www.uta.edu/disability) or calling 817-272-3364.
- Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX.** 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 [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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 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 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.

**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](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 students feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlingtons 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 Phone Numbers.** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

## Librarians to Contact

The reference librarian for Linguistics and TESOL is Jody Baily [jbaily@uta.edu](mailto:jbaily@uta.edu).

## Projected Schedule, Readings, and Due dates

The table below presents the anticipated schedule for course topics, reading, homework assignments, and exams. Please complete the reading for each lecture prior to arriving at class. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

-Darcey Browning

Each week starts on Wednesday and ends on the following Tuesday at 11:59PM (with the exception of week 1) **EVERYTHING IS DUE** on Friday or Tuesday at 11:59PM; see specific instructions for each assignment.

Topic	Readings	Slides/Videos	Assignments			
			Due	Friday	Due	Tuesday
Week 1: January 17-January 24, 2017						
Course Overview & Intro to Linguistics	Syllabus and Ch. 1	First day slides and Slides for Ch. 1	1/20:	Topic 1 post; Set up and attend Meeting 1	1/24:	Quiz 1; Topic 1 replies; Attend Meeting 1
Week 2: January 24-January 31, 2017						
Language Change, Social Classes, & Standard Language	Ch. 2,3, &4	Slides for Ch. 2,3, &4; Slides about Dialect Project 1 (DP1)	1/27:	Topic 2 post	1/31:	Quiz 2; Topic 2 replies; sign up for dialect for DP1; Assignment 1 due
Week 3: January 31-February 7, 2017						
Language Subordination, Other in the Mirror,	Ch. 5, 13	Slides for Ch. 5, 13	2/3:	Topic 3 post; Set up and attend Meeting 2	2/7:	Quiz 3; Topic 3 replies; Assignment 2 due; Attend Meeting 2
Week 4: February 7-February 14, 2017						
Youth language & elanguages	Ch. 6 and 7; PDF-Adolescent; PDF-elanguage	Slides for youth language; Slides for elanguage	2/10:	Topic 4 post	2/14:	Quiz 4; Topic 4 replies; Assignment 3 due
Week 5: February 14-February 21, 2017						
Language, Gender, & Sexuality	PDF: Gender1 & Gender2	Slides for gender and sexuality	2/17:	Topic 5 post ; Set up and attend Meeting 3	2/21:	Quiz 5; Topic 5 replies; Meeting 1 this week
Week 6: February 21-February 28, 2017						
AAVE	Ch. 10 & 16& Gender2	Slides for AAVE	2/24:	Topic 6 post	2/28:	Quiz 6; Topic 6 replies; Assignment 4
Week 7: February 28-March 7, 2017						
Spanish in the US	Ch. 14	Slides for Spanish	3/3:	Topic 7 post; Set up and attend Meeting 4	3/7:	Quiz 7; Topic 7 replies; Assignment 5
Week 8: March 7-March 21, 2017 ***March 13-18 Spring Break***						
DP 1 due; Exam Review; Exam 1	Ch. 1-7, 10, 13, 14, 16	Slides for Spanish	3/10:	Dialect Project #1	3/21:	Take Exam 1
Week 9: March 21-March 28, 2017						
Texan Languages	Pdf: Texas	Slides for texans	3/24:	Topic 8 post; Set up and attend Meeting 5	3/28:	Quiz 8; Topic 8 replies; Assignment 6

Topic	Readings	Slides/Videos	Assignments			
			Due	Friday	Due	Tuesday
Week 10: March 28-April 4, 2017						
Cajun languages	pdf: Cajun	Slides for cajuns	3/31:	Topic 9 post	4/4:	Quiz 9; Topic 9 replies; Assignment 7
Week 11: April 4-April 11, 2017						
ASL; Asian Languages	pdf: ASL; Ch. 15	Slides for ASL; Slides for Asian languages	4/7:	Topic 10 post	4/11:	Quiz 10; Topic 10 replies; Assignment 8
Week 12: April 11-April 18, 2017						
Languange and the media	Ch. 8	Slides for Media	4/14:	Topic 11 post; Set up and attend Meeting 6	4/18:	Quiz 11; Topic 11 replies; Assignment 9
Week 13: April 18-April 25, 2017						
Languange and the real world	Ch. 9	Slides for Real World	4/21:	Topic 12 post	4/25:	Quiz 12; Topic 12 replies; Assignment 10
Week 14: April 25-May 2, 2017						
Indigenous languages and language policy	pdf: indigenous	Slides for Indigenous languages and language policy	4/28:	Dialect Project #2	5/2:	Quiz 13; Topic 13 post; Assignment 11
Week 15: May 2- May5, 2017						
Review; Chapter 18	Ch. 18	Slides for Ch 18; Review sheet	5/5:	Topic 13 replies; Set up and attend Meeting 7		
Week 16: May 8- May 9, 2017						
Exam Review; Exam 2	previous readings	all slides	5/8-5/9:	Take Exam 2		