

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Linguistics 2367.01
Language, Sex, and Gender In American Culture, Spring 2016
Bolz Hall 437
Tuesdays and Thursdays 8:00 am-9:20 am

Contact Information

Instructor: XXX

Email: XXX

Mailbox: 110L Ohio Stadium East

Phone: TBA

Office: Ohio Stadium East (look between gates 22 and 24, take the stairs and go right)

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Additional questions, comments, and concerns can be addressed to:

TA Coordinator: Dr. Hope Dawson

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Office: 109C Ohio Stadium East

Phone: (614) 292-5420

Course Description

In this class, we will explore the relationships between language, sex, gender, and sexuality. Considering both theory and data, we will think critically about both gendered language and different beliefs about language, sex, and gender. To do this, we will examine previous research, various texts, film, and other media to inform our own understandings of these issues and effectively present these understandings through written and spoken means.

Required Textbooks

None. All readings will be posted on the course website, <http://www.carmen.osu.edu>

GE Information

This course fulfills the Writing and Communication, Level 2 and the Social Diversity in the United States requirements. As such, students will become skilled in written communication and expression, reading, critical thinking, oral expression and visual expression. Students will also understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes – Writing and Communication, Level 2

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Expected Learning Outcomes – Social Diversity in the US

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Mechanics

Grading

Final Grades will be determined as follows:

Grading Rubric	
Attendance/In-Class Participation	15%
Online Discussion Forums	15%
OhioSpeaks	5%
Article Review	25%
Final Paper	40%

I will use the grading scheme provided by OSU. Note that I round your grade up two decimal places, starting at 0.50. Thus, a 92.50 is an A, but a 92.49 is an A-.

A	92.5-100	B+	86.5-89.49	C+	76.5-79.49	D+	66.5-69.49
A-	89.5-92.49	B	82.5-86.49	C	72.5-76.49	D	59.5-66.49
		B-	79.5-82.49	C-	69.5-72.49	E	59.49 & below

Attendance and Participation

Participation is graded on a 15-point scale. You start the class with 15 points. To keep your grade at a 15, you will need to come to class on time, stay until class ends, and participate in a meaningful, productive, and respectful* way. Because this is a discussion class, regular attendance is vital in order to do well in the class. Some examples of behaviors that will lower your grade include: being disrespectful/abusive towards fellow students, monopolizing the discussion, texting, accessing Facebook, or unexcused absences/lateness, among others. **Please also be aware that if you miss seven or more classes, you automatically fail the course.** Additionally, there will be small homework assignments designed to help you become a better reader, writer, and thinker. These are graded on a pass/fail basis; not completing the homework will also lower your grade.

***Note:** Many of the topics discussed in this class can be, or are inherently, personally or politically sensitive issues. Some of the readings and media may also include controversial content (e.g. cursing, some sexual content, etc.) Please be mature as we analyze the social context and linguistic content of these examples. You may at times disagree with others during class, but please respect

their right to their opinions and beliefs as you would also like to have yours respected. If you feel very strongly about a particular point or issue, please let this stimulate productive discussion and do no resort to interrupting people, dominating the floor, raising your voice, etc.

Online Discussion Forums

We will be discussing a fair number of articles and other readings for this class. In order to start to the discussion before we go into class, you are required to post a thoughtful question or comment on Carmen before you get to class. In order to get full points, your question should be about the theory, data, or argument presented in the paper, and not a simple clarification question. You need to show me that you have critically engaged in the reading in its entirety, and not just picked one random quote to challenge. Additionally, you are expected to thoughtfully respond to one other student's post. Although you are only required to respond once, I encourage you to respond to multiple posts. Posts (questions and responses) are due at 4:01 am the day a reading is due.

OhioSpeaks

This course will have an assignment as part of the Ohio Speaks project, an ongoing research project in the linguistics department on how students speak at OSU. This assignment is worth 5% of your grade; more details on the assignment will be given out at a later time.

Article Review

The first major writing assignment of this class will be an article review, which will include multiple drafts and a peer-editing component. Drafts should be turned in on Carmen by 4:01 am on the due date. See the course schedule for due dates; detailed instructions will be given out in class. The article review is worth 25% of your final grade, which is broken down as follows. Drafts are not included in this breakdown. However, failure to turn in a draft on time will result in a 50% reduction in your grade for the final version of the paper.

Peer editing	15%
Final version	85%

Research Paper

The second major writing assignment of this class will be a research paper, which will include a draft and a peer-editing component, as well as a presentation. You will gather the data in groups of three or four, but each group member will write the research paper individually. Drafts should be turned in on Carmen by 4:01 am the day they are due. See the course schedule below for due dates; detailed instructions will be given out in class. The research paper is worth 40% of your final grade, which will be broken down as follows. Note that the first draft is not included in this breakdown. However, failure to turn in a draft on time will result in a 50% reduction in your grade for the entire paper.

Annotated bibliography	5%
Outline	5%
Data	10%
Peer editing	15%
Presentation	15%
Final version	50%

General Policies

Late Assignments

It's really important that you pay attention to the deadlines and not get behind on the material. As such, for the short homework assignments, the online discussion forums and for the OhioSpeaks project, late work will not be accepted. Drafts and final versions of the article review and research paper can be accepted late; however, they will be penalized 50 points for the final version of the assignment (e.g. a 90 goes to a 40). This penalty may seem harsh, but as we'll be doing self and peer editing in class, it is vital that these assignments be completed on time.

Academic Misconduct

Academic misconduct is a serious offense and there are severe penalties for it. I am required by University rules to report any suspected academic misconduct to the University Committee on Academic Misconduct (<http://oaa.osu.edu/coam.html>). You are expected to follow the Student Code of Conduct (<http://studentaffairs.osu.edu/csc>). Some forms of academic misconduct include: copying from another student's assignment; allowing another student to copy from your assignment; providing or receiving information during exams; copying text from the Internet or a book without saying where it is from; paraphrasing someone else's ideas and pretending they are your own. If you are uncertain about whether something would be academic misconduct, ask me.

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The instructor relies on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services are encouraged to do so (614-292-3307; www.ods.ohio-state.edu).

Tenative Schedule

Week	Date	Topics	Readings	Due Dates
Week 1	1/12 (T)	Course Introduction		
	1/14 (R)	Sociolinguistics	<i>Mean Girls</i>	
Week 2	1/19 (T)	What are Sex and Gender?		
	1/21 (R)	Reading an Academic Paper	Cameron (1992)	
Week 3	1/26 (T)	Deficit	Lakoff (1975)	
	1/28 (R)	Writing Summaries		
Week 4	2/2 (T)	Difference	Tannen (1990)	
	2/4 (R)	In-Class Editing		AR - first draft
Week 5	2/9 (T)	Dominance	Erlich (1998)	
	2/11 (R)	Peer Editing		AR - second draft
Week 6	2/16 (T)	Performance I	Hall (1995)	
	2/18 (R)	Sources, Quoting and Citations		
Week 7	2/23 (T)	Performance II	Barrett (1999)	
	2/25 (R)	Brainstorming Topics		AR - final version
Week 8	3/1 (T)	Femininities	Bucholtz (1998)	
	3/3 (R)	OhioSpeaks		RP - choose topic
Week 9	3/8 (T)	Masculinities	Kiesling (2004)	
	3/10 (R)	Annotated Bibliographies		
Week 10	3/15 (T)	No Class - Spring Break		
	3/17 (R)	No Class - Spring Break		
Week 11	3/22 (T)	Sexualities I	Podesva et al (2001)	RP - data due
	3/24 (R)	Making an Argument/Outline		RP - annotated bibliography
Week 12	3/29 (T)	Sexualities II	Eckert (2011)	
	3/31 (R)	Giving a Presentation		RP - outline
Week 13	4/5 (T)	Lang, Gender and Race	Mendoza-Denton (2008)	
	4/7 (R)	Peer Editing		RP - first draft
Week 14	4/12 (T)	Lang & Gendered Advertising	LEGOS video	
	4/14 (R)	Presentations		
Week 15	4/19 (T)	Presentations		
	4/21 (R)	Presentations & Review		
Final version of Research Paper due Saturday, 4/30 at 4:01 am				

*AR = Article Review

*RP = Research Paper