

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.

LING 3602: Language and Social Identity in the US

Tuesdays and Thursdays, 12:45 – 2:05

209 Campbell Hall

3 credits

Instructor XXX	TA Coordinator Dr. Hope Dawson dawson.165@osu.edu 292-5420 109C Ohio Stadium East
Office Hours XXX	(You can contact Dr. Dawson if you have any problems you can't resolve with me.)

** To get to my office, enter the stadium on the east side between gates 22 and 24 through the glass door that says "Department of Art Education" and "Department of Linguistics." Go up one flight of stairs to find the linguistics department, then consult the maps on the wall to find my office.

Textbook: Walt Wolfram and Natalie Schilling-Estes, *American English*. Second Edition. Blackwell, 2006.

Additional readings will be on Carmen.

Course Description The U.S. is a socially diverse country, a fact which is reflected in our use of language. During this course we will examine how language varies in the U.S. with factors such as geographical region, gender, race, ethnicity, social class, age, etc. We will discuss how language is used in the construction of identity and how these topics are related to modern social issues in the U.S., such as English-only movements, the institutional treatment of minority languages and dialects, and the linguistic representation of different kinds of speech communities in the media. The goals of this course are to stimulate discussion about these types of issues and to introduce ways of examining them in a scientific manner.

GRADES

homework/mini-projects	30%
quizzes	10%
reading presentation	10%
seminars	10%
final project	35%
... proposal	... 5%
... progress report	... 5%
... annotated bibliography	... 5%
... in-class presentation	... 5%
... final report	... 15%
participation/attendance	5%
LOC (extra-credit)	max. 5%

The conversion from percentages to letter grades will follow university guidelines:

93-100	A	80-82.9	B-	67-69.9	D+
90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	< 60	E
83-86.9	B	70-72.9	C-		

COURSE COMPONENTS

[HOMEWORK/MINI-PROJECTS] Along with occasional regular homeworks, you will conduct four mini-projects. In these mini-projects, you will collect and/or analyze original sociolinguistic data, and then write a short (2-3 double-spaced pages) paper presenting and evaluating the results. Homework assignments will require you to synthesize the course material, analyze data creatively, and think analytically. For each homework, I will specify whether you may or may not work with a partner. If you do work with a partner, your write up of the assignment still has to be done individually. All homeworks/mini-projects are due at the start of class on the due date listed on the course schedule. If for some reason you can't make it to class on a due date, your homework is still due at the time that class starts via Carmen.

[QUIZZES] We will have several in-class quizzes throughout the semester. These quizzes will be announced in advance (i.e. they will not be pop quizzes.)

[READING PRESENTATION] Once this semester, you (possibly along with a partner) will present a reading to the class. Your presentation should last 7 – 12 minutes. Details to follow.

[SEMINARS] At the end of each unit, we will have a “seminar,” where we will discuss a particular reading or video in detail, along with more general themes of the unit. During the seminar, everyone is expected to actively participate (even if you are shy!). To receive full credit, you must prepare two questions before class, and speak at least three times during the discussion.

[FINAL PROJECT] You will conduct an original research project on a (relevant) topic of your choice. Your final paper should be 6 – 10 double-spaced pages long. Along the way, you will also prepare a project proposal, a progress report, and an annotated bibliography with 3 – 5 sources. In the last two weeks of class, you will prepare a 5-10 minute presentation of your project. More details to follow.

[PARTICIPATION & ATTENDANCE] You are expected to come to class. In class, you should be awake, pay attention, and not be on your phone or laptop.

[EXTRA CREDIT: LANGUAGE OUTSIDE THE CLASSROOM] You can earn up to five extra-credit points by participating in an LOC (Language Outside the Classroom) experiment or attending an LOC talk. Each experiment/talk is worth 2.5 points on top of your final grade. Details to follow.

LATE POLICY

You are permitted 3 free late days throughout the semester. For example, you can turn in three homework assignments each one day late, or you can turn in one assignment three days late. (A “day” starts at the time the assignment is due, and ends 24 hours later.) These late days can be applied to homeworks, mini-projects, and the proposal, progress report, and annotated bibliography of your final project. They CANNOT be applied to quizzes, presentations, or the final report of your final project.

After your 3 free days have been used up, any work turned in 1-2 days late will automatically lose 50 points. Work turned in more than 2 days late will automatically receive a 0.

GE REQUIREMENTS

GE Social Science

Individuals and Groups Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course will meet these outcomes by examining American social issues in relation to language. Students will learn basic methodologies of sociolinguistic research and understand how analysis of language leads to insights about social structures.

GE Diversity

Social Diversity in the US Goals: Students 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:

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.

This course will meet these outcomes by showing how diversity in the U.S. is reflected in language variation. Students will examine the effects of race, gender, sexuality, class, and ethnicity on language use, as well as consider how their personal background and experiences have shaped their own language.

ACADEMIC MISCONDUCT

According to university rules, any suspected academic misconduct or violation of the code of student conduct must be reported to the University Committee on Academic Misconduct. The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the materials of another person, you must acknowledge that you have done so in a citation. I am obligated to report any suspected violations, so please just know and follow the code of student conduct.

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.ohiostate.edu).

COURSE SCHEDULE (subject to change)

Note: Readings are to be completed *before* the class with which they are listed on the schedule.

“WSE” refers to the textbook.

Week	Date	In Class	Read	Due
Week 1	8/25 Tue	introduction		
	8/27 Th	the linguistic facts of life	Lippi-Green, “Introduction” & “The Linguistic Facts of Life”	
Week 2	9/1 Tue	transcribing dialectal differences: the IPA	WSE ch. 3	
	9/3 Th	what is “standard English?”	WSE 1.1 – 1.5	IPA practice
Week 3	9/8 Tue	history of American Englishes	WSE ch. 2, 4.1 – 4.4	
	9/10 Th	*** IPA Quiz *** regional dialects		
Week 4	9/15 Tue	regional dialects	WSE ch. 5	linguistic autobiography
	9/17 Th	dialects of Ohio		
Week 5	9/22 Tue	dialect perception	Preston, “Five Visions of America”	
	9/24 Th	seminar: regional dialects	TBD	
Week 6	9/29 Tue	language change	WSE 6.1 – 6.6	mini-project 1
	10/1 Th	language change	Eckert, “Jocks and Burnouts”	
Week 7	10/6 Tue	introduction to gender & sexuality		
	10/8 Th	gender		mini-project 2
Week 8	10/13 Tue	gender	WSE ch. 8	
	10/15 Th	NO CLASS—FALL BREAK		
Week 9	10/20 Tue	sexual orientation		
	10/22 Th	seminar: language & gender	TBD	project proposal

Week 10	10/27	Tue	introduction to race and ethnicity		
	10/29	Th	AAVE	WSE ch. 7	mini-project 3
Week 11	11/3	Tue	AAVE		
	11/5	Th	Chican@ English, Spanglish, & Spanish	WSE 6.8	
Week 12	11/10	Tue	Spanish in the USA		project progress report
	11/12	Th	seminar: race & ethnicity	TBD	
Week 13	11/17	Tue	language policy: ebonics & the Oakland school board	WSE 10.4	mini-project 4
	11/19	Th	language policy: bilingualism		
Week 14	11/24	Tue	seminar: language policy	TBD	annotated bibliography
	11/26	Th	NO CLASS—THANKSGIVING		
Week 15	12/1	Tue	project presentations		
	12/3	Th	project presentations		
Week 16	12/8	Tue	project presentations / wrap-up	WSE ch. 11	
*** final project due Tuesday, December 15 at 5pm ***					