

Anth 383 – Varieties of English

Spring 2018 (Online)

January 10th, 2018 to May 2nd, 2018

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***Note regarding email:** I typically try to respond to emails within 24 hours and I check my email frequently throughout normal business hours (8am-5pm). However, I do not check my email between 8pm and 8am, so please keep that in mind when reaching out to me.*

Course Description

This is an introductory level class, designed for students with no previous background in linguistics. In this class, we will adopt a sociolinguistic and anthropological perspective to define and discuss a broad range of varieties of English, pointing out some of the differences among them. Students are expected to bring personal experience and critical thinking together in a stimulating and frank exploration of the topics covered in the class, and students are encouraged to relate their own linguistic experiences and beliefs to the course readings and materials.

Class material will be delivered through a variety of means including notes, films, readings, and pre-record audio/video content. Assignments will test both students' retention of material, as well as their ability to synthesize key points and apply them to new situations. Students should expect to spend approximately 6-8 hours per week on course material, assignments, readings, and activities. This estimate is averaged out over the course of the term; some weeks will require more work, while others will require less. Please be aware of upcoming topics and assignments so that you are able to properly budget your time.

Course Objectives & Learning Outcomes

At the end of this course students will be able to:

- Describe differences between different varieties of English spoken around the world
- Discuss how variation within English varieties links to the unique social context of the communities where a given variety is spoken
- Understand and discuss the effect of attitudes and ideologies regarding language on speakers of a given language or language variety
- Identify methods or approaches that researchers have at their disposal to conduct sociolinguistic and linguistic anthropological work on language variation

Course Prerequisites

There are no course prerequisites to ANTH 383, although some linguistics and/or anthropology background is useful. This class will be delivered online in its entirety. We will be using Desire to Learn (D2L) for the class website. To be successful in this course, you will need:

- Regular access to a computer and a fast internet connection. Detailed information about system requirements and web browsers can be found at [UA D2L Help](#) site.
- The University of Arizona VPN installed
- Reliable Web Browsers: It is recommended that you use the latest versions of Chrome, Mozilla Firefox, or Safari. Be aware that different browsers can respond differently based upon what content is being accessed. If you find that you are struggling with a specific task, try using a different browser.
- Speakers, a Microphone and a Web Camera: These are often built in features of computers. Although not required, it is recommended that you use a headset with a microphone to block out background noises.
- The University of Arizona Libraries has a free Borrow Technology program that lends computers, tablets, cameras and other tech tools to students and instructors.
- If you need help, contact: UA D2L Help - <http://help.d2l.arizona.edu/> for issues related to the functionality or availability of D2L.
- If you cannot find a resolution to your question on the help site, go to OnlineHelp Request form UA 24/7 Support Center - <http://uits.arizona.edu/departments/the247> for all matters not directly related to the functionality or availability of D2L.

More detailed instructions on how to access things like the U of A VPN are available in the “Instructions for Week 1” document in the “Week 1” module under “Content”.

Course organization

The course is divided into topics organized by week. You can view the content for each week by clicking on the 'Content' link in the D2L toolbar or by consulting your syllabus. You will notice that each week has a separate introduction followed by a number of tasks. The different task materials can be accessed through links on the Content page of our D2L site or by clicking on their individual links in the toolbars.

Students are also expected to check the News section of the D2L page multiple times throughout the week in order to keep up with changes in the course plan and to make sure they are on track.

This class is not self-paced... there are due dates and times for all assignments, plus you are required to participate in online discussions (either on the D2L discussion board or on VoiceThread) and take regular D2L quizzes which have been previously scheduled and are based on the readings. In order to successfully complete quizzes, assignments, and participate in the discussions, you will need to stay on schedule for the weekly content. To view the course schedule, select the Content section of D2L from the toolbar or consult the syllabus. It is your responsibility to make sure you are on schedule. That being said, you are always free to work ahead of the course pace. However, this strategy will be difficult for those course items which require active, regular participation.

Late Work Policy

As a rule, work submitted in correctly or late, except in case of documented emergency or illness, will not be accepted. If a serious extenuating circumstance does come up and you cannot submit your work on time, contact me immediately. It is the student's responsibility to make sure their work is complete and submitted to the correct place, at the correct time, in the correct manner (**PDF files ONLY**) in order to receive full credit.

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

If you use ideas that are not your own, you are responsible for appropriately citing the individual or location from which you got that information. If you are unsure about whether a citation is required, or about how to make the citation, contact your instructor immediately to ask for advice! Violations of this policy will result in zero credit for your assignment, and may incur additional penalties including required attendance at a plagiarism workshop, and/or penalties administered by the Dean of Students' Office.

Academic negligence: You are expected to use careful, accurate academic language in completing your assignments, discussion posts, and in communicating with the instructor. If you make claims which you might reasonably have been expected to know are false, or for which you have no evidence, you will lose points for academic negligence. This course, like any social-scientific course, will present you with claims that you may disagree with. You are free to differ with the opinions of the scholars whose ideas are presented in this course; however, you are responsible for learning ideas and arguments as scientific claims, and for using appropriate analytic methods and critical thinking to either agree or disagree with them in your assignments.

Course Behavior

Respect: As this class is a discussion based online course, remember to be conscientious about how you interact with your peers. Comments and remarks often seem harsher in a digital environment than they may sound in person. I encourage you all to read and follow rules relating to '[netiquette](#)'. Remember that any disruptive and/or threatening behavior which violates the Arizona Board of Regents' Student Code of Conduct will be reported. The student code of conduct can be found [here](#).

As your instructor, I am responsible for appropriate conduct as well. If you have concerns about my conduct, please let me know. If you're uncomfortable speaking directly to me, I encourage you to contact [Ann Samuelson](#) in the School of Anthropology and/or the [University of Arizona Ombuds Program](#).

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Notification of Objectionable Materials

Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

Additional Resources for Students

Required link: UA Non-discrimination and Anti-harassment policy:
<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at:
<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:
<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

Required language: Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Assignments and Graded items

Assignment	Grading Scale
IPA Practice Assignment: 25 points	900-1000 points = A
First paper: 150 points	
Final project: 475 points (breakdown below)	800-899 points = B
Weekly Quizzes: 120 points	
Weekly Discussion Posts: 120 points	700-799 points = C
Weekly Reading Notes: 110 points	
Total: 1000 points	600-699 points: D
	599 points or less: E

Final Wikipedia project point breakdown
Wikipedia Essential training – 15pts
Editing Basics training – 15 pts
Create a Wikipedia account – 5pts
Evaluate Wikipedia assignment – 20pts
Evaluating articles and sources training – 15pts
Add to an article assignment – 20pts
Sources and Citations training – 15pts
Choose your topic / find your sources assignment – 20pts
Draft your article assignment – 20pts
Sandbox and Mainspace training – 15pts
Plagiarism training – 15pts
Expand your draft assignment – 20pts
Peer review and copy edit assignment/training – 15pts
Respond to your peer review assignment – 20pts
Begin moving your work to Wikipedia assignment – 20pts
Continue improving your article assignment – 20pts
Contributing images and media files training – 15pts
Polish your work assignment – 20pts
Final article – 70pts
Reflective essay – 100pts

Your grade for this class will be based on weekly assignments, as well as two larger assignments throughout the semester. Instructions for the preliminary paper (**due February 4th**) and the Final Project (**due May 2nd**) will be uploaded to D2L separately.

Weekly Assignments

Each week will begin on Monday and end on Sunday. Each Monday, the instructor will update D2L with any necessary announcements for the week, so make sure to check the course page often, and especially on Monday mornings. Along with weekly readings posted in the 'Content' section, you will find a corresponding PowerPoint 'lecture' for each week. These lectures elaborate on the readings, and provide examples that illustrate course concepts. You should complete the readings first, then the lecture.

By Thursday evening at 11:59 PM, you must:

Upload reading notes for **ONE** of the assigned readings for the week to the D2L 'Assignments' folder for that week. **These notes should be uploaded as PDF files.** Mac/Apple users be aware: ***No Pages files will be accepted.*** Take notes in a style that fits your study habits; I will be checking to make sure (1) You've completed the entire reading and (2) you are able to identify key terms and themes in the readings. These reading notes can be used as a resource while working on the papers you will complete throughout the course, so I encourage you to take thorough notes that you will be able to draw on later as you write your papers.

Complete the weekly reading quiz on D2L. This quiz will contain up to ten questions, composed of multiple choice questions, true/false, and short answer questions. Often, the lecture materials for a given week will contain links to video clips and non-academic articles that you will be asked to do a content analysis of on the quiz (so don't skip the lectures!).

Engage in discussion with your classmates on the D2L forum. You must contribute **ONE** original post per week. These posts should amount to at least one paragraph of meaningful content. There will be a prompt for each week, but in addition you may post about your reactions and opinions, questions about the readings or concepts you're struggling with, or make connections with previous readings.

By Sunday evening at 11:59 PM, you must:

Reply to at least **ONE** of your classmates' posts (under any and all readings for the week). Ideally, we will be working together to draw connections between all readings. You are additionally encouraged to post and reply more than the required amount; since we do not meet in person, the discussion portion of our class is useful to bounce our ideas off of one another and synthesize the information we're working through independently.

Each of the three weekly assignments (reading notes, quizzes, discussion) are worth 10 points each for a total of thirty points per week. This means that failing to keep up with class can cost you 3% of your grade every week.

Extra Credit

Since this course meets entirely online, we have less of an opportunity for face to face meetings. However, as an incentive to have you “meet” with me, whether face to face or virtually via Google Hangouts or Skype, you will be able to receive extra credit for meeting with me. You can receive up to 5 points of extra credit for meeting with me, up to five times throughout the semester, for a total of 25 points. These meetings can be, but do not necessarily have to be related directly to course content. They represent an opportunity for us to talk about the class and topics we’re covering, but they are also an opportunity for us to get to know each other and to discuss how we can make content in the course more relevant to your interests.

Required material

There is no textbook required for this class. We will use articles and chapters from books, which are available to you through the class D2L site. Readings may change over the semester; check the content page of the class regularly. Although a linguistics background is not assumed, you may find it helpful to consult linguistics (especially phonetics) reference texts in the course of this class. A list of potentially useful print and internet resources is provided in the “Course Resources” section of the D2L site.

Week 1 – Course Intro – January 10th to 14th

Content/Activities:

- Watch Course Introduction video
- Watch D2L navigation video
- Read syllabus *thoroughly*
- Listen: Lingthusiasm Ep. 12 - Sounds you can’t hear - Babies, accents, and phonemes

Assignments:

- Syllabus quiz **DUE Sunday 1/14** by 11:59pm
- Discussion post **DUE Sunday 1/14** by 11:59pm
- Reading notes **DUE Sunday 1/14** by 11:59pm
- Discussion replies **DUE Sunday 1/14** by 11:59pm

Readings:

- Ahearn 2011, Ch. 1 (especially p. 3-12, 17-29)
- Meyerhoff 2006, Ch. 2 (pay close attention to the section on Martha’s Vineyard)

Week 2 – Phonetics and Phonology – January 15th to 21st

Content/Activities:

- Read/listen to Phonetics and Phonology lectures
- Listen to Lingthusiasm Ep. 6 - All the sounds in all the languages - The International Phonetic Alphabet
- Read Introduction to Lexical Sets
- Skim external resources on Lexical Sets

Assignments:

- Quiz 2 **DUE Thursday 1/18** by 11:59pm
- Discussion post **DUE Thursday 1/18** by 11:59pm
- Complete the IPA practice exercise **DUE Thursday 1/18** by 11:59pm
- **NO** reading notes this week!
- Discussion replies **DUE Sunday 1/21** by 11:59pm

Readings:

- Macquarie University – Phonetics website (read/play around with all of the content under the phonetics section)
- Interactive IPA Chart (click around, listen to all the sounds, and try transcribing some common English words on your own)
- Ladefoged – Elements of Acoustic Phonetics – Ch. 7 (p. 92-113, this book is a **little** technical, but try to get what you can from it. The main things to focus on are how things like your tongue, mouth, vocal cords, and vocal tract influence sound)

Week 3 – Linguistic and Social Variability – January 22nd to 28th

Content/Activities:

- Read/listen to the Linguistic and Social Variability (part 1) lecture
- Read/listen to the Linguistic and Social Variability (part 2) lecture
- Listen to The Vocal Fries – Episode 1 – Uppity Women

Assignments:

- Quiz 3 **DUE Thursday 1/25** by 11:59pm
- Discussion post **DUE Thursday 1/25** by 11:59pm
- Reading notes **DUE Thursday 1/25** by 11:59pm
- Discussion replies **DUE Sunday 1/28** by 11:59pm

Readings:

- Mendoza-Denton, “The Semiotic Hitchhikers Guide to Creaky Voice”
- Labov, “The social stratification of [r] in NYC Department Stores” (skim)

Week 4 – “Standard” English & Language Ideologies – January 29th to February 4th

Content/Activities:

- Read/listen to SAE/Language Ideologies lecture

Assignments:

- First paper **DUE February 4th** by 11:59pm

Readings:

- Lippi-Green (2011), Chapters 1, 3, and 4 (see notes on D2L regarding these readings)

Week 5 – History of English and World Englishes – February 5th to 11th

Content/Activities:

- Read/Listen to the World Englishes Introduction Lecture
- Read Historical Shifts lecture notes
- Watch Story of English movie (watch the first 3 episodes, but if you have time, the whole thing is worth watching!)

Assignments:

- Qui 4 **DUE Thursday 2/8** by 11:59pm
- Discussion post **DUE Thursday 2/8** by 11:59pm
- Reading notes **DUE Thursday 2/8** by 11:59pm
- Discussion replies **DUE Sunday 2/11** by 11:59pm

Readings:

- Mesthrie and Bhatt 2008, Ch. 1 (in particular, read closely p. 3-10, p. 17-36)

Week 6 – British and American Innovations – February 12th to 18th

Content/Activities:

- Read/Listen to British and American Innovations Lecture
- Complete the Introduction to the Wikipedia project training
- Complete the Get Started on Wikipedia training (wiki essentials & editing basics)
- Make sure you have a Wikipedia account / set it up if you don't have one!

Assignments:

- Quiz 5 **DUE Thursday 2/15** by 11:59pm
- Discussion post **DUE Thursday 2/15** by 11:59pm
- Reading notes **DUE Thursday 2/15** by 11:59pm
- Discussion replies **DUE Sunday 2/18** by 11:59pm

Readings:

- Alexandra D'Arcy – “Eight Hundred Years of Like” – Intro (skim, but make sure you're comfortable with the uses of D'Arcy is discussing in the book)
- Alexandra D'Arcy – “Eight Hundred Years of Like” – Chapter 5 – Social Context
- Alexandra D'Arcy – “Eight Hundred Years of Like” – Chapter 6 – Ideological Context

Week 7 – Canadian English – February 19th to 25th

Content/Activities:

- Read/listen to Canadian English lecture
- Listen to Lexicon Valley ep. 104 – Like, why do we use like so much?
- Complete the Week 7 – Evaluating Wikipedia content/training (including the evaluating sources training!)
- Think about the ‘content gap’ discussion under the Week 7 – Evaluate Wikipedia page

Assignments:

- Quiz 6 **DUE Thursday 2/22** by 11:59pm
- Discussion post **DUE Thursday 2/22** by 11:59pm
- Reading notes **DUE Thursday 2/22** by 11:59pm
- Discussion replies **DUE Sunday 2/25** by 11:59pm

Readings:

- ANAE: Regional Dialects – Canada (see notes on D2L regarding this reading)
- Dialects of North America – North American English Dialects (listen to some samples of the speakers from Canada)
- Lille 2000 (This and the Sutherland reading are very short. Make sure you understand their arguments)
- Sutherland 2000
- Tagliamonte 2006 (This provides a more up to date discussion of Canadian English. It's a bit longer, but it's quite accessible!)

Week 8 – Northeastern United States – February 26th to March 4th

Content/Activities:

- Read/listen to Northeastern US lecture
- Complete the Add to an Article Wikipedia assignment and associated training
- Complete mid-semester course evaluation

Assignments:

- No Quiz this week!
- No Discussion post this week!
- No Reading notes this week!

Readings:

- ANAE: Regional Dialects – New England, NYC, The North

- ANAE: Dialects of North America – North American English Dialects (in particular, I want you to go in and listen to the audio clips from a handful of speakers from the Northeast region)
- Johnstone 2013 (This chapter focuses on one of the more socially salient varieties of the Northeast)
- Campbell-Kibler 2012 (optional, but it's a good article!)

Week 9 – SPRING BREAK – March 5th to 11th

Content/Activities:

- Think about the Week 9 discussion questions for the Wikipedia Project
- Complete the Choose your topic/ Find your sources assignment for the Wikipedia Project
- Look at the Linguistics Guide for writing articles

Week 10 – The American South – March 12th to 18th

Content/Activities:

- Read/listen to the American South lecture
- Listen to the Southern Fried episode of Vocal Fries
- Complete the Draft your article assignment for the Wikipedia Project (including the sandboxes/main space and plagiarism training)

Assignments:

- Quiz 7 **DUE Thursday 3/15** by 11:59pm
- Discussion post **DUE Thursday 3/15** by 11:59pm
- Reading notes **DUE Thursday 3/15** by 11:59pm
- Discussion replies **DUE Sunday 3/18** by 11:59pm

Readings:

- Carmichael 2017

Week 11 – African American English – March 19th to 25th

Content/Activities:

- Read/listen to AAE lecture
- Think about the discussion questions for the Wikipedia project
- Complete the “expand your draft” assignment for the Wikipedia project
- Complete the peer review/copy edit for the Wikipedia project (including peer review training)

Assignments:

- Quiz 8 **DUE Thursday 3/22** by 11:59pm
- Discussion post **DUE Thursday 3/22** by 11:59pm
- Reading notes **DUE Thursday 3/22** by 11:59pm
- Discussion replies **DUE Sunday 3/25** by 11:59pm

Readings:

- Rickford and King 2016 (I know this article is *long*, but it does a really nice job of covering a number of features of AAE, all the while discussing a critically important issue: how varieties of English are represented in courtroom contexts and how that can affect the outcome of court cases, which is a huge issue. So, although it's long, do your best with it.)
- Anne H. Charity Hudley 2014

Week 12 – Appalachian English – March 26th to April 1st

Content/Activities:

- Read/listen to Appalachian English lecture
- Listen to Vocal Fries episode on Appalachian English
- Watch clip from the film Mountain Talk
- Complete the ‘respond to your peer review’ assignment for the Wikipedia project
- For fun (not required): Listen to Cigarette Trees by The Local Honey

Assignments:

- Quiz 9 **DUE Thursday 3/29** by 11:59pm
- Discussion post **DUE Thursday 3/29** by 11:59pm
- Reading notes **DUE Thursday 3/29** by 11:59pm
- Discussion replies **DUE Sunday 4/1** by 11:59pm

Readings:

- Hazen and Fluharty
- On and On: Appalachian Accent and Academic Power

Week 13 – Chicano English – April 2nd to 8th

Content/Activities:

- Read/listen to Chicano English lecture
- Listen to Vocal Fries – ChicaNO? ChicanYES!
- Listen to Vocal Fries – Borderlands/ La Frontera
- Complete the ‘begin moving your work to Wikipedia’ assignment for the Wikipedia project

Assignments:

- Quiz 10 **DUE Thursday 4/5** by 11:59pm
- Discussion post **DUE Thursday 4/5** by 11:59pm
- Reading notes **DUE Thursday 4/5** by 11:59pm
- Discussion replies **DUE Sunday 4/8** by 11:59pm

Readings:

- Fought 2003

Week 14 – Rez English – April 9th to 15th

Content/Activities:

- Read/listen to Native American Englishes lecture
- Listen to Vocal Fries – On the Rez

- Complete the ‘continue improving your article’ assignment for the Wikipedia project

Assignments:

- Quiz 11 **DUE Thursday 4/12** by 11:59pm
- Discussion post **DUE Thursday 4/12** by 11:59pm
- Reading notes **DUE Thursday 4/12** by 11:59pm
- Discussion replies **DUE Sunday 4/15** by 11:59pm

Readings:

- Newmark et al 2016

Week 15 – South African Englishes – April 16th to 22nd

Content/Activities:

- Read/listen to South African Englishes lecture
- Complete the ‘polish your work’ assignment for the Wikipedia project

Assignments:

- Quiz 12 **DUE Thursday 4/19** by 11:59pm
- Discussion post **DUE Thursday 4/19** by 11:59pm
- Reading notes **DUE Thursday 4/19** by 11:59pm
- Discussion replies **DUE Sunday 4/22** by 11:59pm

Readings:

- Lass 2004
- Meshtrie 2004 (optional, but South African Indian English is really interesting!)
- De clerke and Gough 2004 (you don't need to read this entire piece, but you will need to be able to define Black South African English)

Week 16 – Pidgins and Creoles – 23rd to 29th

Content/Activities:

- Read/listen to Pidgins and Creoles lecture
- Complete the ‘final article’ assignment for the Wikipedia project

Assignments:

- Start drafting your reflective essay for the Wikipedia project: it's **DUE on May 2nd @ 11:59pm**

Readings:

- Musyken and Smith, "The study of pidgins and creoles"
- Romaine, "Definitions and Characteristics" (optional)
- Lippi-Green Ch 12 (optional)
- Watson-Gegeo, "Language and Education in Hawai'i" (optional)

Week 17 – Wrap up - April 30th to May 2nd

Content/Activities:

- Watch Course Wrap-up video

Assignments:

- Final reflective essay **DUE May 2nd** by 11:59pm

Readings: None this week!