

LING 320: *Language and Social Issues*

Syllabus for Fall 2015

Instructors: Mary-Caitlyn Valentinsson and William Cotter

Emails:

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Office Hours, in Douglass 228:

- Mary-Caitlyn: Mondays from 3:30-5:30pm
- William: Tuesdays from 1:00-3:00pm
- By appointment (email one of us)

Class Meeting Times and Location:

Mondays and Wednesdays, 6:00pm-7:15pm – Saguaro Hall Room 101, 8/24/15 to 12/9/15.

Course Description:

This course focuses on the theme that individuals identify with groups (in part) on the basis of the language or variety of a language that they use. In addition, we examine the role of the individual as a language-using being with the problems of self-identity and of social difference, not only in our multilingual-multicultural country, but in the world as well.

Required Texts:

- *English with an Accent*, 2nd ed., 2012. Rosina Lippi-Green. Routledge. Available in the UA bookstore, online, and as a free EBook through the UA library.
- *Other readings available free of charge in D2L*

Required Electronic Resources:

- D2L course homepage. You should expect to log in at least once per business day.
- Your OFFICIAL UA EMAIL ACCOUNT:
 - *You must use your official UA email account in correspondence with us! You must check that account regularly for official communication from us.*
 - *We expect you to read and respond to emails sent to your official UA email account within TWO (2) business days of receipt.*

- *We will make every effort to respond to emails sent to our official UA email accounts from your official UA email account within TWO (2) business days of receipt.*

Course Goals:

To understand the relationship between linguistic variation within and across languages, and social issues; to understand the effect that linguistic variation has on individuals and groups in everyday life, in a range of settings; to understand the major themes in sociolinguistic and linguistic anthropological theory; to be able to engage with scholarly work in sociolinguistics and linguistic anthropology; to be able to observe and accurately describe linguistic phenomena in everyday life.

Course Objectives and Expected Outcomes:

By the end of this course, you should be able to:

1. Understand and use scientific linguistic terminology in describing features of different linguistic varieties (including, but not limited to: phonetics, phonology, morphology, syntax, semantics, language, accent, dialect, identity, etc.)
2. Differentiate the linguistic structures themselves from the social and cultural meaning(s) that speakers attach to them.
3. Understand major strands in language policy in the US and around the world; especially as they relate to social issues and identities.
4. Describe, using accurate linguistic terminology, ways in which speakers manipulate their language behavior to construct social identities, affiliate with social groups, and engage in social action generally.
5. Collect linguistic data ethically and analyze it accurately, using appropriate terminology, methodologies, and theoretical lens(es).

Course Policies, Expectations and Requirements

- **Attendance/absence policy:** Students are expected to attend class every day. Students who miss class for medical reasons, due to a Dean's Excused absence, or for religious holidays, must 1) provide documentation, and 2) submit all relevant work BEFORE the day that they expect to miss. In other words, if a student is going to miss class, he or she must prepare to turn work in EARLY, rather than after they return from their absence.
- **No late work, or work which was submitted incorrectly, will be accepted.** It is the student's responsibility to make sure their work is complete, and submitted to the correct place, at the correct time, and in the correct manner in order to receive full credit. Assignments that are submitted late, in the wrong way, or to the wrong place, will not be graded and will not receive credit.

- Any disruptive and/or threatening behavior which violates the Arizona Board of Regents' Student Code of Conduct will be reported to the appropriate authorities. (see <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>).

- **Academic integrity and Code of Conduct:** You are responsible for knowing and following the University of Arizona Policy on Academic Integrity (<http://deanofstudents.arizona.edu/codeofacademicintegrity/>). If you use anybody's ideas but your own, you are responsible for making an appropriate citation to that person. If you are unsure about whether a citation is required, or about how to make the citation, contact one of your instructors immediately to ask for advice! When working in groups, all students participating must indicate their names clearly and, when appropriate, indicate their particular contributions to the assignment. 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. The incurred penalty depends on our evaluation of the severity of the violation. Any second violation will be reported to the Dean of Students. Dishonest, disruptive and harassing communication with the instructors or with other students are considered violations of the Student Code of Conduct and will be reported as appropriate. As your instructors, we are responsible for appropriate conduct as well. If you have concerns about our conduct, I encourage you to contact the Department of Linguistics and/or the University of Arizona Ombuds Program.

Distribution of any course materials without our permission or the permission of the respective author is considered a major violation of the Code of Conduct and will incur serious penalties.

If you find something exciting here, particularly from our class materials, that you would like to share, just ask us. We will almost always say yes.

- **Academic negligence:** You are expected to use careful, accurate academic language in completing your assignments and in communicating with us. 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 our opinions and the opinions of the scholars whose ideas we present 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. If your work shows a dismissive attitude or refusal to consider the ideas presented within their own framework, you will lose points for academic negligence. You may use alternative terms and rationales in your analysis, as long as you show that you understand the terms and rationales *we* have presented, and can justify your own approach and compare it with the one that we present. This is not a matter of instructor privilege. In some cases, we may present approaches that we do not fully agree with. By presenting an approach, we are not saying that it is correct, only that it is a valuable and productive social-scientific approach, argument, or claim. Under no circumstances will you lose points for disagreeing with us or anybody else. However, whether we agree or not, you are responsible for being scholarly and diligent in your work in this course.

Course Calendar, Topics, and Due Dates (SUBJECT TO CHANGE)

DATE	TOPIC	READINGS	Assignment(s) Due
Monday 8/24	Introductions; Class overview	Lippi-Green Introduction & Ch 1	
Wednesday 8/26	Formal linguistics vs. Sociolinguistics vs. Linguistic Anthropology; basic terminology	Lippi-Green Ch. 2	Reading Quiz 1 DUE Friday 8/28 by 10pm
Monday 8/31	Linguistic Facts vs Opinions; Standard Language Ideology	Lippi-Green Ch 3 & 4; Daniels 1985	
Wednesday 9/2	Methods/Approaches	Ahearn Ch. 2; Gordon Ch. 2	
Monday 9/7 Labor day, no class			
Wednesday 9/9	Variationist sociolinguistics	Gordon Ch. 4	Reading Quiz 2 DUE Friday 9/11 by 10pm
Monday 9/14	Discourse, interaction, sociocultural linguistics	Bucholtz 1999	
Wednesday 9/16	Global Linguistic Diversity	Nettle and Romaine 2002	
Monday 9/21	World Englishes	Bhatt 2001; Bailey 2004; Mesthrie 2010	Article presentations begin this week!
Wednesday 9/23	US regional dialectology	Lippi-Green Ch 11; Preston 1986; Bucholtz et al 2007; Johnstone Ch. 2	Reading Quiz 3 DUE Friday 9/25 by 10pm
Monday 9/28	US regional dialectology	Eckert 2008; Podesva et al 2015; Hall Lew & Stephens 2012	
Wednesday 9/30	US linguistic heritage	Lippi-Green Ch 12 & 13	Paper Topic Proposal DUE Friday 10/2 by 10PM
Monday 10/5	The linguistic heritage of AZ and the southwest	Krauss 1998; Bowie and Morkel 2006; Hall-Lew 2006	
Wednesday 10/7	Language issues in Arizona	Fountain, Bever, and Hammond 2010; Dept of Linguistics 2012; Lippi-	Reading Quiz 4 DUE Friday 10/9 by 10pm

		Green Ch 6	
Monday 10/12	Spanish and Spanish Speakers in the US	Torres and Potowski 2008, Fought 2003	
Wednesday 10/14	Spanish and Spanish Speakers in the US	Lippi-Green Ch 14, Hill 1993	
Monday 10/19	The English-Only Debates	Primary sources on D2L; Lippi-Green Ch 5	
Wednesday 10/21	Asian-American Englishes	Lippi-Green Ch 15	Reading Quiz 5 DUE Friday 10/23 by 10pm
Monday 10/26	Language revitalization	Hinton 2001, Fishman 2001 ch 1 Meek 2009	
Wednesday 10/28	Language and socioeconomic class	Labov 1972, Milroy and Milroy 1993	
Monday 11/2	Language, sex, and gender	Kiesling 1998, Hall 1995	
Wednesday 11/4	Language, sex, and gender	Hines 1999; Eckert 2014	Reading Quiz 6 DUE Friday 11/6 by 10pm
Monday 11/9	Language and society in the Middle East and North Africa	Cotter and Horesh 2015; Al-Wer 2007; Hachimi 2007	
Wednesday 11/11	Veterans Day, no class		
Monday 11/16	Language and society in the Middle East and North Africa		
Wednesday 11/18	African American English	Lippi-Green Ch 10, 16	Reading Quiz 7 DUE Friday 11/20 by 10pm
Monday 11/23	AAE lexicon/ grammar/phonology	Childs and Mallinson 2006; Green 2002	
Wednesday 11/25	AAE in the media: use, ideologies, and appropriation	Bucholtz and Lopez 2011; Hodges 2015; Eberhart and Freeman 2015	Paper Draft DUE Friday 11/27 by 10pm
Monday 11/30	PROJECT	WORK	DAY
Wednesday 12/2	Paper Presentations		Reading Quiz 8 DUE Friday 12/4 by 10pm

Monday 12/7	Paper Presentations		
Wednesday 12/9	Paper Presentations		
FINAL PAPER: due by 10:30pm on Friday, December 11th			

Graded items and grade requirements:

Grades are earned by a simple accumulation of points, distributed as follows:

Item/Point Value	Grading Scale
Term Project (400 points) <ul style="list-style-type: none"> ● Topic proposal: 25 points ● Presentation: 50 ● Draft: 100 points ● Final Paper: 225 	900-1000 = A
Article Presentation (250 points)	800-899 = B
In-class participation activities: 30 over the course of the semester x 6 points each (180 points)	700-799=C
Reading Quizzes on d2l: 8 over the course of the semester x 15 points each (120 points)	600-699=D
Required Office Hours Meeting (50 points)	599 or fewer points=E

Term Project:

Over the course of the semester, students will be develop their own original analysis of an issue within sociolinguistics or linguistic anthropology. This analysis will emerge from the readings and discussions we have throughout the course and more details about the project will be provided as the term progresses. In completing this project students will work in groups of 2-3 with their classmates. There are four (4) graded components to the term project:

- Topic proposal: Students will submit a **PDF document to the correct D2L dropbox** describing their plan for the project (topic, methods, potential resources, etc), and how they expect to present their findings. We will provide you feedback on your proposal but

keep in mind that you cannot begin working on the project until you have submitted a proposal!

- Presentation: Towards the end of the semester students will present their analysis and findings to their classmates in a clear, organized, and professional manner. Presentation schedules will be decided upon as the term progresses.
- Draft: Students will submit a draft of their final paper as a **PDF document to the correct D2L dropbox**. The draft should reflect a fully completed paper! The details about what the paper should include will be discussed later in the semester.
- Final paper: Students will submit the final version of their papers as a **PDF document to the correct D2L dropbox by Friday December 11th, 2015 at 10:30pm**. Students are expected to incorporate instructor comments from their draft submission into the final version of the paper.

In-class participation activities:

All class meetings will require students to participate in at least one activity or discussion related to the course content. Some of these activities will be turned in and graded. We will not announce ahead of time which days will involve graded course activities. Students will be graded on completion and effort, rather than on “correctness” of their work.

Required Office Hours Visit:

You are also **required** to attend office hours at least once during the semester. Each student must plan to meet with at least one of the course instructors. This meeting will be brief and informal, and is meant to ensure that all students have some one-on-one contact with course instructors.

Reading Quizzes:

Three reading quizzes will be administered electronically on D2L over the course of the semester, open for 5 business days and due by 10pm PHX time on the dates indicated in the course calendar. Reading quizzes will consist of multiple choice, true/false, and short-answer questions which test student’s comprehension of the assigned readings. Reading quizzes will be cumulative only for the weeks which precede it.

Article Presentation:

Throughout the semester students will be required to prepare a substantive presentation on one of the assigned readings for a given class meeting. The order of these presentations will be decided upon early in the semester. Students will be expected to thoroughly read their assigned article, meet with one of the instructors in advance to discuss the article, and to prepare a 20-30 min presentation on the article that includes prompts and questions for discussion. More details about this course component will be provided as the term progresses.

Extra Credit (optional):

- **Experiment Participation:** Each student may optionally complete three (3) extra credit assignments (worth 10 points each) by participating in experiments run by students and faculty in the department of Linguistics. Students may sign up for experiment participation at any time during the semester by going to the linguistics department homepage: <http://linguistics.arizona.edu> and clicking on the ‘sign up for experiments’ link. Students who participate in extra credit experiments receive their credit once the experimenter has confirmed their participation in the relevant study, and the record of their participation has been imported to D2L. Students do not need to do anything other than participate in order to earn credit. Opportunities for extra credit participation are contingent on the availability of studies, **and students are not guaranteed availability of this source of extra credit.** If you want to maximize your extra credit options, you should check the sign-up system early, and often. Furthermore, if you choose to participate in an experiment for extra credit, please keep the appointment that you make. If you fail to keep two experiment appointments, you will not be able to sign up for any more experiment slots for the rest of the semester.

Various Statements and Policies:

- *Subject to Change Statement:* All course documents, with the exception of the grade and absence policies, are subject to change as needed with advanced notice, as deemed appropriate by the instructor. Students are responsible for any information sent to their official UA Email address, or announced on D2L. When changes occur the official document is the one posted on the D2L website –please check the site regularly to ensure that you have the most current version of course documents.
- *Notification of Potentially Objectionable Materials:* This class addresses linguistic patterns associated with various socioeconomic groups inside the US and internationally; this includes frank discussion of varieties associated with race, ethnicity, sexual identity and the like. It focuses on language as it is spoken, and so will of necessity refer to words and speech styles that are associated with stigmatized groups and informal contexts. If you do not want to think seriously about these issues, or do not feel you will be able to discuss them respectfully in class, this course is not recommended for you.
- *Accessibility and Accommodations:* If you anticipate or experience physical or academic barriers based on disability, please let one of the instructors know immediately so that we can discuss options. You are also encouraged 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 speak with an instructor by appointment or during office hours to discuss accommodations and how course requirements and activities may impact your ability to fully participate.