
Spring 2020**January 6th – April 22nd****Lecture Information****Lecture:** MWF 5th Period (10:40 am – 11:30 am), Matherly Hall Room 0118**Instructor:** Josh Martin**Office Hours:** M 7th - 9th Period (1:55 pm – 4:55 pm) & by appointment**Office:** Turlington Hall Room 4122**Email:** joshua.martin@ufl.edu**Required Materials**

- 1.) *Language in the USA: Themes for the Twenty-first Century*. 2004. Edited by Edward Finegan and John R. Rickford. Cambridge: CUP.

(Supplementary Materials will either be provided or accessible online)

Course Description

General Education Objectives and Learning Outcomes:

This course is a Social Science (S) and Diversity (D) subject area course. The Social and Behavioral Sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

These general education objectives will be accomplished through:

- 1.) Evaluating the landscape of linguistic diversity in the United States, including multilingualism, regional dialects, socially-defined dialects and Native American languages.
- 2.) Critically discussing the role language plays in defining or reinforcing social classes and personal biases.
- 3.) Learning basic tools of linguistic analysis and dialectology.
- 4.) Discussion of concepts in language ideology, language policy and language planning.

5.) Applying these principles to students’ own language varieties and communities to evaluate their own attitudes about language.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. Students will acquire a basic knowledge of linguistic description and analysis and be able to discuss the history and present reality of linguistic diversity in the United States as well as key concepts in language ideology, policy and planning. Achievement of this learning outcome will be assessed through reading responses, three quizzes, a dialect paper, a reflection paper, and a final paper.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will be encouraged to participate in and spur discussion during class time. In addition, students must participate in a group project to linguistically analyze a language other than English spoken in the U.S. Each group must prepare a presentation of their results to the class, including discussion of distinctive linguistic features, historical development, and sociolinguistic factors such as associated social status and stigmas. Achievement of this learning outcome will be assessed through student discussions during class time, as well as through an assessment rubric for their group presentations.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will critically discuss issues in language policy, planning and ideology. Achievement of this learning outcome will be assessed by reading responses, a dialect paper, a response paper and a final paper as well as through class discussion time.

Course Credit Requirements and Grading

Component	Weight
Reading Responses	30%
3 Quizzes	15% (5% each)
Reflection Paper	10%
Group Presentation	15%
Final Paper	30%
TOTAL	100%

Assignment Descriptions

Class Participation: You are expected to attend class having completed all assigned readings and homework, to participate in class activities and to contribute to class discussions. If you are using your laptop, please do not be a distraction to your fellow classmates. I reserve the right to deduct points if a distraction occurs.

Reading Responses: You will be asked to post a 100 – 200 word response based on the reading.

Quizzes: 2 quizzes will be based on the International Phonetic Alphabet. 1 quiz will be based on the morphological and syntactic features of the social varieties we will study. These quizzes will occur in class.

Reflection Paper: This reflection paper will follow the immersive experience and will ask you to reflect on how the experience impacted you, what you learned from it, and how it connects to the topics we have covered in the course up to that point.

Group Presentation: You will present one language found in the United States in groups of 2-3 using PowerPoint, supplemented with examples and graphics (video, sound files, images, news articles, etc.). Your group will also need to provide 2-3 discussion questions at the end of the presentation. The total time of your presentation, including the discussion at the end, should be 25 minutes long maximum.

Final Paper: The final paper will be a reflective essay that prompts you to consider the material we will cover throughout the course, how it has shaped you, and how you will use it in your life moving forward.

Research participation (optional): As a member of the UF community, you are encouraged to participate in experiments to gain experience and insight into the types of research conducted by linguists. For every hour of research participation, you will receive ONE extra credit point, limited to TWO points total. A list of valid experiments can be found at: <http://slhs.php.ufl.edu/student-info/participant-pool-2>. To obtain credit, you must turn in a signed consent form.

Grading Scale

Grades will be assigned based on the following distribution:

93 – 100 A, 92.9 – 90 A-, 89.9 – 87 B+, 86.9 – 83 B, 82.9 – 80 B-, 79.7 – 77 C+, 76.9 – 73 C, 72.9 – 70 C-, 69.9 – 67 D+, 66.9 – 63 D, 62.9 – 60 D-, Below 60 E

Course Website

This course will make use of its associated Canvas course website. You can log in using your Gatorlink information at elearning.ufl.edu. Certain course content, including lecture slides will be distributed via the Canvas website.

Other policies

Attendance: Up to **five unexcused absences** are allowed during this semester. **For each unexcused absence after five, one point will be subtracted from your final overall grade.** If you know ahead of time that you will not be able to make it to class, please let me know through e-mail.

Tardiness: Arriving more than 5 minutes late to class will result in a tardy for that class period. Three tardy marks is equivalent to one absence. Arriving more than 15 minutes late will result in an absence unless there is documentation provided.

Students with Special Needs: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Accommodations can be obtained through online correspondence. For more information, please visit: <https://www.dso.ufl.edu/drc/>

Religious holidays: Students and faculty must cooperate to allow each person to observe the holy days of his or her faith. Following UF policy, a student must inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. No make-ups will be given after a holiday unless arrangements were made in advance with the instructor.

Academic honesty: You are required to complete work individually. That is, every assignment submitted must be the student's original work, without copying or sharing from other classmates (Note, however, that you may work with others to solve homework problems as long as you submit your own work and credit the person/people you worked with). In attending this course, you have acknowledged that "On my honor, I have neither given nor received unauthorized aid in doing this assignment." You can read the UF Honor Code at: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. Students found in violation of this policy will be referred to the appropriate administration for appropriate action according to the student judicial process.

Electronics: Cell phones are expected to be on silent/Do Not Disturb mode and stored away. Laptops and tablets are allowed in class for note-taking purposes only.

Week-by-week schedule (Subject to change throughout the semester)

DAY	QUIZZES/ ASSIGNMENTS	DUE TODAY (BEFORE CLASS BEGINS)	TOPIC FOR CLASS	READING FOR TONIGHT
Week 1				
M 1/6			Intro & Syllabus	
W 1/8			Perceptions of Language	"What's a Language, Anyway?" by John McWhorter (available on Canvas)
F 1/10			Languages, Dialect, Accents	Chap. 1: "The linguistic facts of life" from <i>English with an Accent</i> (available on Canvas)
Week 2				
M 1/13		Reading Response 1	Language Attitudes	
W 1/15			International Phonetic Alphabet	Chap. 3: "The myth of the non-accent" from <i>English with an Accent</i> (available on Canvas)
F 1/17		Reading Response 2	International Phonetic Alphabet	
Week 3				
M 1/20	No Class (Martin Luther King, Jr. Day)			
W 1/22			Morphology/Syntax	
F 1/24			Morphology/Syntax	
Week 4				
M 1/27	Quiz #1 (IPA)		Dialectal Variation on Campus	Chap. 9: "Native American Languages" from <i>Language in the USA</i>
W 1/29		Reading Response 3	Native/Indigenous American Languages	

F 1/31			Language Revitalization in the U.S.: <i>We Still Live Here</i>	Chap. 1: "American English: its origins and history" from <i>Language in the USA</i>
Week 5				
M 2/3	Quiz #2 (IPA)	Reading Response 4	U.S. English: Origins	Chap. 4: "The standard language myth" from <i>English with an Accent</i> (available on Canvas)
W 2/5		Reading Response 5	"Standard" American English: Encountering Primary Sources	
F 2/7			"Standard" American English: Why This Variety of English?	Chap. 3: "Regional dialects" from <i>Language in the USA</i>
Week 6				
M 2/10		Reading Response 6	Regional Varieties	Chap. 5: "African American English" from <i>Language in the USA</i>
W 2/12		Reading Response 7	U.S. Social Varieties: African American English	
F 2/14			African American English: <i>Talking Black in America</i>	
Week 7				
M 2/17			U.S. Social Varieties: Appalachian English	- "East L.A. speaks from its heart" by Hector Becerra (available on Canvas) - "Introduction" from <i>Chicano English in Context</i> (available on Canvas)
W 2/19		Reading Response 8	U.S. Social Varieties: Chicano English	"How 'Rez Accents' Strengthen Native Identity" by Tristan Ahtone (available on Canvas)
F 2/21		Reading Response 9	U.S. Social Varieties: Lumbee English	
Week 8				
M 2/24			Immersive Experience	
W 2/26			Immersive Experience	
F 2/28	Quiz #3 (US Social Varieties)		Immersive Experience	
Week 9				
M 3/2	Spring Break			
W 3/4				
F 3/6				
Week 10				
M 3/9			Multilingualism in the U.S.	Chap. 17: "Language planning, lang. policy, & the English-only movement" from <i>Language in the USA</i>
W 3/11		Reading Response 10	Language Planning, Language Policy	
F 3/13	Reflection Paper First Draft		Spanish in the Southeast: <i>Spanish Voices</i>	Chap. 13: "Asian American Voices: language in the Asian American community" from <i>Language in the USA</i>
Week 11				
M 3/16		Reading Response 11	Language & Asian American Communities	
W 3/18			Swahili in the U.S.	
F 3/20	Reflection Paper Final Draft		Group Presentation Prep Day	

Week 12				
M 3/23			Group Presentations	
W 3/25			Group Presentations	
F 3/27			Group Presentations	
Week 13				
M 3/30			Group Presentations OR Multilingualism on Campus	Chap. 14: "Linguistic Diversity and English Language Acquisition" from <i>Language in the USA</i>
W 4/1		Reading Response 12	Language & 1 st Generation U.S. Americans	
F 4/3			Language & 2 nd Generation U.S. Americans	Chap. 8: "The Information Industry" from <i>English with an Accent</i> (available on Canvas)
Week 14				
M 4/6		Reading Response 13	Language, Politics & Media in the U.S.	Chap. 2: "Language and Society" from <i>Because Internet</i> (available on Canvas)
W 4/8		Reading Response 14	Language & the Internet	
F 4/10			Language & U.S. Pop Culture	Chap. 20: "Slang" from <i>Language in the USA</i>
Week 15				
M 4/13		Reading Response 15	Slang	
W 4/15			Language & Identity	
F 4/17	Final Paper First Draft		Language & Identity Across the U.S.: <i>American Tongues</i>	
Week 16				
M 4/20			Linguistic Autobiography	
W 4/22			Last Day & Wrap Up	
F 4/24	Final Paper Final Draft (Due Midnight)	No Class (Reading Day)		