

LING1000-010 SYLLABUS

Instructor

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By appointment

Course Overview

This course provides a non-technical introduction to the relationship between language and society in the United States. We will consider perceptions and realities regarding standard and nonstandard varieties of US English, including: regional varieties of US English, slang, social and ethnic varieties of language, internet cultures, and even ways of talking associated with specific identities like rappers and nerds.

The course also explores various issues associated with the multilingual nature of U.S. society, such as the maintenance and loss of Native American languages, bilingualism and code-switching, ASL, U.S. 'creole' languages, and accent-based discrimination in the media and the workplace.

Teaching Assistants

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Faculty Advisor

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Course Objectives

- Understand the basic philosophy and methods of sociocultural linguistics
- Recognize the role of language in socio-cultural interactions
- Gain understanding of linguistic diversity in the U.S., from variationist and identity-based perspectives
- Explore political, social, educational, and moral stances related to language diversity in the U.S
- Conduct research pertaining to language and linguistics

Materials

- (1) Clicker.
 - The "clicker system" will be one means of assessing your understanding of the required readings, lecture participation, but more importantly, it will enable me to take immediate 'surveys' of class opinions on linguistic phenomena and controversial language issues. Please register your clickers during the first week of class; the clicker ID is found on the bottom back of the clicker.
- (2) Readings.
 - *English with an Accent*, Lippi-Green (2nd ed., 2012)
 - All other required and supplemental readings will be posted to our course website on D2L. It is your responsibility to ensure that you have access to D2L and the readings. It is also your responsibility to read them in preparation for lecture and discussion.
- (3) Recording device.
 - You will need an audio or video recording device to facilitate the collection and analysis of language data for your assignments. You may use recording devices on your cell

phone, computer, video camera, or any other technology you own or have access to.

A Word of Caution

As an instructor, I am interested in fostering a classroom atmosphere that is respectful of everybody's opinions and sensitive to the diverse backgrounds students bring with them. Additionally, please keep in mind that the study of the relationship between language and society in the United States involves the study of social oppression and inequality. We will discuss how inequality manifests in our social interactions and social institutions. We will be critically examining the role of language as both a tool for progress and as a tool of oppression in our societies. For many students, these topics may be difficult to discuss; however, I expect students to use this difficulty as an opportunity to better understand societal issues.

Please consider this a blanket notice that we will cover topics including (but not limited to): taboo language and slurs, sexuality and sexual orientation, gender identity and expression, race and ethnicity, and politics.

Acknowledgements

I would like to thank Marcus Avelar, Velda Khoo, Jonnia Torres, Jessica Holman and Kira Hall for their (sometimes unwitting) assistance in the design of this course as well as this syllabus.

Course Website

There is a D2L site for the course. Within D2L students can access the syllabus, additional readings, the newsfeed forum, and grades. Please, check your CU email account often. I regularly email out reminders, changes to the schedule, and other important information.

Email Policy

When emailing, please include the course title and topic of your email in the subject heading so that we can prioritize your correspondence. It should look something like this:

“[LING1000] Question about Quiz 04”

We will make our best effort to respond within 24 hours. Note that this does not apply on the weekends – for example, if you send an email on Friday evening assume that you will not get a response until Monday.

Grading

If at any time you feel that your grade on an assignment does not reflect your understanding of the subject material, I will re-grade the assignment for you. Within one week of receiving your graded assignment, you must bring the assignment to my office hours to discuss before I re-grade it.

Before using this option please know that I may grade more strictly than your TA, and my grade will be final.

Exams (Total=25%)

There will be two major in-class exams in this course, both multiple choice and short answer, which will count for 25% of your grade. Please note that make-up exams will ONLY be offered in cases of documented serious illness or emergency.

Observation Paper (Total=20%)

The Observation Paper Assignment, worth 20% of your final grade, is designed to give you practice in gathering, analysis, and interpretation of language data, in coordination with the assigned course readings. Students may work on these assignments alone or in pairs. You must submit both a hard copy and a digital copy to the D2L site.

Both the rough draft and final draft are due at the beginning of recitation on their respective due dates. Late papers will not be accepted.

Topic suggested by instructor: An Analysis of a Community of Practice (see D2L for details)

Assignments (Total=20%)

Assignments are due in recitation on assigned recitation days. Late assignments will not be accepted.

Unless stated otherwise, all assignments must be typed (12pt, double-spaced, Times New Roman). You must include a title page with your name, date, and your TA's name. Do not put your name on the assignment itself – this allows us to grade in the most impartial way possible.

Quizzes (Total=10%)

There will be in-class quizzes nearly every recitation. You are expected to be on time to recitation to complete the weekly quizzes. Quizzes correspond to the week's lectures and the assigned readings. There will be NO make-up quizzes whatsoever.

Quiz Revision Policy

If you earn a C or lower on your quiz, you have an opportunity to attempt to raise your score. Within one week of receiving your graded quiz, you may meet with your TA to provide revised answers to the questions you missed. For each question that you attempt to re-answer, you must explain in your own words (1) why your answer was incorrect and (2) what the correct answer is.

This option will allow you to earn up to 50% of the points that you missed. For example: if you receive a 6/10 on a quiz and correctly fix your answers, you can earn up to 2 points back.

Lecture participation/class (clicker) attendance (Total=10%)

Your lecture attendance will be recorded using clickers. Please remember to bring your clicker to every lecture. Clicker questions will cover a range of topics and will be designed to solicit opinions that have no right or wrong answer, your answers will be completely anonymous. Since this will be a relatively new technology for many of you, you are allowed to drop 2 clicker days. This is designed to cover all illnesses, clicker malfunctions, religious observances, or unexpected emergencies. Please register your clicker during the first week of class.

*Note: Do not loan your clicker to anyone to get credit for attendance. This is cheating and both parties will receive zeroes for the semester.

Recitation (Total=10%)

You are expected to be on time and participate in recitation activities. Being more than 10 minutes late to recitation results in an absence. You are allowed two unexcused absences from recitation.

Debates (Total=5%)

There are three debates that are indicated on the syllabus, which will take place in Week 5, Week 7, and Week 9. These will take place during recitations. You will actively participate in one of them. In the other debate you will evaluate the strength of the debaters' positions. You will be notified of your group for one of these debates during the first week of recitation. The lectures and readings will give you all sorts of ideas for each of these debates, but you are also encouraged to conduct outside research in support of your point. More information on these debates will be given in recitation.

Debate Topics

- Debate #1 (Week 5): Dictionaries shouldn't include slang words like *bae*, *selfie*, *gank*, etc.
- Debate #2 (Week 7): Is it possible for news programs to use completely unbiased language?
- Debate #3 (Week 9): English should be the official language of the United States.

Percent to Letter Grade Conversion

94-100%	A	77-79%	C+
90-93%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D
80-83%	B-	Below 60%	F

Extra Credit

Students may earn up to 3 extra credit points. Each point is 1% of the final grade. Extra credit is earned as follows:

CLASP 2017 Conference

This semester, the Culture, Language and Social Practice (CLASP) is hosting a conference at CU Boulder from Friday 9/15/17 – Sunday 9/17/17. As language and social practice is the exact topic of this course, you may attend a presentation during this time and submit a 300-word-minimum write-up about your experience answering the following questions: (1) What did you learn from the session? (2) How can you relate what was presented to what you have learned in class?

Registration (free!) can be found here: <http://www.colorado.edu/clasp/conference-registration.html>

Schedule: <http://www.colorado.edu/clasp/conference-schedule.html>

Language Experiment Option

Members of the linguistics department sometimes conduct experiments to learn about language and language users. These experiments often involve either producing language (saying words or sentences) or understanding language (making some sort of response to something you hear or read). They are generally not difficult, but they do require some time and commitment. Some experiments also have requirements for participants (e.g., that they be native speakers of English). Experimenters will announce their experiments in lecture, and students who wish to participate should contact the experimenters directly to schedule an appointment. (The LING1000 instructor and TAs are not involved in scheduling experiment participation.) Failing to show up for an appointment without notice may result in your being excluded from future experiment opportunities. To receive extra credit, you must participate in the experiment and turn in an experiment response worksheet. This is a short worksheet with a couple brief questions about the experiment that you will be given following your participation. You should complete it and turn it in to your TA. Because experiments sometimes rely on participants not knowing exactly what the experiment is testing while they are participating, please do not discuss the experiment or share the response worksheet with other members of the class, in case they choose to participate too. Additional Extra Credit opportunities may become available.

LING1900 Service Learning Option

Students enrolled in Language in US Society are also eligible to take Linguistics 1900, also called the “Literacy Practicum,” for an additional credit hour. LING1900 is a service learning practicum that allows students a unique opportunity to work with at-risk readers and language learners in the Boulder community, many of them non-native speakers of English from low-income backgrounds. LING1900 students will apply what they are learning in LING1000 as they assist a child or adult in developing literacy or speaking skills. The practicum has received overwhelmingly positive feedback from our students over the last ten years, with many students finding it to be one of the most rewarding experiences of their college career. We hope you will take advantage of this opportunity! For more information about the program and student testimonials, please visit our public website at

<http://www.colorado.edu/linguistics/ling1900/>. This semester, students in LING1900 will have the opportunity to volunteer with one of four community partners - more details on each of these organizations will be given during the first two lecture classes.

Students must attend a mandatory orientation at the beginning of the semester, do a minimum of 1-2 hours per week volunteering at their chosen community site, and submit 3 informal blog posts to the private LING1900 D2L website about their experience. All students who fulfill these requirements receive an A for the course, which will be registered on your transcript as a "pass." LING1900 is a controlled enrollment course, so students will need to sign up through their LING1900 graduate student coordinator during the first week of the semester. If you have any questions or concerns, please contact either myself or your TA. These are graduate students from the linguistics department who act as liaisons between students and the community partners and give out grades (A's!) for LING1900.

University Policies and Notices

Special accommodations

If you qualify for accommodations because of a disability, please submit to both myself and your TA a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Religious Obligations

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a conflict with the course schedule due to a religious obligation, please see me during the first few days of the course. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to me with each student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of such a preference early in the semester so that I may make appropriate changes to my records.

See policies at:

<http://www.colorado.edu/policies/classbehavior.html>

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex,

pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Nondiscrimination Policy

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>. Plagiarism may result in an F in the course.

Technology

Barring technology requirements for a documented disability, please do not text message, read email, consult Facebook, or wear headphones in this class. If English is not your native language, I will allow electronic dictionaries except during tests or quizzes. If for some reason, you feel that you need to utilize any of these technologies during lecture, I ask that you register your concerns with me during the first week of the semester. Your fellow students deserve a distraction-free environment, and errant technologies can make it hard to focus.

Please respect our learning environment.

*Note: if you are seen using unauthorized devices during a quiz or test (including but not limited to a phone, electronic dictionary, Nintendo Switch, beeper, walkie-talkie, semaphore), it will be interpreted as an attempt to cheat and will be treated accordingly. If you have questions or concerns about this policy, please let me know.

Course Schedule

The course schedule is subject to change at any point during the semester. Any changes will be announced both in class and on D2L.

Week 01		Reading	Due
Introduction	M 8/28		
	W 8/30	Lippi-Green: Introduction and Ch1, pp.1-23 (Optional) Finegan “Language and Linguistics”	
	F 9/1	QUIZ 01	Honor Code Packet (in recitation)

Week 02		Reading	Due
Linguistic Myths, Attitudes, Prescription and Description	M 9/4	LABOR DAY: NO LECTURE	
	W 9/6	Lippi-Green: Ch3-4, pp.44-64 (Optional) Preston “Language with an attitude” (D2L)	
	F 9/8	QUIZ 02	(1) Dialect Map (2) CITI certification

Week 03		Reading	Due
American Languages & Dialects I	M 9/11	Wolfram and Schilling, “Dialects, standards and vernaculars”	
	W 9/13	“The Hawaiian language: a revitalization success story” Kolbert, “Last words, letter from Alaska” (D2L)	
	F 9/15	NO RECITATION : COME TO THE CLASP CONFERENCE FOR EXTRA CREDIT!	

Week 04		Reading	Due
	M 9/18	TBD	

American Languages & Dialects II	W 9/20		
	F 9/22	QUIZ 03 Fun with IPA	Dialect Map: the Sequel

Week 05		Reading	Due
Style, slang, register; Variationist sociolinguistics	M 9/25	Lippi-Green: Ch2 “Language in motion” pp.27-40 Labov: “The social stratification of (r) in New York City department stores” (D2L)	
	W 9/27		
	F 9/29	QUIZ 04; DEBATE #1	

Week 06		Reading	Due
Language and race/ethnicity	M 10/2	Fought: “Chicano English in context” (D2L) Lippi-Green: Ch10, pp.182-209 (Optional) Pullum: “AAVE is not Standard English with mistakes” (D2L)	
	W 10/4	Irina guest lecture?	
	F 10/6	QUIZ 05	CU Slang

Week 07		Reading	Due
Language and social class	M 10/9	TBD	
	W 10/11		

	F 10/13	QUIX 06; DEBATE #2	
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Week 08		Reading	Due
Language, gender and sexuality	M 10/16	Cameron: "Language, Gender, and Sexuality: Current Issues and New Directions" (D2L)	
	W 10/18		
	F 10/20	QUIZ 07; Midterm review	

Week 09		Reading	Due
Midterm; How to do sociolinguistic research	M 10/23	MIDTERM	
	W 10/25		
	F 10/27	DEBATE #3; Brainstorm paper ideas	

Week 10		Reading	Due
Mono- & Multilingualism; Multi-modal communication	M 10/30	Cashman: "Identities at play: language preference and group membership in bilingual talk in interaction" (D2L)	
	W 11/1	Lucas & Valli: "American Sign Language" (D2L)	
	F 11/3		Observation paper proposal

Week 11		Reading	Due
Language and authority	M 11/6	Solan and Tiersma: Ch1 & Ch3 (D2L)	
	W 11/8	Alim, "Hip Hop nation" (D2L)	

	F 11/10	QUIZ 08	
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Week 12		Reading	Due
Language/accent discrimination	M 11/13	Lippi-Green: Ch7, pp.101-126 AND Ch15, pp.281-291	
	W 11/15	Hill (1998) (D2L) (Optional) Lippi-Green: Ch9, 149-173	
	F 11/17		Observation Paper Rough Draft

Week 13		Reading	Due
FALL BREAK: NO CLASSES			

Week 14		Reading	Due
Pidgens and creoles; Language and community of practice	M 11/27	Lippi-Green: Ch12, pp.235-244	
	W 11/29		
	F 12/1	QUIZ 09	

Week 15		Reading	Due
Meta-linguistics: talk ABOUT language	M 12/4	Lakoff: “‘Political correctness’ and hate speech” (D2L)	
	W 12/6		
	F 12/8	QUIZ 10	

Week 16		Reading	Due
	M 12/11	Bonilla & Rosa: “#Ferguson” (D2L)	

Language and the internet; Review	W 12/13		Observation Paper Final Draft
	F 12/15	Your TA will be holding extended office hours instead of teaching a regular recitation session. Please take advantage of this opportunity to clarify any course-related questions you might have at this point. Also, please contact your TA directly to know which room they will be using.	