

IDS 2935 Linguistic Prejudice

GenEd S, D, Quest 2

MWF 4th period (10:40-11:30am) Fall 2022 FLG 270

Section 2SW1Fridays 4th (10:40am-11:30am) LIT0125

Section 2SW2 Fridays 5th (11:45-12:35pm) RNK 0215

Section 2SW3 Fridays 6th (12:50-1:40pm) ARCH 0215

Instructors

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Student/Office Hours:

[also available by appointment]

Wiltshire: Tuesdays 3:00-4:15pm (office & Zoom), **Thursday 3:30-4:45pm** (Zoom only)

Zoom link: <https://ufl.zoom.us/j/97199891691?pwd=RjRnK0lrR3JpQWY5d0lCTkNzME9UQT09>

or Meeting ID: 971 9989 1691 & Passcode: 872385

Davis: To Be Determined

I. Course Information

Course Description

This course addresses the pressing question “what we can do to mitigate the effects of Linguistic Prejudice?” To do so, students will first explore what linguistic prejudice is and who it affects. Linguistic Prejudice is directed against people who speak with a “nonstandard” accent or grammar and is used to discriminate against groups based on race, ethnicity, gender identity/orientation, geographic location, linguistic background, and socio-economic status. This course explores the relationships between language varieties and prejudice and their real-world consequences, such as discrimination in education, housing, careers, healthcare, interactions with the justice system, etc. Readings on research and methodologies from linguistics, sociology, and psychology provide students with the terms and tools to describe, analyze, and respond to linguistic prejudice. We will examine the prevalence of linguistic prejudice and its impacts, reflect on our own beliefs and behaviors, interview others about their attitudes, and work together to develop potential techniques to reduce the pervasiveness of linguistic prejudice and mitigate its effects.

E-learning site: <https://elearning.ufl.edu/> Find IDS2935 Linguistic Prejudice

II. Coursework & Schedule

1. Required Course Materials (to purchase/rent)

Lippi-Green, Rosina. 2012. *English with an Accent*. (2nd edition) London/NY: Routledge.

[Supplemental Readings are available in Canvas (free); see detailed course schedule for complete list.]

Materials and supplies fees: none

2. List of Graded Work

Assignment	Description	Points
Attendance	Attendance will be taken at the discussion section meetings (Fridays). You are allowed 2 “personal days” for the semester, after which each absence that does not meet university criteria for “excused” results in a 4-point deduction.	40
Exercises (6)	Each exercise requires you to reflect on your own experience with and attitudes toward non-standard language/accents; some also require gathering information from other people or try an experiment. These also form the basis for a later discussion in class or section (250-300 words, 1-2 pages)	300 (@50)
Tests (2)	Each test will be one class period, the first covering Weeks 1-7 (Oct 5 th) and the second covering weeks 1-12 (Nov. 9 th). Each will be composed of definitions, multiple choice questions, short answer questions, and/or a short essay.	260 (120+140)
Reading Response (1)	In the list of supplementary articles, 4 are marked RR; choose one of these to write a Reading Response, due by midnight the day before we discuss the article. Responses should be about 2 pages (500-600 words), and a) summarize the main point(s) b) discuss how it relates to material in the textbook or from class & c) provide reactions to the article (both personal and professional). You are expected to use the terminology from the class to discuss the article.	80
Discovering Examples (2)	You will find and document examples of linguistic prejudice in the wild. These can be video/audio clips, articles from written media (newspapers, blogs), or a narrative video describing a personal experience. Examples should be posted to a discussion board on Canvas and accompanied by a short (50-100 words) statement of how the example illustrates linguistic prejudice as discussed in the course. These can be posted any time but both must be posted by Nov. 4 th .	80 (@40)
Group Project/ Poster Presentation	Groups of 3-4 students will identify a set of speakers targeted by linguistic prejudice & some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I will provide a list of possible topics; you can request your preferred topics and I’ll organize groups or you may propose your own topics/groups, with my approval]. Submit requests or proposed groups by Nov. 14 th . We have in-class prep time Nov 28 th and poster presentations in the final two weeks (Nov. 30 th , Dec. 5 th , Dec 7 th). Posters due midnight before your presentations.	80
Final project paper	Each student will individually write up their group project providing (a) the background on a documented prejudice and/or discrimination towards some set of speakers (1-2 pages) (b) a proposal for reduction of prejudice or mitigation of its discriminatory effects (3-5 pages) and (c) a discussion of the relationship of the proposal to other proposals for mitigations and their ethical bases (1-2 pages) (Total: 6-8 pages, 1500-2000 words). Due Dec 14 th .	160

3. Weekly Course Schedule

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 1	Topic	Introduction, Why & How Does Language Vary?	
Aug 24 W	Summary	An introduction to Linguistic Prejudice: what it is and why it matters, followed by an Introduction to some basic findings of the discipline of linguistics, for understanding language and variation.	
	Required Readings	Lippi-Green Introduction (pp. 1-4) and Chapter 1 “The Linguistic facts of life” (pp. 5-26)	
Aug 26 F	Disc. Sect.	More on linguistic facts of life	
Week 2	Topic	Who has an Accent? Are some accents better than others?	
Aug 29 M Aug 31 W	Summary	Provide description of accents/other variations in dialects based on race, ethnicity, geographical origin, linguistic background, gender & orientation; introduce terminology from linguistics for documentation and categorization of linguistic differences, and increase awareness of students’ own accent and dialect features.	
	Required Readings	Lippi-Green Ch 3 “The myth of non-accent” (pp. 44-54) and Ch. 4 “The standard language myth” (pp. 55-65)	
	Assignment	Exercise #1: Ask four people ... (1 page, 250-300 words).	8/31W
Sep 2 F	Disc. Sect.	Standard language, Ex. 1 discussion	
Week 3	Topic	Where does Linguistic Prejudice come from?	
Sep 5 M Sep 7 W	Summary	Explore sources of linguistic prejudice, including the “Standard Language Myth” supported by the educational system and media, to understand some of its causes in both individuals and society	
	Required Readings	Lippi-Green Ch. 6 “The educational system” (pp. 78-100) and Ch. 7 “Teaching Children How to Discriminate” (pp. 101-129)	
	Assignment	Exercise #2: Try changing one thing... (1 page, 250-300 words)	9/7W
Sep 9 F	Disc. Sect.	Children’s education & media, Ex. 2 discussion	
Week 4	Topic	How do we document (linguistic) prejudice?	
Sep 12 M Sep 14 W	Summary	Preliminaries to examinations of linguistics prejudice towards various groups. Introduce psychological, linguistic & sociological methods of documenting linguistic prejudice through articles explaining & evaluating methodologies including implicit attitude measures, sociolinguistic interviews, & language attitude studies.	
	Required Readings	Excerpt: Strangor (2009) “Stereotyping, Prejudice, and Discrimination Within Social Psychology”, (10-13); Loureiro-Rodriguez & Acar (2022) “Matched-Guise Technique” (185-189); Becker (2018) “The Sociolinguistic Interview” (99-101); Campbell-Kibler (2018) “Language Attitude Surveys” (144-147); Clopper (2018) “Experiments” (157-161)	
	Assignment	Exercise #3: Implicit Attitude Test ...(1 page, 250-300 words)	9/14W
Sep 16 F	Disc. Sect.	Implicit Attitude Tests, Ex. 3 discussion	
Week 5	Topic	Who is affected by linguistic prejudice? Racial/Ethnic groups	
Sep 19 M Sep 21 W	Summary	Discuss categorizations we use in weeks 5-10, including questions of what “race”/“ethnicity” are and how they are socially & linguistically constructed. Examine research on prejudicial attitudes towards African American speech.	
	Required Readings	Smedley & Smedley (2005) “Race as biology is fiction, racism as a social problem is real.” (16-26); Lippi-Green Ch.10 “The real trouble with Black language” (182-213)	
	Assignment	Exercise #4: your own linguistic history... (1 page, 250-300 words)	9/21W

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Sep 23 F	Disc. Sect.		
Week 6	Topic	Who is affected by linguistic prejudice? Race/Ethnicity	
Sep 26 M Sep 28 W	Summary	Continue with research documenting prejudicial attitudes towards the speech of Hispanic and Asian-Americans	
	Required Readings	Lippi-Green Ch. 14 “¡Ya basta!” (pp. 255-280); Lippi-Green Ch. 15 “The unassimilable races: what it means to be Asian” (281-303)	
Sep 30 F	Disc. Sect.	[some time for Test 1 review]	
Week 7	Topic	Who is affected by linguistic prejudice? Race/Ethnicity	
Oct 3 M Oct 5 W Oct 7 F	Summary	Continue with research documenting prejudicial attitudes towards the speech of Asian Americans, followed by Test 1 Wednesday and Homecoming holiday Friday (no sections)	
	Required Readings	Lo (2016) “Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans” (97-112) [RR]	
	Optional	Newman & Wu (2011: 152-178, Asian-American accents)	
	Assignment	(Optional RR to Lo (2016): 500-600 words) Test 1	(10/2) 10/5W
Week 8	Topic	Who is affected by linguistic prejudice? Geographic origins in the US	
Oct 10 M Oct 12 W	Summary	Examine and discuss research documenting prejudicial attitudes towards the speech of Americans based on geographic origins such as rural vs. urban or Southern vs Northern	
	Required Readings	Lippi-Green Ch. 11 “Hillbillies, Hicks, and Southern Belles” (214-234); Kinzler & DeJesus (2013) “Northern=smart and Southern=nice” (1146-1158)	
	Optional	Luhman (1990: 331-348, Appalachian)	
	Assignment	(Optional RR to Kinzler & DeJesus (2013): 500=600 words)	(10/11)
Oct 14 F	Disc. Sect.		
Week 9	Topic	Who is affected by linguistic prejudice? Geographic & linguistic origins	
Oct 17 M Oct 19 W	Summary	Examine and discuss research documenting prejudicial attitudes towards the speech of US-born and foreign-born Americans based on their linguistic origins; examine the categories “native speaker” vs. bilingual vs. ESL speakers	
	Required Readings	Lippi-Green Ch. 13 “The other in the Mirror” (pp. 248-255); Subtirelu & Lindemann (2016: 765-783)	
	Optional	Ruben & Smith (1990: 337-353, non-native TAs)	
Oct 21 F	Disc. Sect.		
Week 10	Topic	Who is affected by linguistic prejudice? Gender & LGBTQ (and intersections with race ethnicity/geography/class)	
Oct 24 M Oct 26 W	Summary	Examine and discuss research documenting prejudicial attitudes towards speech based on gender, LGBTQ status, and/or combinations of gender identity/orientation and other factors	
	Required Readings	Ko, Judd & Stapel (2009) “Stereotyping based on voice in the presence of individuating information” (198-211) [RR]; Zimman (2010) “Female to male transsexuals [transgender] and gay-sounding voices: A pilot study” (1-21)	
	Optional	Campbell-Kibler (2007: 32-64, Southern/Gay)	
	Assignment	(Optional RR to Ko et al (2009): 500-600 words) Exercise #5: What accents do you ... (1 page, 250-300 words)	(10/23) 10/26W
Oct 28 F	Disc. Sect.	Intersections, Disc. Ex. 5	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 11	Topic	How does linguistic prejudice reflect and reinforce prejudice in the world? workplace, judicial system, ...	
Oct 31 M Nov 2 W	Summary	We begin to examine the discriminatory effects of linguistic prejudice in real-world contexts, including the workplace, judicial system, healthcare, and education, and discuss the ethical implications of such discrimination.	
	Required Readings	Lippi-Green Ch 9 "Real people with a real language: the workplace and the judicial system" (149-181); Anderson et al (2014) "Vocal fry may undermine the success of young women in the labor market." (1-8); Iheduru-Anderson (2020) "Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States" (1-15).	
	Optional	Rickford & King (2016: 948-988, AAVE in court, 1 st & last sections).	
	Assignment	Discovered Examples due by Friday	11/4F
Nov 4 F	Disc. Sect.	Healthcare and Test 2 review	
Week 12	Topic	How does linguistic prejudice reflect and reinforce prejudice in the world? housing	
Nov 7 M Nov 9 W Nov 11 F	Summary	Continue the examination of the discriminatory effects of linguistic prejudice applied in real-world contexts, focusing on housing ; followed by Test 2 on Wednesday and Veteran's Day holiday Friday.	
	Required Readings	Lippi-Green Ch. 17 " Linguistic Profiling and Fair Housing" (322-331); Purnell et al. 1999. "Perceptual and Phonetic Experiments on American English Dialect Identification" (pp. 10-30) [RR]	
	Assignment	(Optional RR to Purnell et al (1999): 500-600 words) Test 2	(11/6) 11/9W
Week 13	Topic	How can we reduce linguistic prejudice and mitigate its effects?	
Nov 14 M Nov 16 W	Summary	Examine the ethical basis for proposals for promoting individual, institutional, and societal changes to reduce linguistic prejudice and/or its effects, and discuss their potential and actual efficacy.	
	Required Readings	Lippi-Green Ch. 18 "Conclusion" (332-335); Wolfram "Sound Effects" (27-30); Lebrecht et al. (2009). "Perceptual other-race training reduces implicit racial bias." (1-7); HR Daily Advisor (2016) "Avoiding Language Discrimination in the Workplace" (~2 pages)	
	Optional	Gu, & Shah (2019: 378-396)	
	Assignment	Submit Group Presentation Project choice by Monday Exercise #6: Describe a situation ... (one page, 250-300)	11/14M 11/16W
Nov 18 F	Disc. Sect.	Discuss responses to Ex. 6	
Week 14	Topic	How can we reduce linguistic prejudice and mitigate its effects?	
Nov 21 M	Summary	Reducing linguistic prejudice in the university setting	
	Required Readings	Dunstan et al. (2015) "Educating the Educated" (266-280) (on course reserve)	
Nov 23 W Nov 25 F	eat! relax! be thankful!	Thanksgiving Break	
Week 15	Topic	Group Presentations on projects	
Nov 28 M Nov 30 W	Summary	Monday: PREP TIME for your group poster presentations; Wednesday presentations start	
	Readings	Individualized based on project	
	Assignment	Group project poster submissions & presentations	11/30
Dec 2 F	Disc. Sect.	Mitigation from individual to societal	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 16	Topic	Group Presentations on projects; final overview on Wednesday	
Dec 5 M Dec 7 W [no FRI]	Summary	Group presentations continue Monday and Wednesday, leaving time on Wednesday for a final discussion on whether and how the students feel the course has made any impact on them or their future lives.	
	Readings	Individualized based on project	
	Assignment	Group project poster submissions & presentations	12/4-7
Dec 14 W	Final	Final write up assignment due (6-8 pages, 1500-2000 words)	12/14 5pm

Required Articles: (available on Canvas) Readings marked [RR] can be used for the Reading Response assignment (choose **one** and remember it must be done **by its deadline** to count)

Week 4 How do we document linguistic prejudice? (Excepts combined into one file)

Strangor, Charles. 2009. "The Study of Stereotyping, Prejudice, and Discrimination Within Social Psychology: A Quick History of Theory and Research", in *Handbook of Prejudice, Stereotyping, and Discrimination*, ed. by Todd D. Nelson. New York: Taylor & Frances, pp. 10-13

Becker (2018) "The Sociolinguistic Interview" (pp. 99-101); Campbell-Kibler (2018) "Language Attitude Surveys" (pp. 144-147); Clopper (2018) "Experiments" (pp. 157-161) are all from *Data Collection in Sociolinguistics: Methods and Applications*, New York/London: Routledge.

Loureiro-Rodríguez, V., & Acar, E. (2022). The Matched-Guise Technique. In R. Kircher & L. Zipp (Eds.), *Research Methods in Language Attitudes* (pp. 185-89). Cambridge: Cambridge University Press.

Week 5 Who is affected? Race/Ethnicity

Smedley, A., & B.D. Smedley B.D. 2005. Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist* 60.1: 16-26.

Week 7 Who is affected? Race/Ethnicity

Lo, Adrienne. 2016. "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" in Slim, Rickford & Ball, eds., *Raciolinguistics*. Oxford: Oxford University Press (pp. 97-111) [RR by 10/2]

Week 8 Who is affected? Geographic origins within the US

Kinzler, Katherine D. & Jasmine M. DeJesus (2013) Northern = smart and Southern = nice: The development of accent attitudes in the United States, *The Quarterly Journal of Experimental Psychology*, 66:6, 1146-1158, DOI: [10.1080/17470218.2012.731695](https://doi.org/10.1080/17470218.2012.731695) [RR by 10/11]

Week 9 Geographic/foreign Who is affected? Geographic & linguistic origins

Subtirelu, Nicholas Close and Stephanie Lindemann. 2016. "Teaching First Language Speakers to Communicate Across Linguistic Difference: Addressing Attitudes, Comprehension and Strategies", *Applied Linguistics* 37/6: 765-783

Week 10 Who is affected? Gender & LGBTQ (and intersections)

Ko, Sei Jin, Charles M. Judd & Diederik A. Stapel. 2009. Stereotyping based on voice in the presence of individuating information: Vocal femininity affects perceived competence but not warmth. *Personality and Social Psychology Bulletin* 35, no. 2: 198-211. [RR by 10/23]

Zimman, Lal. 2010. Female to male transsexuals* and gay-sounding voices: A pilot study. *Colorado Research in Linguistics*. Vol 22: 1-21. [*Note: the current term is transgender]

Week 11-12 How does linguistic prejudice reflect/reinforce prejudice? workplace, judicial, health care, & housing

Anderson, Rindy C., Casey A. Klofstad, William J. Mayew & Mohan Venkatachalam. 2014. Vocal fry may undermine the success of young women in the labor market. *PloS one* 9.5 (2014): e97506: 1-8.

Iheduru-Anderson, Kechi. 2020. Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States. *Nursing Inquiry* 2020: 1-15. (DOI: 10.1111/nin.12355)

Purnell Thomas, William Idsardi & John Baugh J. 1999. Perceptual and Phonetic Experiments on American English Dialect Identification. *Journal of Language and Social Psychology*. 18.1: 10-30.
doi:[10.1177/0261927X99018001002](https://doi.org/10.1177/0261927X99018001002) [RR by 11/6]

Week 13-14 Mitigation

Wolfram, Walt. 2013. Sound Effects. *Teaching Tolerance* 52.43: 29-31. at: <https://www.tolerance.org/magazine/spring-2013/sound-effects> or Wolfram, Walt. 2013. Sound effects: Challenging language prejudice in the classroom. *The Education Digest* 79.1: 27-30

Lebrecht, S., L. J. Pierce, M. J. Tarr & J. W. Tanaka. 2009. Perceptual other-race training reduces implicit racial bias. *PloS one*, 4.1: 1-7.

HR Daily Advisor. 2016. "Avoiding Language Discrimination in the Workplace" (approx. 2 pages): <https://hrdailyadvisor.blr.com/2016/03/14/avoiding-language-discrimination-in-the-workplace/>

Dunstan, Stephany Brett, Walt Wolfram, Andrey J. Jaeger, and Rebecca E. Crandall. 2015. Educating the educated: Language diversity in the university backyard. *American Speech* 90. 2: 266-280.

Optional Articles: (available on Canvas)

Week 7 Who is affected? Race/Ethnicity

Newman, M. & A. Wu. 2011. "Do you sound Asian when you speak English?" Racial identification and voice in Chinese and Korean Americans' English. *American Speech* 86.2: 152-178.

Week 8 Who is affected? Geographic origins with the US

Luhman, R.. 1990. Appalachian English stereotypes: language attitudes in Kentucky. *Language in Society* 19.3: 331-348.

Week 9 Who is affected? Geographic & linguistic origins

Rubin, D.L. & K.A. Smith. 1990. Effects of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants. *International Journal of Intercultural Relations* 14.3: 337-353.

Week 10 Who is affected? Gender & LGBTQ (and intersections)

Campbell-Kibler, K.. 2007. Accent, (ING), and the social logic of listener perceptions. *American speech* 82. 1: 32-64.

Week 11 How does linguistic prejudice reflect/reinforce prejudice? workplace, judicial,healthcare

Rickford, J.R. & S. King, 2016. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language*, 92.4: 948-988.

Week 13 How can we reduce linguistic prejudice and mitigate its effects?

Gu, Y. & A. P. Shah. 2019. A Systematic Review of Interventions to Address Accent-Related Communication Problems in Healthcare. *Ochsner Journal* 19.4: 378-396.

III. Grading

Statements on Attendance and Participation

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken at the discussion section meetings (Fridays). You are allowed two (2) “personal days” for the semester, after which each absence that does not meet university criteria for “excused” results in a 4-point deduction from your attendance grade.

Participation: is expected and will enhance your experience of the course. While not directly counted in your grade, actively participating in class will contribute to your understanding of the material and will enable you to improve your performance on the tests, reading responses, and final projects.

Diversity Statement: “I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.” (borrowed from the American Society for Engineering Educations Committee on Diversity, Equity, and Inclusion).

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading:	930-1000 = A	900-929 = A-	870-899 = B+	830-869 = B
	800-829 = B-	770-799 = C+	730-769 = C	700-729 = C-
	670-699 = D+	630-669 = D	600-629 = D-	Below 599=E

A minimum grade of C is required for Quest and General Education credit. Courses taken for satisfying Quest and General Education requirements cannot be taken S-U.

IV. Required Policies

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for 1-on-1 consultations and workshops.

UF Policy on Recording

"Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

V. GenEd and Quest: Objectives & Learning Outcomes

This Course in the Quest 2 Curriculum Fulfills the Social & Behavioral Science (S) and Diversity (D) General Education Requirements.

Quest 2 Course Objectives & Learning Outcomes: <https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext>

General Education Social & Behavioral Science, Diversity Objectives & Outcomes: <https://catalog.ufl.edu/UGRD/academic-programs/general-education/#objectivesandoutcomestext>

VI. This course: Objectives & Learning Outcomes

THESE QUEST & GENERAL EDUCATION OBJECTIVES WILL BE ACCOMPLISHED THROUGH:

- examining/discussing research literature both for methodologies and for their findings
- reading/responding to a variety of articles illustrating linguistic diversity among groups based on race, ethnicity, gender, orientation, and geographic origin, as well as discussions with classmates of their diverse experiences.
- examining/discussing research documenting the role of schools, media and other institutions in creating and enforcing linguistic prejudice and discrimination
- interviewing others, discussing with classmates, and reflecting on your own about attitudes and experiences of judging others by the way they speak
- responding to research and experiences involving linguistic prejudice, both orally and in written responses including discussion exercises and reading response assignments.
- responding to research on social inequities enacted by linguistic prejudice in education, housing, careers, interactions with the judicial system, etc. and developing proposals for mitigating the impact of linguistic prejudice in your own lives, institutions, and society.
- discussing the ethical implications of linguistic prejudice/ discrimination and proposals for mitigation

During this course, students are assessed on Q2/S/D student learning outcomes in Content, Critical Thinking, Communication, and Connection.

1) Content SLOs

- Identify, describe, and explain the historical development of linguistic variation and how variation is used as a force for linguistic prejudice and discrimination in the US, with attention to the intersections of race, ethnicity, gender, geography and other identity categories.
- Identify, describe, and explain linguistic diversity as a dynamic concept related to human differences and their intersections, such as race, ethnicity, gender identity, sexual orientation, and geographic and linguistic origins.

Achievement of this learning outcome will be assessed through:

- Reading responses, exercises, discovering examples, tests, group project presentation, final paper

2) Critical Thinking SLOs

- Analyze and evaluate methodologies from linguistics, sociology, anthropology and psychology used to document how linguistic variation is used for linguistic prejudice and discrimination in the US.
- Analyze and evaluate how social inequities are constructed, as linguistic prejudice impacts discrimination in the US in education, the workplace, housing, healthcare, the judicial system, etc.
- Analyze and reflect on the way different linguistic ideologies mediate understandings of an increasingly linguistically diverse US society.

Achievement of this learning outcome will be assessed through:

- Reading responses, tests, group project presentation, final project paper

3) Communication

- Develop and present, both in writing and orally, proposals to reduce linguistic prejudice and mitigate its effects on some part of our society.

Achievement of this learning outcome will be assessed through:

- Group project presentation, Final project paper

4) Connection (Q2 only)

- Connect course content with their own personal, intellectual and professional development through critical reflection on their own linguistic prejudice and how the prejudices of others impact their lives, society, and professions.

Achievement of this learning outcome will be assessed through:

- Discovering Examples, exercises, reading responses