

IDS 2935 Linguistic Prejudice

GenEd S, D, Quest 2

MWF 5th period (11:45-12:35) Fall 2023 LIT109
Class #22675 Fridays 4th (10:40am-11:30am) FLI 113
Class #25016 Fridays 5th (11:45-12:35pm) TUR 2336
Class #25017 Fridays 6th (12:50-1:40pm) LEI 242

Instructors

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Office: To Be Determined

Student/Office Hours:

[also available by appointment]

Wiltshire: Mondays, Wednesdays 10:40-11:30 am (F2F in office), **Thursdays 3-4:30** (Zoom only):

Thursday: <https://ufl.zoom.us/j/99950865828?pwd=K29zdzV0QklzNmRPaUVJbDdjUzRaQT09>

or Meeting ID: 999 5086 5828

Passcode: 076355

Dunn: Tuesdays, Fridays 2-3pm (F2F in office)

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)

Barrett, Cramer, & McGowan. 2023. *English with an Accent*. (3rd ed.) London/NY: Routledge.

[**Supplemental Readings** available in Canvas (free); see 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 1 “personal day” 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 discussion in class or section (250-300 words, 2-3 paragraphs) | 300 (@50) |
| Tests (2) | Each test will be one class period, the first covering Weeks 1-6 (Oct 2 nd) and the second covering weeks 1-12 (Nov. 13 th). Each will be composed of definitions, multiple choice questions, short answer questions, and/or a short essay. | 270 (120+150) |
| Reading Response (1) | In the list of supplementary articles, 4 are marked RR; choose one and 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 (1) | You will find and document an example 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 (100-150 words) statement of how the example illustrates linguistic prejudice as discussed in the course. These can be posted any time but must be posted by Nov. 3 th . | 50 |
| Group Project/ Poster Presentation | Groups of 3-4 students identify a set of speakers targeted by linguistic prejudice & some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I provide a list of 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 for proposed groups by Nov. 10 th . We have in-class prep time Nov 20 th and poster presentations during the final section meeting (Dec. 1). Posters due midnight before your presentations (Nov 30 th). | 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 (2-3 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) (d) appropriate references) Total: 7-10 pages plus references, 1800-2200 words). Due Dec 14 th , 7:30pm | 180 |

3. Weekly Course Schedule

Note: "EWAC" = *English with an Accent* textbook

| Week Date | Activity | Topic/Assignment (Question/Subject) | Work Due |
|----------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Week 1 | Topic | Introduction, Why & How Does Language Vary? | |
| Aug 23 W | Summary | An introduction to Linguistic Prejudice: what it is and why it matters, followed by an Introduction to findings of the discipline of linguistics that are important for understanding language and variation. | |
| | Req. Reading | EWAC: Chapter 3 "Things linguists know about language" pp. 42-62 | |
| Aug 25 F | Disc. Sect. | More on linguistic facts of life | |
| Week 2 | Topic | Who has an Accent? Are some accents/varieties better than others? | |
| Aug 28 M Aug 30 W | Summary | Introduce terminology from linguistics for description and categorization of linguistic differences, including variations in accents & dialects based on race, ethnicity, geographical origin, linguistic background, gender & orientation; increase awareness of students' own accent & dialect features; discuss roles of an ideal Standard Language vs natural language varieties. | |
| | Req. Readings | Lippi-Green Ch 3 "The myth of non-accent" (pp. 44-54); EWAC: Ch. 4 "Language subordination" (pp 64-77) | |
| | Assignment | Background Questionnaire Exercise #1: Ask four people ... (1 page, 250-300 words). | 8/28M 8/30W |
| Sep 1 F | Disc. Sect. | Standard language ideology, Ex. 1 discussion | |
| Week 3 | Topic | How do we document (linguistic) prejudice? | |
| Sep 4 Sep 6 | 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. | |
| | Req. Readings | Green (2014) video from Crash Course Psychology, Excerpts: Strangor (2009: 10-13); Loureiro-Rodriguez & Acar (2022: 185-189); Becker (2018: 99-101); Campbell-Kibler (2018: 144-147); Clopper (2018: 157-161) | |
| | Assignment | Exercise #2: Implicit Attitude Test ... (1 page, 250-300 words) | 9/6 W |
| Sep 8 | Disc. Sect. | Techniques including IATs, Exercise 2 discussion | |
| Week 4 | Topic | Who is affected by linguistic prejudice? Racial/Ethnic groups | |
| Sep 11 M Sep 13 W | Summary | Discuss categorizations, including questions of what "race"/"ethnicity" are and how they are socially & linguistically constructed. Begin to examine research on prejudicial attitudes towards the speech of racial groups in America, including African Americans and Asian Americans. | |
| | Req. Readings | EWAC Ch. 6 "Language, racialization, and racism" (pp. 102-129); Lo (2016) "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" (97-112) [RR] | |
| | Optional | Smedley & Smedley (2005) "Race as biology is fiction, racism as a social problem is real." (16-26) | |
| | Assignment | (Optional RR to Lo (2016): 500-600 words) | (9/14 Th) |
| Sep 15 F | Disc. Sect. | Asian Americans, Lo article | |

| Week Date | Activity | Topic/Assignment (Question/Subject) | Work Due |
|----------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Week 5 | Topic | Who is affected by linguistic prejudice? Race/Ethnicity | |
| Sep 18 M Sep 20 W | Summary | Continue with research on prejudicial attitudes towards the speech of Native Americans, Hispanics, and bilinguals in the US. | |
| | Req. Reading | EWAC Ch. 7 "Language diversity in the US" (pp. 130-159) | |
| | Assignment | Exercise #3: your own linguistic history... (1 page, 250-300 words) | 9/20 W |
| Sep 22 F | Disc. Sect. | Hispanic Americans, Discuss Ex. 3 | |
| Week 6 | Topic | Who is affected by linguistic prejudice? The deaf/Deaf | |
| Sep 25 M Sep 27 W | Summary | Discuss American Sign Language and its role in the Deaf community; explore the ramifications of the common assumption that spoken languages are preferable to sign languages and the deficiency approach to deafness. | |
| | Req Reading | EWAC Ch. 8 "American Sign Language and deaf culture pp. 161-185) | |
| Sept 29F | Disc. Sect. | some time for Test 1 review | |
| Week 7 | Topic | Who is affected by linguistic prejudice? Geographic origins in the US | |
| Oct 2 M Oct 4 W | Summary | After the test Monday, we begin to 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 Homecoming holiday Friday (no sections) | |
| | Req Reading | EWAC Ch. 9 "Putting language on the map" (pp. 186-209) | |
| | Assignment | Test 1 in class Monday | 10/2 M |
| Oct 6 F | Disc. Sect. | No Section – Homecoming Holiday | |
| Week 8 | Topic | Who is affected by ling. prejudice? Geographic & linguistic origins | |
| Oct 9 M Oct 11 W | Summary | Continue to examine and discuss research documenting prejudicial attitudes towards the speech of US-born and foreign-born Americans based on their geographic and linguistic origins; examine the categories "native speaker" vs. bilingual vs. ESL speakers | |
| | Required Readings | Kinzler & DeJesus (2013) "Northern=smart and Southern=nice" (1146-1158); Subtirelu & Lindemann (2016: 765-783) | |
| | Optional | Luhman (1990: 331-348, Appalachian) | |
| | Assignment | (Optional RR to Kinzler & DeJesus (2013): 500=600 words) Exercise #4: Try changing one thing... (1 page, 250-300 words) | (10/8 Su) 10/11 W |
| Oct 13 F | Disc. Sect. | ESL/International speakers of English | |
| Week 9 | Topic | Who is affected by linguistic prejudice? Gender & LGBTQ (and intersections with race ethnicity/geography/class) | |
| Oct 16 M Oct 18 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) | |
| | Assignment | (Optional RR to Ko et al (2009): 500-600 words) | (10/15 Su) |
| Oct 20 F | Disc. Sect. | Intersections | |

| Week Date | Activity | Topic/Assignment (Question/Subject) | Work Due |
|----------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Week 10 | Topic | Where does Linguistic Prejudice come from? | |
| Oct 23 M Oct 25 W | Summary | Explore how the source of linguistic prejudice, the “Standard Language Ideology”, is sustained by the educational system and media, to understand some of its causes in both individuals and society | |
| | Required Readings | EWAC Ch. 11 “The communicative burden in education” (pp. 231-256); Ch. 12 “Language use, media stereotypes, and fake news” (pp. 258-280). | |
| | Assignment | Exercise #5: What accents do you ... (1 page, 250-300 words) | 10/25 W |
| Oct 27 F | Disc. Sect. | Children’s education & media, discuss Exercise 5 | |
| Week 11 | Topic | How does linguistic prejudice reflect and reinforce prejudice in the world? workplace, healthcare, education ... | |
| Oct 30 M Nov 1 W | Summary | We begin to examine the discriminatory effects of linguistic prejudice in real-world contexts, including the workplace, healthcare, and education, and discuss the ethical implications of such discrimination. | |
| | Required Readings | EWAC Ch. 13 “Language in the workplace” (pp. 281-300); 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). | |
| | Assignment | Discovered Example due by Friday | 11/3 F |
| Nov 3 F | Disc. Sect. | Healthcare | |
| Week 12 | Topic | How does linguistic prejudice reflect and reinforce prejudice in the world? judicial system & housing | |
| Nov 6 M Nov 8 W | Summary | Continue the examination of the discriminatory effects of linguistic prejudice applied in real-world contexts, focusing on the judicial system and housing; followed by Veteran’s Day holiday Friday. | |
| | Required Readings | EWAC Ch. 14 “Examining the American judicial system and housing” (pp. 302-319) Purnell et al. 1999. “Perceptual and Phonetic Experiments on American English Dialect Identification” (pp. 10-30) [RR] | |
| | Optional | Rickford & King (2016: 948-988, AAVE in court, 1 st & last sections). | |
| | Assignment | (Optional RR to Purnell et al (1999): 500-600 words) Submit Group Presentation Project choice by Friday night | (11/7 Tu) 11/10 F |
| Nov 10 F | Disc. Sect | No section: Veteran’s Day. | |
| Week 13 | Topic | How can we reduce linguistic prejudice and mitigate its effects? | |
| Nov 13 M Nov 15 W | Summary | After the test on Monday, we begin to examine proposals for promoting individual, institutional, and societal changes to reduce linguistic prejudice and/or its effects, and discuss their potential and actual efficacy, along with their ethical basis; we begin with schools. | |
| | Required Readings | EWAC Epilogue (pp 320-323); Wolfram “Sound Effects” (27-30) | |
| | Assignment | Test 2 Exercise #6: Describe a situation ... (one page, 250-300) | 11/13M 11/15W |
| Nov 17 F | Disc. Sect. | Discuss responses to Ex. 6 | |

| Week Date | Activity | Topic/Assignment (Question/Subject) | Work Due |
|--------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Week 14 | Topic | Group Presentations projects | |
| Nov 20 M | Summary | Time for you to meet up with your group and prepare for your poster & presentation | |
| | Readings | Individualized for group project topic | |
| Nov 22 W Nov 24 F | eat! relax! be thankful! | Thanksgiving Break | |
| Week 15 | Topic | How can we reduce linguistic prejudice and mitigate its effects | |
| Nov 27 M Nov 29 W | Summary | We continue to examine proposals for promoting individual, institutional, and societal changes to reduce linguistic prejudice and/or its effects, and discuss their potential and actual efficacy, along with their ethical basis; focus on employment, healthcare, and university settings | |
| | Required Readings | 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) Dunstan et al. (2015) "Educating the Educated" (266-280) for Wednesday | |
| | Optional | Gu, & Shah (2019: 378-396) | |
| | Assignment | Group project poster submissions | 11/30 Th |
| Dec 1 F | Disc. Sect. | Group project poster presentations | 12/1 F |
| Week 16 | Topic | Group Presentations on projects; final overview on Wednesday | |
| Dec 4 M Dec 6 W [no FRI] | Summary | I expect to have a guest lecture (To Be Determined) by someone working in the field, and we'll have time for a final discussion on whether and how the students feel the course has made any impact on them or their future lives, and how the course could be improved. | |
| | Readings | Individualized based on project | |
| Dec 14 Th | Final | Final write up assignment due (7-10 pages, 1800-2200 words) | 12/14 Th 7:30pm |

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 2

Lippi-Green, Rosina (2012). Chapter 3: "The myth of non-accent", *English with an Accent* (2nd edition), pp. 44-52. Routledge.

Week 3 How do we document linguistic prejudice? (Excerpts combined into one file)

video: Crash Course Psychology #39 Prejudice and Discrimination: Hank Green, 2014, available at:

<https://www.youtube.com/watch?v=7P0iP2Zm6a4>

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. 1-12

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 4 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 9/14]

Week 8 Who is affected? Geographic & linguistic origins

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 10/8]

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 9 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 10/15]

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]

Weeks 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 11/7]

Week 13-15 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 4 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 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 12 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 15 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 one (1) “personal day” 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.

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.

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/>.

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.

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