
Spring 2019

Lecture Information

Lecture: MWF 4th Period (10:40 PM - 11:30 PM), Matherly Hall Room 0102

Instructor: Adriana Ojeda

Office Hours: MW 3rd Period (9:35 AM – 10:25 AM) & by appointment

Office: Turlington Hall Room 4118

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Required Materials

- 1.) Language in the USA: Themes for the Twenty-first Century. 2010. 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 four short essay assignments, four dialect analysis assignments, and two exam assessments.
- **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 particular dialect of English. 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 prepare four short essay responses to topics pertaining to concepts in linguistic diversity. Students will critically discuss issues in language policy, planning and ideology. Achievement of this learning outcome will be assessed by the four essay responses as well as through class discussion time.

Course Credit Requirements and Grading

Component	Weight
Participation	5%
Dialect analysis 1	10%
Dialect analysis 2	10%
Dialect analysis 3	10%
Dialect analysis 4	10%
Presentation 1	15%
Presentation 2	15%
Exam	25%
TOTAL	100%

Assignment Descriptions

Class Participation: You are expected 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.

Dialect Analyses: You will apply skills acquired in phonetics, phonology, morphology, syntax, pragmatics and/or other areas to complete linguistic analyses.

Presentations: There will be two presentations in two different formats.

- 1.) You will present one language found in the United States in groups of 2-3 (6 groups total) using PowerPoint, supplemented with examples and/or 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, excluding the discussion at the end, should be between 30 and 35 minutes long.
- 2.) You will also present one variation of English or a language (other than the ones in the first presentations) found in the United States of your choice (not limited to spoken language—can be signed, written, online, etc.), individually, in a conference-style format. You must present the information legibly on a poster board.

Exam: The exam will consist of a data-set and some short/long answer questions covering a range of topics discussed throughout the semester.

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.phhp.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 and homework will be distributed via the Canvas website.

Other policies

Attendance: Up to six unexcused absences are allowed during this semester. Any more than six absences will result in a failing 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 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)

WEEK	MONDAY	WEDNESDAY	FRIDAY
1 1/7-1/11	Introductions & Syllabus Day	Language in the USA: Overview	Descriptivism vs. Prescriptivism
2 1/14-1/18	Language Attitudes	What is a dialect? What is an accent? What is a variation?	Dialectology
3 1/21-1/25	Martin Luther King Jr. Day	Dialectology	In-Class Activity
4 1/28-2/1	Dialect Analysis Due + Discussion	International Phonetic Alphabet (IPA)	International Phonetic Alphabet (IPA)
5 2/4-2/8	Dialect Analysis Due + Discussion	Morphology/Syntax	Morphology/Syntax
6 2/11-2/15	Dialect Analysis Due + Discussion	Standard American English: Origins	Standard American English: Origins
7 2/18-2/22	Dialect Analysis Due + Discussion	Regional Dialects	Activity: Social Varieties
8 2/25-3/1	Social Varieties: African American Vernacular English	Social Varieties: Appalachian English	Social Varieties: Chicano and Miami English
9 3/4-3/8	Spring Break	Spring Break	Spring Break
10 3/11-3/15	Presentation 1 + Discussion	Presentation 1 + Discussion	Presentation 1 + Discussion
11 3/18-3/22	Presentation 1 + Discussion	Presentation 1 + Discussion	Presentation 1 + Discussion
12 3/25-3/29	Multilingualism	Multilingualism	Activity: Language on Campus & at Home
13 4/1-4/5	Language Education	Language Education	Language and Identity
14 4/8-4/12	Poster Presentations	Poster Presentations	Slang
15 4/15-4/19	Language, Gender and Sexuality	Language, Gender and Sexuality	Language, Media and Popular Culture
16 4/22-4/26	Exam Review	Exam In Class	Reading Day