

Language in U.S. Society

Linguistics 1000, Section 010 – Fall 2005

Instructor: Adam Hodges

Please log on to WebCT for the full syllabus and additional class information.

LING 1000 is a survey course that provides a non-technical exploration of the ways that language is used in America. It emphasizes language as a social institution and how values and goals of both public institutions and private groups shape, and are shaped by language and its use. *Approved for Arts and Sciences core curriculum: United States context, or contemporary societies.*

Course objectives:

- To gain a grounding in linguistics as a field of study
- To recognize the role of language in sociocultural interaction
- To critically engage with language issues in US society

Instructor: Adam Hodges

Email: adam.hodges@colorado.edu

Office Hours: Mondays and Wednesdays 11:00 – 12:00

Course Website: The full syllabus is posted on the course website, which can be accessed by logging on to WebCT. You will also be able to download readings, check your grades, and stay abreast of course announcements there.

WebCT login: <https://webct.colorado.edu/>

Course Readings: Course readings can be accessed via WebCT

GRADE REQUIREMENTS: *Final grade is out of 1,000 points; see the grading scale on course website*

Exams:

- Midterm #1 (Wed, Sept 28): 100 points
- Midterm #2 (Mon, Oct 31): 100 points
- Cumulative Final (Wed, Dec 14, 10:30am–1:00pm): 200 points

Recitation Presentation: *Sign up at first recitation* [100 points]

You will be responsible for teaming up with another classmate to present the week's readings and facilitate discussion of the week's topic in recitation. You will need to give a 10-20 minute overview of the key points from the week's readings/lectures as an introduction; then engage the class with questions. Your job is to facilitate discussion and get the class involved in talking about the topic.

Library Scavenger Hunt / Annotated Bibliography: *Due in recitation on Oct 21* [100 points]

The goal of this assignment is to (1) help you become more familiar with the library resources available at CU, and (2) help you acquire valuable research skills for writing your final paper. *See the assignment sheet on WebCT for full details.* *NB You must turn in the library scavenger hunt / annotated bibliography when it's due in order to have your final paper graded. **Final papers will not be accepted if the library scavenger hunt / annotated bibliography is not completed by its due date!**

Final Paper: *Due Wed, Dec 7 in lecture* [200 points]

For the final paper, choose a topic on the course syllabus to examine in more depth. The length should be 4-6 pages (i.e. 1200-1600 words); and it needs to make use of at least 4 sources which should be documented in a works cited page at the end. You are encouraged to start thinking about your topic early in the semester so that you can use your research from the Library Scavenger Hunt / Annotated Bibliography assignment as the basis for your paper. Feel free to come by office hours to discuss ideas and for help in choosing a topic.

Recitation Attendance: [200 points]

Recitation attendance is mandatory. Discussing class topics and readings with your classmates is an integral part of the learning process. The main purpose of recitations is to provide a forum for discussing the readings in a more intimate, interactive atmosphere. This gives you a chance to hear what others are

thinking about, hash out your own ideas and synthesize topics in the readings with information discussed in lectures. You will be awarded an attendance grade for recitation based on the following scale:

0 absences	200 points (A+)
1 absences	190 points (A)
2 absences	170 points (B)
3 absences	150 points (C)
4 absences	130 points (D)
5 or more absences	0 points (F)

Absences due to documented illness, death in the family or travel to official university functions may be excused *with proper documentation*. Proper documentation (e.g. letter from a doctor, team coach, etc.) must be provided in order to excuse such absences. Absences due to travel to university events should be cleared *in advance*.

N.B. Late assignments will not receive a grade. Make-up exams will only be granted in extreme cases – such as serious illness or a death in the family – and with proper documentation.

COURSE SCHEDULE / READINGS

WEEK 1 Introduction

Mon, Aug 22

Wed, Aug 24

"Linguistics: An Overview," by Nunberg
 "The History of Linguistics," by Newmeyer
 "Sociolinguistics," by Wolfram

Recitation

Sign up for presentation

WEEK 2 Child language development and socialization

Mon, Aug 29

Wed, Aug 31

"Child language learning" by Hudson
 "The Development of Language in Genie" by Fromkin et al

Recitation

Presentation #1: Child language development

WEEK 3 Sign language

Mon, Sept 5

Wed, Sept 7

NO CLASS – LABOR DAY

"Sign language" by Emmorey

Recitation

Presentation #2: Sign language

WEEK 4 Second / foreign language learning, and bilingual education

Mon, Sept 12

Wed, Sept 14

"Adult language learning" by Hudson

"Why bilingual education?" by Krashen

Recitation

Presentation #3: Second / foreign language learning and bilingual education

WEEK 5 Language, culture and identity

Mon, Sept 19

Wed, Sept 21

"Does the language I speak influence the way I think?"

"Language and Thought" by Slobin http://www.lsadc.org/fields/index.php?aaa=lang_thought.htm

Recitation

"Talking in a new land" by Cunha
 Presentation #4: Language, culture and identity

WEEK 6 Midterm #1

Mon, Sept 26

Wed, Sept 28

Review – bring questions

MIDTERM EXAM

NO RECITATION – Work on Library Scavenger Hunt / Annotated Bibliography

WEEK 7 Language and gender

Mon, Oct 3

Wed, Oct 5

Language and Gender (pgs 1-20) by Eckert and McConnell-Ginet

"Just say no?" by Kitinger and Frith

Recitation

Presentation #5: Language and gender

WEEK 8 Writing and literacy

Mon, Oct 10

"What's the Difference between Speech and Writing?" by Bright

<http://www.lsadc.org/fields/index.php?aaa=writing.htm>

Wed, Oct 12 Reading TBA
FALL BREAK – NO RECITATION

WEEK 9 History of English...in America
Mon, Oct 17 “The first thousand years” by Bryson
Wed, Oct 19
Recitation DUE: Library Scavenger Hunt / Annotated Bibliography
Presentation #6: History of English

WEEK 10 Varieties of American English
Mon, Oct 24 “What is Ebonics?” by Rickford
Wed, Oct 26 “Suite for Ebony and Phonics” by Rickford
Recitation Presentation #7: AAVE

WEEK 11 Midterm #2
Mon, Oct 31 Review – bring questions
Wed, Nov 2 MIDTERM EXAM
NO RECITATION – Work on final papers

WEEK 12 Language, media, and politics
Mon, Nov 7 “Language and the media” by Talbot et al (LP)
Wed, Nov 9 “Rhetorical fallacies”
Recitation Presentation #8: Language and media

WEEK 13 Language policy
Mon, Nov 14 “A nation divided by one language” by Crawford
Wed, Nov 16 “The political paradox of bilingual education” by Crawford
Recitation Presentation #9: Language policy

WEEK 14 Endangered languages in America
Mon, Nov 21 “From threatened languages to threatened lives” by Everett
NO RECITATION – Work on final papers
THANKSGIVING BREAK

WEEK 15 Endangered languages in America, cont.
Mon, Nov 28 “Endangered American languages: What is to be done?” by Crawford
Wed, Nov 30
Recitation Presentation #10: Endangered languages in America

WEEK 16 Conclusion
Mon, Dec 5
Wed, Dec 7 Review for final – bring questions
DUE: Final papers

FINAL EXAM: Wednesday, December 14, 10:30 am – 1:00 pm

GENERAL POLICIES

Attendance and Academic Success

Attendance at lectures and recitations is essential. Discussing class topics and readings with your classmates is an integral part of the learning process. The main purpose of recitations is to provide a forum for discussing the readings in a more intimate, interactive atmosphere. This gives you a chance to hear what others are thinking about, hash out your own ideas and synthesize topics in the readings with information discussed in lectures. While attendance is *necessary*, it is not in itself *sufficient* for academic success. In essence, attendance is a means to an end -- i.e. a tool for gaining knowledge. You receive grades based on your ability to demonstrate that knowledge, but attendance acts as a crucial vehicle for navigating through the material to reach the end goal. It is up to you to make a personal commitment to your learning and make the most of all aspects of the class, including recitation participation, lecture attendance and reading assignments. This will inevitably pay off in the knowledge you take away from the class at the end of the semester -- and of course, it's no secret that class attendance positively correlates with higher grades.

Class Ambience and Academic Respect

Academic courses are a place for intellectual challenges and interactive discussions. Everyone benefits from an atmosphere of creativity, diversity, and expressive freedom as we negotiate new understandings of concepts, and explore ideas from different angles. Practice the art of thoughtfully challenging a person's ideas while respecting the person, so we can create a supportive atmosphere where everyone can build on each other's knowledge and experience, and learn from each other.

Special Accommodations

If you qualify for accommodations because of a disability please submit to me 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 Observances and Absences

The University of Colorado at Boulder has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays. You will not be penalized for missing class due to a religious observance; but you are responsible for notifying me of any conflicts *prior* to the missed class. Please make arrangements for alternate exams/assignments *at least two weeks prior* to a missed absence for a religious observance (www.colorado.edu/policies/fac_relig.html).

Academic Integrity

Cheating and/or plagiarism on any assignment/exam will result in an automatic grade of 0 and could also result in an automatic F for the course. Each student is expected to know and adhere to the CU Student Honor Code and follow the policy laid out therein. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). More information on the CU Honor Code can be found at www.colorado.edu/policies/honor.html and www.colorado.edu/academics/honorcode.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See the university policies on these matters at www.colorado.edu/policies/classbehavior.html and www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Sexual Harassment

The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at www.colorado.edu/sexualharassment.