

Language in U.S. Society

Linguistics 1000, Section 010 – Spring 2005

Instructor: Adam Hodges

Please login to WebCT for 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

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Office Hours: TBA (check website), or by appointment in **Hellems 295** (second floor, SE corner)

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 check your grades there, and stay abreast of course announcements. WebCT login: <https://webct.colorado.edu/>.

Course Readings: The required course packet is available in the book store.

Lectures: MW 10:00-10:50 in Hale 270

Recitation sections:	011	02:00 – 02:50	F	HALE 260
	012	02:00 – 02:50	F	CLRE 104
	013	08:00 – 08:50	F	HLMS 185
	014	08:00 – 08:50	F	HLMS 271
	015	09:00 – 09:50	F	MUEN D144
	016	09:00 – 09:50	F	EDUC 132
	017	02:00 – 02:50	W	DUAN G1B39

GRADE REQUIREMENTS

- 300 points: Three essays each worth 100 points (Due Feb 11, March 18, April 29)
- 100 points: Presentation in recitation (sign up for date)
- 100 points: Midterm exam (February 23)
- 200 points: Final exam (May ?)
- In addition, 10 gate requirement points are needed in order to qualify for the final exam!

Essay #1: Due Feb 11 (400-600 words) [100 points]

Topic will be posted on WebCT. Your task will be to concisely *and thoroughly* answer the essay question in 400-600 words. Please see website for full details.

Essay #2: Due March 18 (400-600 words) [100 points]

Topic will be posted on WebCT. Please see website for full details.

Final Essay: Due April 29 (800-1200 words) [100 points]

Topic will be posted on WebCT. This question will require you to cite at least two academic sources in addition to those on the syllabus to support your thesis. You'll have 800-1200 words in this essay to develop your thesis in response to the question. Please see website for full details.

Please read the full essay requirements on the website. N.B. Essays must be typed and stapled; all essays must be turned in as hard copies in person to your recitation instructor at the beginning of class on the date due (i.e. no email attachments; late essays will not be graded.)

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

You will be responsible for presenting one of the assigned readings and facilitating discussion in recitation. You will need to coordinate with the person responsible for the other reading from the same week, and work together to lead that week's recitation discussion. You will generally need to give a 5-10 minute overview of your reading's key points as an introduction, then engage the class with questions and facilitate the discussion. The goal is to lead the class in a conversation that examines the topic of that week. You are encouraged to be creative in your presentation of the readings (e.g. use audio-visual aids, provide handouts, etc.)

Midterm Exam: *Wednesday, February 23* [100 points]

The midterm exam will cover material from the first half of the semester.

Final Exam: *Tuesday, May 3, 1:30 pm – 4:00 pm* [200 points]

The final exam will consist of two parts: a section equivalent to a midterm that covers the last half of the semester, plus a cumulative section that tests material from the entire semester.

IMPORTANT! Gate Requirement: *10 gate requirement points needed to qualify for final exam*

This requirement is both easy and crucial. You will need to accumulate ten gate requirement points during the semester in order to qualify for the final exam – failure to achieve this will **disqualify your final exam from being graded!** Accumulating these points is simple: Attend recitations each week prepared to discuss the readings. You'll receive one point per regular recitation meeting where readings are discussed.

Final course grade is out of 700 points – see website for grading scale and assessment criteria. 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, Jan 10
Wed, Jan 12 "The history of linguistics" by Hudson
Frid, Jan 14 Sign up for presentation/discussion facilitation

WEEK 2 Language and linguistics

Mon, Jan 17 NO CLASS – MLK DAY
Wed, Jan 19 "Signs and sign systems" by Hudson
Frid, Jan 21

WEEK 3 Child language development and socialization

Mon, Jan 24 "Child language learning" by Hudson
Wed, Jan 26 "The Development of Language in Genie" by Fromkin et al
Frid, Jan 28

WEEK 4 Second / foreign language learning, and bilingual education

Mon, Jan 31 "Adult language learning" by Hudson
Wed, Feb 2 "Why bilingual education?" by Krashen
Frid, Feb 4

WEEK 5 Language, culture and identity

Mon, Feb 7 "Language and culture"
"Does the language I speak influence the way I think?"
Wed, Feb 9 "Talking in a new land" by Cunha
Frid, Feb 11 DUE: Essay #1

WEEK 6 Language and gender

Mon, Feb 14 "Is there any ketchup, Vera?" by Deborah Cameron
Wed, Feb 16 "Just say no?: The use of conversation analysis in developing a feminist perspective on sexual refusal" by Kitzinger and Frith

Wed, Feb 18

WEEK 7 Mon, Feb 21 Wed, Feb 23 Frid, Feb 25	Midterm review and exam Review – bring questions MIDTERM EXAM No recitation
WEEK 8 Mon, Feb 28 Wed, Mar 2 Frid, Mar 4	English and language change “The first thousand years” by Bryson “Eight causes of language change” by Hudson
WEEK 9 Mon, Mar 7 Wed, Mar 9 Frid, Mar 11	Dialects and usage variations “Dialects and other sociolects” by Hudson “What is Ebonics?” by Rickford “Suite for Ebony and Phonics” by Rickford
WEEK 10 Mon, Mar 14 Wed, Mar 16 Frid, Mar 18	Writing and literacy “Languages and writing” by Hughes “Defining and measuring literacy” DUE: Essay #2
SPRING BREAK – Mar 21-25	
WEEK 11 Mon, Mar 28 Wed, Mar 30 Frid, Apr 1	Language in the media and language in politics “Language and the media” by Talbot et al (LP) “Racism in the news” by Teo (LP) “Critical media literacy” by Fairclough
WEEK 12 Mon, Apr 4 Wed, Apr 6 Frid, Apr 8	The politics of language and language policy “Fuels for the Fire” by Schmidt “A nation divided by one language” by Crawford
WEEK 13 Mon, Apr 11 Wed, Apr 13 Frid, Apr 15	Language legislation and diversity “The political paradox of bilingual education” by Crawford “Sign language” by Emmorey
WEEK 14 Mon, Apr 18 Wed, Apr 20 Frid, Apr 22	Endangered languages in America “From threatened languages to threatened lives” by Everett “Endangered American languages: What is to be done?” by Crawford
WEEK 15 Mon, Apr 25 Wed, Apr 27 Frid, Apr 29	Conclusion Review for final – bring questions DUE: Final Essay
FINAL EXAM:	Tuesday, May 3, 1:30 pm – 4:00 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 zero. 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.