

Language in U.S. Society

Linguistics 1000, Section 010 – Spring 2006

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

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Office Hours: Mondays and Wednesdays 11:00 – 12:00 in Hellems 294

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 900 points; see the grading scale on course website*

Exams:

- Midterm Exam (100 points)
- Cumulative Final (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 Research / Annotated Bibliography: *Due in recitation week of March 22-24* (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 research paper. *See the assignment sheet on WebCT for full details.* *NB You must complete the library research / annotated bibliography assignment in order to have your final research paper graded. **Research papers will not be accepted if the library research / annotated bibliography is not turned in when due!**

Research Paper: *Due in recitation week of May 3-5* (200 points)

For the research paper, choose a topic from the course 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 scholarly 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 findings from the Library Research / Annotated Bibliography assignment as the basis for your paper. Feel free to come by office hours to discuss ideas or to narrow down 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 be accepted. 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

Wed, Jan 18
Recitation Sign up for presentation

WEEK 2 Language and linguistics

Mon, Jan 23 "Linguistics: An Overview," by Nunberg
"Sociolinguistics," by Wolfram
"The History of Linguistics," by Newmeyer
Wed, Jan 25 "Grammar" by Chung and Pullum
"Meaning" by Ladusaw
Recitation Presentation #1

WEEK 3 Child language development

Mon, Jan 30 "Child language learning" by Hudson
Wed, Feb 1 "The Development of Language in Genie" by Fromkin et al
Recitation Presentation #2

WEEK 4 American Sign Language and Deaf culture

Mon, Feb 6 "Sign language" by Emmorey
Wed, Feb 8 "What is Sign Language?" by Perlmutter
Recitation Presentation #3

WEEK 5 Second / foreign language learning, and bilingual education

Mon, Feb 13 "Adult language learning" by Hudson
Wed, Feb 15 "Why bilingual education?" by Krashen
Recitation Presentation #4

WEEK 6 Language and culture

Mon, Feb 20 "Does the language I speak influence the way I think?"
"Language and Thought" by Slobin
Optional: "Language and Culture" by Salzman
Wed, Feb 22 "Talking in a new land" by Cunha
Recitation Presentation #5

WEEK 7 Language and gender

Mon, Feb 27 "Defining Reality: A Powerful Tool" by Spender
Optional: "Language and Gender" by Eckert and McConnell-Ginet
Wed, March 1 "Just say no?" by Kitzinger and Frith
Optional: "Fashioning Selves" by Eckert and McConnell-Ginet
Recitation Presentation #6

WEEK 8 **Midterm Exam**
Mon, March 6 Exam review – bring questions
Wed, March 8 MIDTERM EXAM
Recitation No recitation – Work on Library Research / Annotated Bibliography

WEEK 9 **Writing and literacy**
Mon, March 13 “What’s the Difference between Speech and Writing?” by Bright
Wed, March 15
Recitation Presentation #7

WEEK 10 **History of English...in America**
Mon, March 20 “Language Variation and Change” by Thomason
 Optional: “The first thousand years” by Bryson
Wed, March 22 “Old World, New World” by Bryson
Recitation Presentation #8
 DUE: Library Research / Annotated Bibliography

SPRING BREAK March 27-31

WEEK 11 **Varieties of American English**
Mon, April 3 “What is Ebonics?” by Rickford
Wed, April 5 “Suite for Ebony and Phonics” by Rickford
 Optional: “Using the Vernacular to Teach the Standard” by Rickford
Recitation Presentation #9

WEEK 12 **Language, media, and politics**
Mon, April 10 “Language and the media” by Talbot et al (LP)
Wed, April 12 “Rhetorical fallacies”
 Optional: “Racism in the News” by Teo
Recitation Presentation #10

WEEK 13 **Language policy**
Mon, April 17 “A nation divided by one language” by Crawford
Wed, April 19 “The political paradox of bilingual education” by Crawford
Recitation Presentation #11

WEEK 14 **Endangered languages...in America**
Mon, April 24 “From threatened languages to threatened lives” by Everett
Wed, April 26 “Endangered American languages: What is to be done?” by Crawford
Recitation Presentation #12

WEEK 15 **Conclusion**
Mon, May 1 Language and linguistics
Wed, May 3 Review for final exam – bring questions
Recitation Turn in / discuss research papers
 DUE: Research Paper

FINAL EXAM: **Monday, May 8th, 4:30pm – 7:00pm**

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.