

Language in U.S. Society

Linguistics 1000, Section 010 – Spring 2007

Instructor: Adam Hodges

Please log on to CULearn 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. Course objectives are:

- 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

Approved for Arts and Sciences core curriculum: United States context, or contemporary societies.

Instructor: Adam Hodges

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Office Hours: TBA in Hellems 297

Website: The full syllabus and additional course materials are posted on CULearn (formerly WebCT).

Textbook and Readings:

- *Language in the USA: Themes for the Twenty-First Century*, edited by Edward Finegan and John R. Rickford (2004, Cambridge; ISBN: 0 521 77747 X).
- Additional readings posted on CULearn

GRADE REQUIREMENTS: *The final course grade is out of 600 points, broken down as follows:*

Preliminary syllabus quiz: At the beginning of the semester, you will need to explore the course website on CULearn; then take a short online quiz. The purpose of this quiz is to ensure you understand the course requirements and know how to find materials on the website. *Please note, you must finish this quiz with a 100% by Wed, Jan 31!* You can repeat the quiz as many times as you need until that date. *Not finishing this preliminary step will result in a one letter grade reduction to your final grade at the end of the semester!*

I. Exams

- Midterm @ 100 points (Wed, Feb 28)
- Cumulative Final @ 100 points (Mon, May 7th, 10:30am – 1:00pm)

II. Essays – Questions to be posted on course website

- Essay #1 @ 100 points (Due in recitation Feb 21/23)
- Essay #2 @ 100 points (Due in recitation April 25/27)

III. Recitation

- **Reading Outlines** – 10 @ 10 points = 100 points

These reading outlines are a tool to help you fully apprehend class readings and prepare for recitation discussions. Ten outlines are due (more or less weekly) as indicated on the schedule. Choose *one required reading* from that week to outline. Download the **reading outline sheet** on CULearn for complete information on the format to use and what to include. Outlines are due in recitation. If you are unable to attend recitation for any reason, you are responsible for contacting your TA and turning in your outline *prior to that class*. *NB outlines need to be typed and stapled; no late outlines accepted.*

- **Discussion Presentation – 50 points**
Recitation is a place to discuss ideas that come up each week in lectures and readings. Once during the semester, you (with a partner or two) will be responsible for starting discussion of the week's topic. You will need to give about a 15 minute overview of the key points from the week's readings/lectures; then engage the class with questions to start discussion.
- **Participation – 50 points awarded at the end of the semester based on the following:**
 - o **Preparation and discussion participation:** You are expected to do all of the required readings prior to recitation and come prepared to discuss the issues.
 - o **Attendance:** In order to participate in recitation, you obviously need to be there. More than three absences will jeopardize your 50 participation points. It is your responsibility to contact your TA with proper documentation for absences due to official university functions, medical emergencies, religious observances, deaths in the family.
 - o **Discussion board posts:** You are expected to check your recitation's discussion board periodically, read posts, and make **three** contributions during the semester (one per month in Feb, March and April). Your posts should thoughtfully engage with course material and respond to other posts.

COURSE SCHEDULE

(LUSA indicates *Language in the USA*; Other readings are accessible online via CULearn)

WEEK 1: Course Introduction

Wed, Jan 17

Read course syllabus on CULearn

Recitation

Sign up for presentation date

WEEK 2: Linguistics, Language and Thought

Mon, Jan 22

Optional Reading: "[Linguistics: An Overview](#)" by Nunberg; "[Sociolinguistics](#)" by Wolfram; "[Meaning](#)" by Ladusaw; "[Grammar](#)" by Chung and Pullum; "[The History of Linguistics](#)" by Newmeyer

Wed, Jan 24 **Add Deadline**

Required Reading: "Language, thought and representation" by Singh

Recitation

Reading Outline #1 Due

WEEK 3: Language Learning

Mon, Jan 29

Required Reading: "Child language learning" by Hudson

Wed, Jan 31 **Drop Deadline**

Required Reading: "Adult language learning" by Hudson
N.B. Syllabus Quiz must be completed by this date!

Recitation

Reading Outline #2 Due

WEEK 4: Multilingualism and Education

Mon, Feb 5

Required Reading: LUSA Chap 14: Linguistic diversity and English language acquisition

Optional Reading: "[Why bilingual education?](#)" by Krashen

Wed, Feb 7

Required Reading: LUSA Chap 18: Language in education

Optional Reading: LUSA Chap 7: Multilingualism and non-English mother tongues

Recitation

Reading Outline #3 Due

WEEK 5: Language Policy and the English Only Debate

Mon, Feb 12

Required Reading: LUSA Chap 17: Language planning, language policy and the English only movement

Wed, Feb 14

Required Reading: "[A nation divided by one language](#)" by Crawford

Recitation

Reading Outline #4 Due

WEEK 6: American Sign Language and Deaf Culture

Mon, Feb 19

Required Reading: LUSA Chap 12: American Sign Language

Wed, Feb 21

Optional Reading: "[What is Sign Language?](#)" by Perlmutter

Recitation

Essay #1 Due

WEEK 7: MIDTERM EXAM

Mon, Feb 26

Mid-semester recap and review

Wed, Feb 28

Midterm Exam

Recitation

No Recitation

WEEK 8: History of (American) English

Mon, March 5

Required Reading: LUSA Chap 1: American English, its origins and history

Optional Reading: "[The first thousand years](#)" by Bryson

Wed, March 7

Required Reading: LUSA Chap 2: American English and its distinctiveness

Optional Reading: "[Old World, New World](#)" by Bryson

Recitation

Reading Outline #5 Due

WEEK 9: Regional Dialects and Social Varieties

Mon, March 12

Required Reading: LUSA Chap 3: Regional dialects

Optional Reading: LUSA Chap 26: Language attitudes to speech

Wed, March 14

Required Reading: LUSA Chap 4: Social varieties of American English

Optional Reading: LSP Chap 9: Language and identity; LUSA Chap 19: Adolescent language ; LUSA Chap 20: Slang

Recitation

Reading Outline #6 Due

WEEK 10: Language and Gender

Mon, March 19

Required Reading: LUSA Chap 22: Language, gender and sexuality

Optional Reading: "[Language and Gender](#)", "[Fashioning Selves](#)" by Eckert and McConnell-Ginet

Wed, March 21

Required Reading: "Just say no?" by Kitzinger and Frith

Recitation

Reading Outline #7 Due

WEEK 11: Spring Break – March 26-30

WEEK 12: Writing and Literacy

Mon, April 2

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

Wed, April 4

Optional Reading: LUSA Chap 25: The language of cyberspace

Recitation

Reading Outline #8 Due

WEEK 13: Pidgins, Creoles and Language Change

Mon, April 9

Required Reading: LUSA Chap 8: Creole languages, forging new identities

Optional Reading: "[Language Variation and Change](#)" by Thomason

Wed, April 11

Required Reading: LUSA Chap 15: Language ideology and language prejudice

Optional Reading: LSP Chap 11: Attitudes to language

Recitation

Reading Outline #9 Due

WEEK 14: African American English

Mon, April 16

Required Reading: LUSA Chap 5: African American English

Optional Reading: "[What is Ebonics?](#)" by Rickford ; "[Suite for Ebony and Phonics](#)" by Rickford; "[Using the Vernacular to Teach the Standard](#)" by Rickford

Wed, April 18

Required Reading: LUSA Chap 16: Ebonics and its controversy

Optional Reading: LUSA Chap 21: Hip Hop Nation

Recitation

Reading Outline #10 Due

WEEK 15: Endangered Languages / Native American Languages

Mon, April 23

Required Reading: "[From threatened languages to threatened lives](#)" by Everett

Wed, April 25

Required Reading: LUSA Chap 9: Native American languages

Optional Reading: "[Endangered American languages: What is to be done?](#)" by Crawford

Recitation

DUE: Essay #2

WEEK 16: Course Conclusion

Mon, April 30

Wed, May 2

Course recap and final exam review

Recitation

No Recitation

FINAL EXAM: Monday, May 7th, 10:30am – 1:00pm

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, readings and 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.