

Language in Society

Linguistics 150, Winter Quarter 2010
MW 2:15-3:30 in 300-303

Dr. Adam Hodges
Email: adam.hodges@stanford.edu
Office: 460-123
Hours: MW 3:30-4:30

Language in Society (LING 150): In this course, we will examine how language and society affect each other. We will place a significant focus on language use in our own society to explore regional and social differences in speech. We will examine the attitudes and ideologies people have about languages, language varieties, and their speakers (e.g. issues of prestige and stigma). We will explore how speakers use language to construct identities and interact with different audiences. And we will examine how language itself often becomes a political issue (e.g. in debates over language and education). The course will use a mixture of lectures, class discussions, and student presentations as we explore these issues.

This is a “**writing in the major**” (**WIM**) course, and the course topic will be used as a vehicle for developing academic writing skills. There will be some type of writing assignment each week, whether it is an informal essay, a draft for a formal essay or a revision of a formal essay (see requirements below). In addition, the “section” will be primarily structured as a writing workshop where you will discuss writing strategies as well as offer and receive constructive feedback from your peers. The aim of the writing focus is to help you develop your skills as a critical reader/writer who approaches writing as a process that involves drafting, revising, editing, and commenting upon the work of others.

Section: Friday 2:15-3:05 in 460-126

Course TA: Jason Grafmiller (jasong1@stanford.edu); Office: 460-030C; Hours: Thurs 10am-12pm

Writing TA: David Clausen (clausend@stanford.edu); Office: 460-040D; Hours: Tues 1-3pm

Books and Readings

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

Course Requirements

- 10% Seminar participation including presentation of an assigned reading
- 30% 3 x Informal Essays (1-2 pages each)
- 60% 3 x Formal Essays (4-6 pages each)

Seminar Participation / Leading Discussion: Each student will be expected to present/lead discussion of at least one assigned reading during the quarter. Although this will necessitate providing an overview of the article and its key points (you may wish to bring a handout or other type of visual aid), think of your role as an instigator and facilitator of discussion.

Informal Essays (three at 1-2 pages each): For each informal essay, you will be provided with a prompt or topic. The intent of these is to get you to “think out loud on paper” and begin to reflect upon the course material. You will discuss/workshop your ideas in the section meeting.

Formal Essays (three at 4-6 pages each): For each formal essay, you will be assigned an essay topic or question that you need to address. The first two formal essays will involve preparation of (i) an initial draft and (ii) a revised final version. You will receive comments and feedback on your initial draft from your peers in your section meeting. You will need to take into account this feedback as you revise your paper. Ultimately, you will be graded on the final version; however, going through the process of turning in an initial draft is required. Failure to workshop an initial draft for comments and/or providing comments to peers will result in the loss of one letter grade from the grade received on the final version of the essay. For the third formal essay, there is no requirement for turning in an initial draft; however, you are encouraged to make use of your peer review network to receive and provide feedback as you are working toward that polished final version. *In addition to workshoping your essays in the section meetings, you*

are encouraged to make use of office hours to discuss your drafts with me and the TAs.

Special Accommodations: If you qualify for accommodations because of a documented disability please submit to me a letter from the Disability Resource Center (DRC) in a timely manner so that your needs may be addressed. For more information, see www.stanford.edu/group/DRC/.

Academic Integrity: Cheating and/or plagiarism on any assignment/exam will result in a forfeited grade and could also result in an F for the course. Each student is expected to know and adhere to the Stanford Honor Code and follow the policy laid out therein. Violations of this policy include plagiarism and representing as one's own work the work of another. More information can be found at www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm.

Schedule of Readings and Assignments

Week 1	American English
Mon Jan 4	
Wed Jan 6	<ul style="list-style-type: none"> ▪ LUSA Chap 1: American English, its origins and history (14 pgs) ▪ LUSA Chap 2: American English and its distinctiveness (19 pgs)
Section	No section this week
Week 2	Regional Dialects and Social Varieties
Mon Jan 11	<ul style="list-style-type: none"> ▪ LUSA Chap 3: Regional dialects (17 pgs)
Wed Jan 13	<ul style="list-style-type: none"> ▪ LUSA Chap 4: Social varieties of American English (16 pgs) ▪ LUSA Chap 20: Slang (10 pgs)
Section	First section meeting
Week 3	Language Attitudes and Ideology
Mon Jan 18	MLK Day – No Class
Wed Jan 20	<ul style="list-style-type: none"> ▪ LUSA Chap 26: Language attitudes to speech (11 pgs) ▪ LUSA Chap 15: Language ideology and language prejudice (14 pgs) Presented by _____ ▪ “Hella Nor Cal or Totally So Cal?: The Perceptual Dialectology of California,” Bucholtz et al (25 pgs)
Section	DUE: Informal Essay #1
Week 4	Language and Identity
Mon Jan 25	<ul style="list-style-type: none"> ▪ LSP Chap 9: Language and identity (15 pgs)
Wed Jan 27	<ul style="list-style-type: none"> ▪ LUSA Chap 19: Adolescent language (13 pgs) Presented by _____ ▪ “‘Why be normal?’: Language and identity practices in a community of nerd girls,” Bucholtz (19 pgs)
Section	DUE: Informal Essay #2

Week 5	Language and Gender
Mon Feb 1	<ul style="list-style-type: none"> ▪ LUSA Chap 22: Language, gender and sexuality (16 pgs)
Wed Feb 3	<ul style="list-style-type: none"> ▪ “Just say no?: The use of conversation analysis in developing a feminist perspective on sexual refusal” by Kitzinger and Frith (19 pgs)
Section	DUE: Formal Essay #1 (first draft)
Week 6	African American English
Mon Feb 8	<ul style="list-style-type: none"> ▪ "Language Variation and Change" by Thomason ▪ LUSA Chap 8: Creole languages, forging new identities (17 pgs)
Wed Feb 10	<ul style="list-style-type: none"> ▪ LUSA Chap 5: African American English (14 pgs) ▪ "What is Ebonics?" by Rickford
Section	DUE: Formal Essay #1 (revised final version) No section this week
Week 7	Language and Education
Mon Feb 15	President's Day – No Class
Wed Feb 17	<ul style="list-style-type: none"> ▪ LUSA Chap 16: Ebonics and its controversy (12 pgs) ▪ "Suite for Ebony and Phonics" by Rickford ▪ "Using the Vernacular to Teach the Standard" by Rickford
Section	DUE: Informal Essay #3
Week 8	Multilingualism and Bilingual Education
Mon Feb 22	<ul style="list-style-type: none"> ▪ LUSA Chap 14: Linguistic diversity and English language acquisition (15 pgs) ▪ “Why bilingual education?” by Krashen Presented by _____
Wed Feb 24	<ul style="list-style-type: none"> ▪ LUSA Chap 18: Language in education (20 pgs) ▪ LUSA Chap 7: Multilingualism and non-English mother tongues (16 pgs)
Section	DUE: Formal Essay #2 (first draft)
Week 9	Language Policy and the English Only Debate
Mon Mar 1	<ul style="list-style-type: none"> ▪ LUSA Chap 17: Language planning, language policy and the English only movement (16 pgs)
Wed Mar 3	<ul style="list-style-type: none"> ▪ “A nation divided by one language” by Crawford ▪ “Does the U.S. Have a Language Policy or Just Civil Rights?” by Spolsky
Section	DUE: Formal Essay #2 (revised final version) No section this week
Week 10	Native American Languages
Mon Mar 8	<ul style="list-style-type: none"> ▪ <i>Optional:</i> LUSA Chap 9: Native American languages (26 pgs)
Wed Mar 10	Student reports on formal essay #3
Section	No section this week
Final	Formal Essay #3 Due by Wed, March 17 at noon