LING 2371: Language in a Multicultural USA
Fall 2019

Instructor Information

Instructor:
Dr. Darcey Browning

Office Number:
Online only- contact via email or Skype for office hours

Linguistics Office Telephone Number:
817.272.3133 (Department of Ling. and TESOL Main Office — messages only)

Email Address:
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Faculty Profile:
https://mentis.uta.edu/explore/profile/darcey-browning

Office Hours:
Tuesdays and Wednesdays 1-2 pm (subject to change)

Course Information

Section Information:
LING 2371-005 & 006

Time and Place of Class Meetings:
Online only.

Required Text:

Prerequisites:
A desire (or need) to learn about language diversity in America.

Description of Course Content:
This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture. The range of issues covered may include the following:

- Race: African American English ('Ebonics'), Native American languages, Asian Americans;
- Ethnicity: European immigrant language communities, Hispanic Americans, Cajuns, 'Whites';
- Class: regional dialects, Jocks and Burnouts;
- Religion: Jewish languages, Pennsylvania German, and West Texas and religion;
- Gender: "women's language", masculinity, gay and lesbian speech (aka 'Queer Linguistics')
- American Sign Language and the Deaf Community: Deaf culture and language

Student Learning Outcomes:
Students who successfully complete LING 2371 should be able to do the following:
• Have developed awareness, appreciation and respect for the multitude of cultures in the U.S. and be able to describe the ways that these are both accurately and inaccurately portrayed [Personal Responsibility objective]
• Identify and demonstrate an understanding of the basic concepts and terms used in analyzing language and social variation [Critical Thinking Skills objective]
• Describe differences between descriptive and prescriptive approaches and attitudes toward language [Communication Skills objective]
• Collect aspects of linguistic phenomena for description and analysis (i.e. conduct basic research) [Critical Thinking Skills objective]
• Reflect on different experiences of diversity and multiculturalism [Social responsibility objective]

These student learning outcomes align with the following four Texas Higher Education Coordinating Board objectives:

• Critical Thinking Skills
  To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
• Communication Skills
  To include effective development, interpretation and expression of ideas through written, oral and visual communication.
• Personal Responsibility
  To include the ability to connect choices, actions and consequences to ethical decision-making.
• Social Responsibility
  To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Due Dates & Grading:
Most assignments are due by midnight (11:59PM) on the day indicated on the schedule unless specified otherwise. All written assignments must be uploaded on Canvas (unless specified otherwise) by the due time in .doc or .docx format (with the exceptions of .pdf if there are images or symbols that can be moved or lost in .doc). No e-mails or paper copies will be accepted as substitutions to Canvas upload.

One of the keys to success in this course is carefully reading all instructions and grading rubrics for assignments. Submitted work is expected to be excellent. Read all materials thoroughly. Note: The instructor will grade what has been submitted to Canvas. If you submit a blank document or a file that cannot be opened, this is what will be graded. Double-check everything you submit. The instructor is not responsible for letting the student know that something is wrong with the document they submitted.

The general policy in this course is NO LATE SUBMISSIONS will be graded and NO ACCESS will be given to take tests past the due dates. Under very few circumstances any assignments will be accepted late. Late assignments might only be accepted if there is a documented proof of exceptional circumstances, and only up to one week past the due date; if accepted, this late work submitted during that week will receive only 50% of the credit. This includes the Dialect Projects- if either of these written assignments are turned in late, you will earn AT MOST 50/100 on this assignment. Under no circumstances late submissions will be accepted during the last 2 weeks of classes and during the final exams week.

Descriptions of major assignments and examinations:
• **Exams.** There are two (2) exams, each worth 100 points. The exam format will be announced one week prior to each test; formats may change from one exam to the next. Since the exams are online and you have 48 hours to take the exam, there are **no** exam make-ups.

• **Dialect Projects.** There will be two dialect projects due throughout the semester.
For Dialect Project #1, students will collect data on one American dialect variety that is not one that they speak. They should find two spoken sources of the dialect in use (these can be from speakers who self identify as speakers of that variety, or from online recordings, e.g., YouTube). They should also find at least two written academic sources (outside of those used in class) that describe the linguistic characteristics of the language variety (i.e. its phonetic inventory, syntactic structures, distinct lexicon, etc.) For Dialect Project #1, they must write a brief report that a) describes their data sources, b) explains how they chose them, and c) lays out their evaluation of the source materials relevant authority in explaining the linguistic characteristics that differ between their own dialect and the one they are studying. Successful completion of the assignment calls upon Critical Thinking Skills and Communication Skills.

For Dialect Project #2, students must write up an essay which, in addition to a) showing that they can identify characteristics of the two dialects, must also b) note any ways that this dialect is portrayed in popular media that might differ from the features that they have observed, and c) conclude by reflecting on what reasons might cause a diversity of speech types to be presented in the ways that they are in contemporary Texas and whether their opinion of linguistic diversity has changed since taking the class.

Successful completion of the assignment calls upon the Personal Responsibility objective and the Social Responsibility objective.

More details on this will be available via the assignment sheet for these projects.

- **Weekly Quizzes**
  You must read the chapters and materials that are due during each unit. Also, you must watch the associated video lectures, as well, to get material information and learn the progress markers for that section. To help you stay on top of the readings and lectures, there will be a number of quizzes based on the reading materials due and the associated lecture. The quizzes will be open book, but they will be timed, so you will need to complete the readings and watch the lecture BEFORE you log into the quiz; otherwise, you will not have enough time to finish the quiz. Most quizzes will have multiple choice questions, true/false questions, and some short answer, and to answer these questions, you will need to be familiar with all the materials and you will not be able to find the information simply skimming through the chapter.

  You have three attempts for each quiz, and the highest score will be used in calculating your grade.

  These quizzes cannot be made up or taken past the due date; however, two lowest non-zero grades of attempted quizzes will be dropped.

  Zeros earned will not be dropped.

  No cheating, collusion, or consulting websites and materials outside the course.

- **Weekly Discussions**
  You will engage in an online discussion in response to the questions/topics posted by the instructor that will be based on textbook readings and other materials due that week. The discussion board posting has three parts: 1) students initial response, 2) students replies to peers, and 3) student response to replies.

  You will have a total of 13 discussions during the designated weeks (see the course schedule). The rubric will be posted on Blackboard.

  Initial Response: (200+ words. Canvas has a word count in the discussion board. Please make sure you pay attention to it, or count words in Word or at http://www.wordcounter.net/) You will submit to the Discussions a response
(i) incorporating key ideas from the readings that are due that week (you should cite specific course readings for that week in the written response, if it is the course textbook, please provide the page number(s)).

(ii) expressing personal reactions to the materials,

(iii) including a question or questions in your post (something you are wondering about in relation to the topic).

Type or paste your text into the discussion board under each weeks forum. Do not simply upload your text document. Start a new thread for your initial response. Subscribe to the forum if you would like to receive notifications about other posts. You may also support your discussion/provide examples with help of multimedia (pictures, videos, online articles, blogs, etc.). Do not submit responses that are not based on the readings, unless specified otherwise. Please do the readings and reflect on them before you write the initial post.

• Be sure to answer all questions brought up in each discussion topic and actively engage in the material.
• If the post is to analyze language data, be sure to follow all directions, especially with how you label your examples.
• Replies to peer posts: AFTER THE FRIDAY DUE DATE, following initial posts, you will return to the discussion board to read and reply to at least two or more of your peers responses. Often, the reply directions state that you must disagree or find an area where your classmate may have misunderstood the assignment or the concept they are talking about. How can you clarify this information. In addition to that, each of your replies should include at least two of these parts:
  • Explanation to why you chose this posting/question to respond to.
  • Extension of the discussion in the initial post (share specific resources, experiences, etc.)
  • Answer to the question(s) raised in the initial post.
  • Follow the directions for the response. This is especially critical if the directions state that responses should disagree or
  • Further questions or comments to the author or the initial post.
These replies should be posted as comments to the initial thread created by each student. Do not start a new thread for these comments. Provide some specific examples of what you are seeing in your environment related to the reading/discussion.

Responses to classmates replies should do the following:
• 100 words or more on what you learned from this post
• Posted as a comment to your initial response, not as a separate thread.

Timeline for Discussion Board Posts and Comments:
• Initial response post will be due by indicated on the syllabus Friday 11:59 pm (CST)
• Replies to peer posts & follow-up replies (2 or more total) will be done between Saturday morning at 12:01 am and due by the following Tuesday at 11:59 pm (CST) Note! Late comments will receive zero points.
• Responses to replies are due on Tuesday, a week after the replies are done.

• Meetings
There will be two synchronous meetings (Meeting 1 & Meeting 2) you will be required to attend online via video conferencing or another online program. Details about this assignment will be explained in the associated assignment sheet.
Other Requirements:
You have two synchronic meetings that you must attend to earn 3% of your total grade in this course. There will be a four options during the week of September 9-13 (Meeting 1) and another four options during the week of November 4-8 (Meeting 2). You will choose one of these options for Meeting 1 and attend. Same for Meeting 2. See associated assignment sheet. There will be some materials to prepare before the meeting. See assignment sheet for details.
- One during the week of September 9-13 and
- One during the week of November 4-8.

Grading Information

Grading:
- Quizzes 20%
- Exam 1 20% 100
- Exam 2 20% 100
- Discussion Topics 25% 10 pts each
- Meetings 3%
- Dialect Projects 12% 100 points each/200 points total

Make-up Exams:
Since everything is online, there will be no make up exams or assignments. However, if something comes up where you need accommodations, talk to your instructor.

Expectations for Out-of-Class Study:
Students enrolled in this course should expect to spend at least an additional 12-15 hours per week of their own time in course-related activities, including watching online lectures, reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Darcey Browning

See separate handout for the semester schedule.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:
- Drop Policy
Additional Information

**Attendance:**
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. In this section, which meets exclusively online, attendance will be understood as active participation in every unit of the course. Not completing any activity for a week will count as one absence. Not completing any activity for two weekly modules will count as two absences.

Students with no more than 1 total absences will be positively rewarded for good attendance. Students who are within 2% of a higher grade and have 1 absences or fewer (with ALL assignments turned in) will automatically be bumped up to the higher grade. For example, if a student has an 88% (normally a B), has turned in all assignments, and has 3 absences, his/her grade will be raised to a 90% (receiving an A).

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

**Student Support Services:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, mentoring (time management, study skills, etc.), major-based learning centers, counseling, and federally funded programs. For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at Resource Hotline (http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php).

**IDEAS Center:**
The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR):**
You will have two larger written, research assignments this semester and a number of weekly writing activities. If you need help with your writing, I highly encourage you to seek help from the Writing Center. The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.
The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Librarian to Contact:
UT Arlington’s Linguistics and TESOL librarians Diane Shepelwich and Gretchen Trkay can be reached by email at modling@uta.edu. They can help you find the best scholarly, authoritative materials you’ll need for your research project. If you need immediate help during evenings and weekends contact the UTA Library Central Service Point: http://ask.uta.edu/. Additional help can be found on these guides:

- Linguistics Research Guide: http://libguides.uta.edu/linguistics
- TESOL Research Guide: http://libguides.uta.edu/tesol

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)

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