LING 2371: Language in a Multicultural USA
Fall 2020

Instructor Information
Instructor
Darcey Browning
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Teaching Assistant Information
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Course Information
Section Information
LING 2371-005 & 006

Time and Place of Class Meetings
Online only; meetings will take place using Teams or Zoom

Required Textbooks and Other Course Materials

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')
Descriptions of major assignments and examinations

Exams

There are three (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 72 hours to take the exam, there are no exam make-ups.

No cheating, collusion, or consulting websites and materials outside the course.
NOTE: You will need a webcam to take exams.

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 9 discussions during the designated weeks (see the course schedule). The rubric will be posted on Canvas.

1. Initial Post—usually due on Friday of the week. Each assignment has its own word count, but if none is specified, it must be at least 350+ 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/). I highly recommend typing up your response in a word processor to avoid losing your discussion post because of internet/website issues.

2. Replies—due between Saturday and Tuesday. If your replies are done before Saturday (or the due date of the Initial Post), it will not count towards credit for that assignment. Be careful of replying early! Some may have specific directions for that assignment, but most replies follow these directions:
   - Reply to two classmates, addressing Questions i-iii, using page numbers and/or timestamps.
   - For each reply to a different classmate:
     i. Based on your reading and listening of the lecture, what is a counter argument to your classmate’s claim/position?
     ii. What could your classmate explain better? How might your classmate improve their answer?
     iii. Explain in detail what is problematic about their initial posting.
   - Each reply should also do the following:
• Explain where they might find clarification. You must include page number in the reading or timestamp for explanation on video or lecture to get full credit.
• Be as specific as possible.
• 200+ words in each reply.

3. Response—usually due the week after the replies are due. Most have the following directions:
   Respond to your initial post by answering the following:
   You have a week to write 250 words in response to at least two of the three questions:
   ---What did you learn from your classmates’ responses?
   ---What did you learn from replying to your classmates’ initial posts?
   ---How did your opinions of the topic for this week change after this discussion post?

Type or paste your text into the discussion board under each week’s 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.

Dialect Projects.
There will be two dialect projects due throughout the semester. More details on this will be available via the assignment sheet for these projects.

Meetings
There will be three synchronous meetings (Meeting 1, Meeting 2, and Meeting 3) you will be required to attend online via video conferencing (Zoom or Teams). There will be several options to sign up for these meetings with me. If you need in person meetings, contact Darcey & William to arrange something. Details about this assignment will be explained in the associated assignment sheet.

You have three synchronous meetings that you must attend to earn 8% of your total grade in this course. Closer to the date of the meeting, I will send out a sign up form so you can register for a particular time that I am available. You will choose one of these timeslots for Meeting 1 and attend. There will also be some associated materials that you will have to turn in at least 48 hours before the meeting. See assignment sheet for details.

Same for Meeting 2 and Meeting 3.

• One during the week of September 9-15, 2020;
• One during the week(s) of October 24-27, 2020;
• One during the week(s) of November 18-24, 2020.

Technology Requirements
We will be using Canvas, Teams, Respondus Lockdown, etc. Students can access tutorials on these tools by clicking on the “Get Started” Box on their Canvas Homepage.

NOTE: You will need a webcam to take exams.
Grading Information

Grading
Quizzes  20%

Exams:
Exam 1  15%  100 points
Exam 2  20%  100 points

Discussions--
Discussion Initial Posts  10%  10 points each
Discussion Replies  10%  5 points each/ 10 points total
Discussion Responses  5%  10 points each

Meetings  8%  20 points each meeting; materials worth 10 points
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 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
This is a separate document available on Canvas.

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 (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:
- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Mandatory Face Covering Policy
All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department. Students who refuse to wear a facial
covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

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. As the instructor of this section, I am counting attendance as weekly participation of some type. 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 absences will be positively rewarded for good attendance. Students who are within 2% of a higher grade and have 0 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 0 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 Success Programs
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, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

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)
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/.
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/)