LING 2371: Language in a Multicultural USA  
Spring 2020

Instructor Information
Instructor  
Darcey Browning  
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817.272.3133 (Department of Ling. and TESOL Main Office — messages only)  
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darcey.browning@uta.edu  
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Office Hours  
Tuesday and Wednesday 12:45pm-2:00pm or by appointment.

Teaching Assistant Information
TA  
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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 the conference tab on the side in Canvas

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')  
•  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

**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 72 hours to take the exam, there are no exam make-ups or extensions on taking the 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, by including page number/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 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.

Late/Missing part or all of your discussion post will result in earning zero points on that part of the rubric. For instance, if you do the initial post on Sunday, but it was due the previous Friday, it will earn 0 points for the initial post part of the rubric.

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, but here is a brief overview:
• 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., DialectsArchive.com). They should also find at least three written academic, peer-reviewed 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) includes information about the linguistic features from their data sources, b) 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, and c) finding these linguistic features in the sound sources. 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 dialect, 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 USA 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.

Late Dialect Projects will earn a zero grade, unless your request for an extension is granted by the instructor. If you do request an extension (and it is granted), your paper is subject to a 5 point deduction for each day late.

Meetings
There will be three synchronous meetings (Meeting 1, Meeting 2, and Meeting 3) you will be required to attend online via video conferencing (Conference tab on the side). There will be several options to sign up for these meetings with me. If you need in person meetings, contact Darcey & Meng 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 3% of your total grade in this course. You will choose one of these options for Meeting 1 and attend. Same for Meeting 2 and Meeting 3. There will be some materials to prepare before the meeting. See assignment sheet for details.
• One during the week of February 5-11;
• One during the week(s) of March 4-24;
• One during the week(s) of April 20-28.

Missing meetings or being late to meetings may result in a loss of points.

Other Requirements
See information on Meetings from the assignment sheet since we will meet online at least three times.

Grading Information

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<td>Dialect Projects</td>
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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
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/](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](https://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](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](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/](http://ask.uta.edu/). Additional help can be found on these guides:

- Linguistics Research Guide: [http://libguides.uta.edu/linguistics](http://libguides.uta.edu/linguistics)
- TESOL Research Guide: [http://libguides.uta.edu/tesol](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](library.uta.edu/academic-plaza))
- Ask Us ([ask.uta.edu/](ask.uta.edu/))
- Research Coaches ([http://libguides.uta.edu/researchcoach](http://libguides.uta.edu/researchcoach))

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

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