

# Cover Sheet: Request 11625

## COM 4501 Language and Power

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Emily Butler erbutler@ufl.edu
Created	4/13/2017 5:22:31 PM
Updated	2/20/2018 8:29:05 AM
Description of request	Explores the role of language in articulating, maintaining, and subverting power relations in society.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Center for Written and Oral Communications	Kellie Roberts	Approved at unit level.	12/1/2017
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The committee makes the following requests. 1) that the syllabus itself (and the rubrics) not be attached to the proposal, as it is not required; 2) that the standard university language on course evaluations (which can be found at: <a href="http://syllabus.ufl.edu/media/aa/Syllabus.pdf">http://syllabus.ufl.edu/media/aa/Syllabus.pdf</a> ) be included under policies; 3) that the submitter review the attendance policy and ensure that it is consistent with university attendance policy	1/10/2018
No document changes					
Department	Approved	CLAS - Center for Written and Oral Communications	Kellie Roberts	Approved at unit level.	1/11/2018
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CLAS Curriculum Committee makes the following requests: (1) that the effective year be changed from 2017 to 2018; (2) that the course description be slightly elaborated (within the 50 word limit), with particular attention to the disciplinary perspective(s) involved; (3) that the submitter review the attendance policy and ensure that the policy is made consistent with university policy by changing "allowed 3 absences" to "allowed 3 unexcused absences".	1/29/2018

Step	Status	Group	User	Comment	Updated
No document changes					
Department	Approved	CLAS - Center for Written and Oral Communications	Kellie Roberts	Approved at the unit level.	1/29/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/20/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/20/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 11625

### Info

**Request:** COM 4501 Language and Power

**Description of request:** Explores the role of language in articulating, maintaining, and subverting power relations in society.

**Submitter:** Emily Butler erbutler@ufl.edu

**Created:** 1/29/2018 1:21:35 PM

**Form version:** 6

### Responses

**Recommended Prefix** COM

**Course Level** 4

**Number** 501

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Language & Power

**Transcript Title** Language & Power

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Fall

**Effective Year** 2018

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** This course explores the role of language in articulating, maintaining, and subverting power relations in society. Drawing from Communication Studies and Applied Linguistics, the course provides students with the tools to uncover, describe, and critically analyze the various (strategic) biases in language that create and reinforce power asymmetries in society.

**Prerequisites** COM1000 or SPC 2300 for Comm Studies minor; LIN3010 for LIN major; with permission of instructor

**Co-requisites** None

**Rationale and Placement in Curriculum** This course serves to fill in a gap in courses currently offered in Communication by providing a larger context to examine the ways in which language intersects with power and ideology to affect communication in society. It works well as a 4000-level course because the students will have covered some of the communication theories we talk about in COM1000 and/or SPC2300, but they have not yet had the opportunity to use the analytical techniques we cover in this class.

**Course Objectives** Students will be able to:

- (1) identify the extra-linguistic (e.g. race/ethnicity, gender) and linguistic factors indexing power relationships in specific types of discourse, such as media discourse, political discourse, and institutional discourse;
- (2) describe, analyze, and uncover the various (strategic) biases in language using various linguistic techniques;
- (3) articulate how these biases reflect, maintain, and create power relationships among individual speakers and in society.

**Course Textbook(s) and/or Other Assigned Reading** Mooney, A., and Evans, B. (2014). Language, Society & Power: An Introduction (4th Ed.).NY: Routledge.

## **Weekly Schedule of Topics**

Week 1:

Why study language Mooney & Evans (Ch. 1)

Week 2

Language thought & representation M & E (Ch. 2)

Weeks 3 & 4

Language & politics M & E (Ch. 3)

Weeks 5 & 6:

Language & the media M & E (Ch. 4)

Week 7

Linguistic landscapes M & E (Ch. 5)

Weeks 8 & 9

Language & gender

M & E (Ch. 6)

Week 10

Final Project Breakdown M & E (Ch. 11)

Language & Ethnicity M & E (Ch. 7)

Week 11

Language & Ethnicity (cont)

Language & age M & E (Ch. 8)

Week 12

Language & Age (cont.)

Week 13

Language, class, & symbolic capital M & E (Ch.9)

Weeks 14

& 15:

Global Englishes M & E (Ch.10)

Week 16

Final Project Presentations

## **Links and Policies ATTENDANCE & PARTICIPATION:**

A combination of lecture, discussion, and exercises are necessary to understand and analyze interpersonal communication and is significant to your success in the class. Therefore, attendance is mandatory. Attendance will be taken daily. It is your responsibility to look for and be sure you have signed the roll sheet by the end of class. If you have not signed the roll sheet, you will be counted as absent.

How absences affect your grade: You are allowed 3 unexcused absences (or 3 hours in the case of T/TH classes) for whatever reason, so it is not necessary to explain why you missed class. In general, reasons for an excused absence from or failure to participate in class include serious illness or hospitalization, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are also excused. Other reasons also may be approved.

Here is the point deduction for unexcused absences over 3 hours:

4th absence = automatic 20-point deduction from participation grade, 5th absence another 20

points deducted from the participation grade; and so on for all absences after 3. Once all participation points are used up, points will be deducted from your final grade.

How tardiness affects your grade: Excessive tardiness or leaving early will affect your grade. You must be in class at least 40 minutes for each 50-minute segment to get credit for that 50-minute block. Three (3) tardies (entering over 10 min late or leaving 10 min early) will count as one absence as described above.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### LATE ASSIGNMENTS:

Late assignments or make-up exams will not be permitted without a University-approved absence. Late work for excused absences will be considered, and a new deadline scheduled, on a case-by-case basis. No late work is accepted for unexcused absences.

#### STUDENT CONDUCT:

The Dial Center for Written and Oral Communication strives for a classroom climate that is comfortable for all. Students are expected to behave according to the UF student code of conduct in their classes. This means treating their instructors and fellow classmates with respect. To ensure a positive learning environment, students should not: make complaints publicly (in front of other students); attack the instructor verbally, physically, or in written form; or express reactions in the classroom that would bring harm to other students. Failure to meet the UF code of conduct can impact a student's class participation grade or result in referral to the UF judicial office. Class atmosphere can be made or broken by the approach that students take to the challenges of the course. Students that support others, show good humor in the face of obstacles, show dedication in the face of setbacks, and show grace when others are not doing as well will help to create a positive communication climate.

In a communication class, it is especially important for each of us to:

- Display respect for all members of the classroom – including the instructor and students;
- Pay attention to and participate in all class sessions and activities;
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom;
- Avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.).

#### ACCOMMODATIONS:

Please inform me if I can do anything to make sure physical circumstances don't get in the way of your work. UF's official statement on ADA issues includes: " Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester." I'd appreciate your paperwork the first week of class.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

#### U MATTER, WE CARE:

Your well being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and

Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

#### HONOR CODE:

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.' Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor for this class." For more information, refer to UF's Student Conduct & Honor Code, <https://sccr.dso.ufl.edu/students/student-conduct-code/>

#### COURSE EVALUATIONS:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

#### **Grading Scheme** DESCRIPTION OF ASSIGNMENTS:

Class attendance/participation (100 pts)  
Homework/In-Class Activities (100 pts)  
Reaction papers (25 pts x 3)  
Discussion Leader (50 pts)  
Exam 1 (100 points)  
Exam 2 (100 points)  
Final Presentation (75 points)

TOTAL: 600 Pts

Extra Credit: 20 pts. possible

#### HOMEWORK (100 PTS)

- 1) Political Speech Analysis (40 pts)
- 2) Gender & Everyday Sexism Analysis (40 pts)
- 3) Symbolic Capital Analysis (20 pts)

#### DISCUSSION LEADER:

During Week 2, each student will sign up to present an article or media clip (as a group) dealing with the theme we are discussing that week. Students signed up for a given week have a lot of freedom in choosing what they want to present, but whatever you choose should be interesting and serve a springboard for discussion with the rest of the class.

You and your partners will post the article/clip on Canvas at least 5 days before your discussion day, along with at least 3 discussion questions/directions you want the class to think about or do as they read/watch.

On discussion day, you will first present a very short overview of the article/clip to the class before leading a 20 min discussion on the article/clip. Your grade will be based on (1) choice of article/clip, (2) quality of discussion questions or activity to be done in class. (3) how well you facilitate interaction to keep the conversation moving, (4) general presentation skills, (5) preparedness

Students are strongly encouraged to talk to Prof. Butler in advance to go over article/clip choice and possible discussion questions/activity. Remember that this presentation is for a grade; you are expected to dress accordingly (business casual)! This means no jeans, cut-off, tanks, etc.

#### REACTION PAPERS:

We will be reading an array of articles over the course of the semester. Students are required to write 3 reaction papers (25 pts. each) for any of the supplementary articles we read in class (they will be posted on Canvas). The first reaction paper will be a little different in that it will be a reaction to watching the movie Arrival. Reaction papers should be approximately 2-4 pages in length (double-spaced, 12-pt, Times New Roman font, 1" margins).

In each paper, you will briefly summarize the paper before explaining what you liked and/or didn't like about the paper and why. You will be expected to utilize the terminology we have learned on a given topic to talk about the article in your paper. Reaction papers are always due by midnight and will be submitted to CANVAS on the due date listed on the schedule.

#### EXAMS:

Exam 1 will be given in class and will cover material from the first 6 chapters of the book. Exam 2 will cover Chapters 7-10. Each will be composed of definitions, T/F, multiple-choice questions, short answer, and an essay.

#### FINAL PROJECT: (75 PTS)

For your final project, you will (1) choose one of the final projects in Chapter 11 and present it as a ppt at the end of the semester to the class.

You may work alone or with a partner. On presentation day, you will have 7-10 minutes (depending on how many groups vs. individuals there are) to present your project to the class.

Students will also schedule one-on-one meetings with Dr. Butler during Week 13 office hours to go over project progress.

Dress code on presentation day is business casual (e.g. no jeans, shorts, t-shirts, tank tops, PJs, etc.).

#### FINAL PROJECT RUBRIC:

##### PPT STYLE (20 PTS)

- How polished was your presentation
- Easily readable font/style
- Choice and visual presentation of examples
- Copy editing (spelling, grammar, formatting)
- Integrated citations

##### PRESENTATION CONTENT (35 pts)

- Equal participation among group members (if a group)
- Research Q/Focus
- Choice/Accuracy of methods
- Analysis depth & accuracy
- Contextualized with intro
- Concisely presented
- Provided a summary in conclusion

##### DELIVERY (20 PTS)

- Effective rate
- Maintained good eye contact
- Minimal disfluencies, hesitations, & fillers
- Effective gestures & movement
- Articulation & enunciation good
- Used pauses effectively
- Used vocal variety to add impact
- Loudness & voice projection
- Enthusiasm
- Dressed appropriately
- Within time limits??

#### EXTRA CREDIT

I will use some of the questions for the exam based on questions you have submitted. For extra credit, create 20 questions & answers based on the book chapters covered. Use multiple choice (4 choices), T/F, matching, and definition types of questions ONLY. Indicate the answers below each question. (Note: Separate and label questions by Chapter.)

You must submit the Extra Credit on CANVAS on the day it is due (no exceptions). Plan ahead. This set of extra credit questions is worth up to 10 points added to your total point score (out of 500) for the

course.

Additionally, I am always looking for real-world examples of language use in articles, video clips, etc. to use in class to demonstrate a particular theme. You may email me examples that you find that you think will be interesting to the rest of the class, and if I use it, you will receive 5 credit points. You may earn a maximum of 10 extra credit points this way.

**Instructor(s)** Dr. Emily Rine Butler