

Cover Sheet: Request 12319

Language in the USA

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Brent Henderson bhendrsn@ufl.edu
Created	2/19/2018 10:17:52 AM
Updated	3/7/2018 11:22:14 AM
Description of request	Requesting H and D designations for new course, LIN2XXX Language in the USA. The course has been approved by the Curriculum Committee and is currently awaiting number designation from SCNS.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Linguistics 011654000	Fiona Mclaughlin		2/19/2018
Lg in the USA syllabus.pdf					2/19/2018
Form_11505 (2).pdf					2/19/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/7/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			3/7/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11505

Info

Request: LIN2xxx Language in the USA

Description of request: Focuses on linguistic diversity in the US, touching on American dialects, multilingualism in America, Native American languages, and sociolinguistic variation. Dialect analysis tools will be learned and applied in class projects.

Submitter: Brent Henderson bhendrsn@ufl.edu

Created: 11/13/2017 3:47:41 PM

Form version: 2

Responses

Recommended Prefix LIN

Course Level 2

Number XXX

Category of Instruction Introductory

Lab Code None

Course Title Language in the USA

Transcript Title Language in the USA

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Focuses on linguistic diversity in the US, touching on American dialects, multilingualism in America, Native American languages, and sociolinguistic variation. Dialect analysis tools will be learned and applied in class projects.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum This course will help students become aware of the linguistic landscape of the United States and the diversity that entails. It will help them think about language in its social context and its importance in everyday life. It will also give them basic tools for thinking about language scientifically and introduce students to the broader discipline of linguistics. No course currently on offer does this. LIN 3010 (Intro to Linguistics) focuses more narrowly on science and more broadly on languages of the world, giving very little time to dialects or the United States' linguistic diversity.

Course Objectives Students who successfully complete this course will be able to discuss the history and present reality of linguistic diversity in the United States, including multilingualism, regional dialects, socially-defined dialects such as African-American English, and the present state of Native American languages. They will also be able to discuss concepts in language ideology, language policy, and language planning. Students will be able to use basic skills in dialect analysis and description, including using the international phonetic alphabet, to describe grammatical distinctions between language varieties. Students will be able to collaborate in group analysis projects and present their findings.

Course Textbook(s) and/or Other Assigned Reading Main Text:

Language in the USA: Themes for the Twenty-first Century. 2010. Edited by Edward Finegan and John R. Rickford. Cambridge: CUP.

Other texts will be provided online, including popular level articles, chapters from other textbooks, and publically accessible videos.

Weekly Schedule of Topics Week 1: Attitudes toward language and intro to IPA
Week 2: Introduction to Dialectology and history of American English
Week 3: Regional dialects across America
Week 4: Analyzing Dialects: phonology and isoglosses
Week 5: Analyzing Dialects: morphology and syntax
Week 6: Dialect Varieties: African American English and Chicano English
Week 7: Dialect Varieties: Florida Dialects and Lumbee English
Week 8: Dialect project group presentations
Week 9: Native American Languages ('We Still Live Here' documentary and discussion)
Week 10: Multilingualism: Spanish in America
Week 11: Language and identity: gender, age, sexuality
Week 12: Language in Education, policy and planning.
Week 13: Language Variation group project presentations.
Week 14: The future of multilingualism and dialects in the USA.

Links and Policies The syllabus will comply with UF requirements, found here:
<http://syllabus.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf>

-This will include a statement regarding disabilities:

"Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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."

-A statement on grading policies.

-A statement on attendance and makeup work.

-A full list of all class material and where to find it

-A weekly course schedule

-A statement of course objectives and goals

-A link to current UF grading policies:

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

Grading Scheme Course grades will be based on:

Class participation (this includes attendance and a level of engagement in class discussions): 10% of grade

6 short essays (1-2 pages, 500-600 words; prompts are based on class readings): 15% of grade

4 dialect analyses (individual homeworks to hone analysis skills): 15% of grade

2 group projects (analyze and report on a dialect or variety of American English as a group): 30% of grade

2 exams (one mid-semester and one at end of semester): 30%

Instructor(s) "to be determined"

This class will likely be TAed by advance graduate students and supervised by faculty. Brent Henderson and Paula Golombek in linguistics have been the primary developers of the course.

Course|Gen_Ed|New-Close-Modify for request 12319

Info

Request: Language in the USA

Description of request: Requesting H and D designations for new course, LIN2XXX Language in the USA. The course has been approved by the Curriculum Committee and is currently awaiting number designation from SCNS.

Submitter: Brent Henderson bhendrsn@ufl.edu

Created: 2/19/2018 10:14:25 AM

Form version: 1

Responses

Course Prefix and Number

Response:
LIN2XXX

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Language in the USA

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

One-semester Approval?

Response:
No

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H, D

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

None

LIN 2xxx: LANGUAGE IN THE USA

Section #, Location, Meeting time

Instructor:

Name

Email/Phone #

Office Hours and location

Course Description:

Focuses on linguistic diversity in the US, touching on American dialects, multilingualism in America, Native American languages, and sociolinguistic variation. Dialect analysis tools will be learned and applied in class projects.

General Education Objectives and Learning Outcomes

This course is a Humanities (H) and Diversity (D) subject area course.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theories or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis, and approach issues and problems from multiple perspectives. **Diversity** courses provide instruction in the values, attitudes, and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

These general education objectives will be accomplished through:

1. Evaluating the landscape of linguistic diversity in the United States, including multilingualism, regional dialects, socially-defined dialects and Native American languages.
2. Critically discussing the role language plays in defining or reinforcing social classes and personal biases.
3. Learning basic tools of linguistic analysis and dialectology.
4. Discussion of concepts in language ideology, language policy and language planning.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* Students will acquire a basic knowledge of linguistic description and analysis and be able to discuss the history and present reality of linguistic diversity in the United States as

well as key concepts in language ideology, policy and planning. Achievement of this learning outcome will be assessed through four short essay assignments, four dialect analysis assignments, and two exam assessments.

- **Communication.** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.* Students will be encouraged to participate in and spur discussion during class time. In addition, students must participate in a group project to linguistically analyze a particular dialect of English. Each group must prepare a presentation of their results to the class, including discussion of distinctive linguistic features, historical development, and sociolinguistic factors such as associated social status and stigmas. Achievement of this learning outcome will be assessed through student discussions during class time, as well as through an assessment rubric for their group presentations.
- **Critical Thinking.** *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* Students will prepare four short essay responses to topics pertaining to concepts in linguistic diversity. Students will critically discuss issues in language policy, planning and ideology. Achievement of this learning outcome will be assessed by the four essay responses as well as through class discussion time.

Required Text: *Language in the USA: Themes for the Twenty-first Century.* 2010. Edited by Edward Finegan and John R. Rickford. Cambridge: CUP.

Supplementary Materials will either be provided or accessible online.

Grading

The following grading scale (recommended by the College of Liberal Arts and Sciences) will be used:

A= 93-100 A-=90-92.9 B+=87-89.9 B=83-86.9 B-=80-82.9 C+=77-79.9 C=73-76.9 C-=70-72.9 D+=67-69.9 D=63-66.9 D-=60-62.9 E=under 60

Your final course grade will be composed of:

Class participation	10%
4 short essays	20%
4 dialect analyses	20%
1 group project	20%
2 exams	30%

Class Participation: You are expected to attend class having completed all assigned readings and homework, and to participate with respect to pop quizzes, class activities and class discussions.

More Information on grades and grading policy can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment notes:

Short Essays: 1 page single-spaced (or 2 pages double spaced). Times New Roman size 12 font. (Approx. 500-600 words.)

Dialect Analyses: Problem sets to apply skills acquired in phonetics, phonology, morphology, syntax and other areas to the linguistic analysis of dialects.

Group Project: 20 minute presentation exhibiting skills acquired in the analysis of linguistic and sociolinguistic data

Exams: Short Answer, Short Essay and/or Multiple Choice questions testing relevant linguistic analytical skills.

Course Schedule & Assignments

Week 1	<p><u>Topics: Attitudes toward English; intro to analysis tools</u></p> <p>Readings: Finegan, E. 1985. "Unconscious Attitudes Toward Language Variation." In <i>The English Language Today</i>, edited by Sidney Greenbaum, 92-98.</p> <p>Dennis Preston on US Language Attitudes: https://www.youtube.com/watch?v=4kW3K3OclnE</p> <p>"They Speak Really Bad English Down South and in New York City." http://www.pbs.org/speak/speech/prejudice/attitudes/</p> <p>Homework: Take the NYT regional dialect quiz http://www.nytimes.com/interactive/2013/12/20/sunday-review/dialect-quiz-map.html?_r=0</p> <p>IPA practice: IPA: https://upload.wikimedia.org/wikipedia/en/5/5a/IPA_vowel_chart_2005.png http://www.ipachart.com/ (See Slide Set 1) Language Attitudes. Descriptive v. Prescriptive. IPA.</p> <p>IPA: https://upload.wikimedia.org/wikipedia/en/5/5a/IPA_vowel_chart_2005.png http://www.ipachart.com/ (See Slide Set 2)</p>
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Week 2	<p><u>Topics: Language Attitudes</u></p> <p>Readings: Lakoff, Robin. 1990. "Language Bosses." In <i>Talking Power</i>, ed by Robin Lakoff, 283-292.</p> <p>IPA practice: IPA: https://upload.wikimedia.org/wikipedia/en/5/5a/IPA_vowel_chart_2005.png http://www.ipachart.com/ (See Slide Set 3) Language Attitudes. IPA. Dialect Analysis.</p> <p>IPA: https://upload.wikimedia.org/wikipedia/en/5/5a/IPA_vowel_chart_2005.png http://www.ipachart.com/ (See Slide Set 4) Language Attitudes. IPA. Dialect Analysis</p> <p>IPA: https://upload.wikimedia.org/wikipedia/en/5/5a/IPA_vowel_chart_2005.png http://www.ipachart.com/ (See Slide Set 5; Exam Study Sheet 1)</p> <p>Homework: Essay 1 due</p>
Week 3	<p><u>Topics: Regional dialects overview; dialectology</u></p> <p>Readings: Davis, Lawrence. 1983. "Chapter 1: Some Basics." In <i>English Dialectology: An Introduction</i>, edited by Lawrence Davis, 1-15.</p> <p>IPA practice: IPA: https://home.cc.umanitoba.ca/~krussll/phonetics/transcription/english-symbols/consonants.html http://www.yorku.ca/earmstro/ipa/consonants.html (See Slide Set 6)</p> <p>IPA: https://home.cc.umanitoba.ca/~krussll/phonetics/transcription/english-symbols/consonants.html http://www.yorku.ca/earmstro/ipa/consonants.html (See Slide Set 7)</p>

Week 4	<p><u>Topics: Analyzing Dialects</u></p> <p>Readings: Davis, Lawrence. 1983. "Chapter 2: Regional Dialectology." In <i>English Dialectology: An Introduction</i>, edited by Lawrence Davis, Pages 16-24, 46-58, 62-68.</p> <p>Homework: Dialect Analysis I: Phonetics.</p>
Week 5	<p><u>Topics: Analyzing Dialects: pronunciation</u></p> <p>Readings: Kretzschmar, William A. 2004. "Standard American English Pronunciation." In <i>A Handbook of Varieties of English</i>, edited by Edgard Schneider, Kate Burridge, Bernd Kortmann, Rajend Mesthrie & Clive Upton, 257-268.</p> <p>Nagy, Naomi and Julie Roberts. 2004. "New England Phonology." In <i>A Handbook of Varieties of English</i> 270-280. Standard American English. Dialect Analysis.</p> <p>Homework: Dialect Analysis II: Phonology of Standard American English</p>
Week 6	<p><u>Topics: Analyzing dialects: morphology and syntax</u></p> <p>Readings: F&R Chapter 1: 3-16</p> <p>Homework: Dialect Analysis III: Morphology/Syntax.</p>

Week 7	<p><u>Topics: Gullah creole</u></p> <p>Readings: F&R Chapter 3: 39-52. Excerpts from Weldon, Tracey. 2004. "Gullah Phonology." In <i>A Handbook of Varieties of English</i> 393-403.</p> <p>Homework: Prepare Group Presentation</p>
Week 8	<p><u>Topics: Appalachian English</u></p> <p>Readings: "Appalachian English: Morphology & Syntax." In <i>A Handbook of Varieties of English</i>. 245-263</p> <p>In class: Group presentations and exam review</p>
Week 9	<p><u>Topics: Social varieties; African American English</u></p> <p>Readings: F&R Chapter 4: 58-74 F&R Chapter 5</p> <p>Homework: Essay 2 on Social Varieties due</p> <p>In Class: Exam 1</p>
Week 10	<p><u>Topics: Social Varieties. African American English</u></p> <p>Readings: Edwards, Walter. 2004. "AAVE Phonology." In <i>A Handbook of Varieties of English</i> 319-334; 383-391</p>

Week 11	<p><u>Topics: Chicano English; Appalachian English</u></p> <p>Readings: Excerpts from Santa Ana, Otto & Robert Bayley. 2004. "Chicano English: Phonology." In <i>A Handbook of Varieties of English</i> 374-382; 417- 426</p> <p>"Appalachian English: Morphology & Syntax." In <i>A Handbook of Varieties of English</i>. 245-258</p> <p>Homework: Dialect Analysis IV: AAVE; Appalachian & Chicano Varieties.</p>
Week 12	<p><u>Topics: Multilingualism and Native American languages</u></p> <p>Readings: F&R Chapter 9: Native American Languages F&R Chapter 10: Spanish in the Northeast by A. Zentella F&R Chapter 11: Spanish in the Northeast by A. Zentella</p> <p>Homework: Essay 3 on Multilingualism Due</p>
Week 13	<p><u>Topics: Multilingualism</u></p> <p>Readings: F&R Chapter 7: Multilingualism F&R Chapter 17: Language Policy, planning and the English Only movement F&R Chapter 18: Language in Education</p> <p>Homework: Essay 4 on Multilingualism due</p>
Week 14	<p><u>Topics: Language and Identity</u></p> <p>Readings: F&R Chapter 19: Adolescent Language F&R Chapter 22: Language, Gender & Sexuality</p>
Week 15	<p><u>Topics: Exam Review.</u></p>
Week 16	<p>EXAM 2</p>

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

Course Evaluation

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/>.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

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." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.