

- describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.;
- explain how individuals or groups in the United States have responded to the experience of discrimination and inequality; and
- demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

COURSE LEARNING OUTCOMES

Specific to this course, we will satisfy the requirements of the GEP in the following ways.

Upon completing this course, students will be able to

- understand major concepts and methods used by sociolinguists to investigate and analyze individual and group language use;
- examine how institutions such as government, educational bodies, and the media influence the language behaviors of individuals and groups;
- describe how the sociocultural reactions to language use contribute to both the diversity and marginalization of individuals and speech communities in the U.S.; and
- explain how one or more persistently marginalized groups in the U.S. have used linguistic behavior to contribute to the negotiation of their marginalization.

REQUIRED TEXTS AND MATERIALS

Rental

Wolfram, Walt, and Natalie Schilling. *American English: Dialects and Variation* (3rd ed.). Malden, MA: Wiley Blackwell, 2016.

Online resources (other text resources may be held in reserve)

Oxford English Dictionary, available online via the UWSP Library site.

Dictionary of American Regional English, available online via the UWSP Library site.

ASSIGNMENTS AND ASSESSMENT

Over the course of the semester, there will be four exams (one of which will be given during finals week) and four homework assignments in which you will primarily work with problem sets. Attendance and participation will also play a role in your grade (see below).

Graduate students will also be expected to complete a semester project.

Exams

The four exams for this class will be given in class, will be equally weighted, and will not be cumulative (except in the sense that all topics we will examine will be interrelated and will therefore share terminology and other concepts).

Homework assignments

Homework assignments will provide you with an opportunity to try out some of the topics we have discussed in class. At times, you will examine and analyze data provided. You may also examine your own language practices.

Reading assignments

You will be assigned readings that are to be completed before class. If I am concerned that students are not reading, I reserve the right to give reading quizzes, which will be graded.

Attendance and participation

Because much of your learning will take place in class, you must attend on a regular basis. I will take attendance every day. *Attendance* means being present, on time, and prepared for the entire class period. A student who is chronically late to class, leaves early, or is not prepared to participate in the day's classwork will not receive attendance and participation credit.

You will have one (1) "freebie absence" for the semester, excluding the final exam period. Use it carefully. If you miss more than one scheduled class, each subsequent missed class will result in the loss of **one full letter grade** (e.g. from A– to B–) from your attendance total.

Grading	<u>343</u>	<u>796</u>
4 Exams (equally weighted)	60%	50%
4 Homework assignments (7.5% each)	30%	20%
Semester project	—	20%
<u>Attendance/participation</u>	<u>10%</u>	<u>10%</u>
 TOTAL	 100%	 100%

Grading scale

93-100% = A	87-89% = B+	77-79% = C+	67-69% = D+	0-59% = F
90-92% = A–	83-86% = B	73-76% = C	60-66% = D	
	80-82% = B–	70-72% = C–		

UNIVERSITY POLICIES***UWSP Community Bill of Rights and Responsibilities***

The University of Wisconsin–Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. This document can be found at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Plagiarism and academic dishonesty

Academic integrity is central to the mission of higher education and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. ***Don't do it!*** The minimum penalty for a violation of academic integrity is a failing grade (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>

EMERGENCY MANAGEMENT

For details on all emergency responses at the University of Wisconsin–Stevens Point, see the UWSP Emergency Management Plan at <http://www.uwsp.edu/rmgt/Pages/em/default.aspx>

ENGLISH DEPARTMENT POLICY ON RECORDINGS

Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

CLASSROOM PROTOCOL

At all times you should be respectful toward others; inappropriate and disruptive behavior will not be tolerated. Our classroom will be a place where all involved feel safe when exchanging ideas. Diverse opinions and concepts are a fact of college life and adult life beyond college. As a class we will work together to understand and appreciate different viewpoints.

In this class there will be only limited use of cellular phones or other similar electronic devices; please do not spend class time sending or receiving text messages on a regular basis. Such behavior is disruptive to me (as I will most likely see you) and can obviously affect others and yourself. Unless you are otherwise instructed, or unless you have a documented reason for doing so, please refrain from using laptops in class.

Failure to abide by any of these rules may result in being asked to leave the classroom.

PROBLEM SOLVING

I encourage you to see me during office hours, to email me, or to make an appointment any time we are both available to discuss issues connected with this class and/or your performance. Please discuss concerns with me at an early time—while we have options. I tend to be generous with students who consult with me while issues are concerns, rather than crises. Of course, if an emergency situation does arise, please let me know as soon as possible.

SCHEDULE

(subject to change)

<u>Date</u>	<u>Readings/Assignments</u>	
Week 1 9/4		Course introduction; some linguistic background
Week 2 9/11		Ch. 1: Languages, standards, dialects, varieties
Week 3 9/18	Homework 1	Chs. 2, 3: How are dialects determined? <i>Review for exam 1</i>
Week 4 9/25	Exam 1	Begin Ch. 4: Historical Am. English regional dialects
Week 5 10/2		Ch. 4, cont.
Week 6 10/9		Ch. 5: Modern Am. English regional dialects
Week 7 10/16	Homework 2	Ch. 6: Social dialects and dialect subordination <i>Review for exam 2</i>
Week 8 10/23	Exam 2	Begin Ch. 8: African American Language
Week 9 10/30		Ch. 8, cont.

<u>Date</u>	<u>Readings/Assignments</u>	
Week 10 11/6	Homework 3	Ch. 7: Ethnic varieties <i>Review for exam 3</i>
Week 11 11/13	Exam 3	Begin Ch. 9: Language and gender
Week 12 11/20		Ch. 9, cont.
Week 13 11/27		Ch. 10: Dialects and style
Week 14 12/4	Homework 4	Chs. 11, 12: Education and other applications
Week 15 12/11	796 projects due	Chs. 11, 12, cont. <i>Review for exam 4</i>
Week 16 Fri 12/20 12:30-2:30 p.m.	Exam 4	