

## **FSP 125-01 LANGUAGE IN SOCIETY (RIFKIN): FALL 2013**

### **COURSE POLICIES AND BASIC INFORMATION**

This class meets once a week for 3 hours with a short break in the middle of each class session.

**Course objectives:** The purpose of this course is to use scientific methods to guide students to challenge common myths and beliefs about language and gain a better understanding of language as human behavior. The main objectives of the course are to help students:

1. Enhance writing skills, constructing formal arguments in writing that are both efficient and compelling
2. Enhance public speaking skills, constructing formal arguments in speech that are both efficient and compelling
3. Improve information literacy skills, using and documenting sources to shape arguments
4. Enhance critical thinking skills, using evidence to interpret and construct arguments
5. Gain an understanding of the socio-linguistic context in which we live and an understanding of how the social dynamics of human language behavior influence people's beliefs and actions, demonstrating appreciation for the nuances of the use of language in society
6. Develop appreciation for diversity and respect for people who speak non-prestige dialects, both in theory and in practice in our community-engaged learning project
7. Enhance readiness to participate in our community and communities around the world, demonstrated in sophisticated understanding of the richness of human experience as reflected in people's use of language

**To Succeed In This Class:** It is not necessary to memorize reams of information to do well in this class: in fact, you'll always be able to refer to your notes when taking quizzes, the midterm and final exam. However, in order to do well in the class, you'll have to take notes while you're reading: this means that you'll regularly have to think about what you're reading, why it's important, how it connects with the other course readings, and other ideas and questions you may have. Pay special attention to terms and definitions, as these will come up again and again. In your writing for this course, you will be expected to write formally (Papers 1 and 2) and more personally for Paper 3. This means that you have to recognize the difference and maintain proper register in your writing. You will develop one oral presentation, a formal argument, which you will deliver four times, each time improving your talk. Lastly, throughout the semester, you will succeed if you ask questions and remain observant about language use in your life so that you can share observations of language use in our class. By coming to class every week on time, prepared, and with notes on the reading, you will likely get *at least* a grade of B- in the course. Please note that we will *not* be reviewing the readings in class: rather we will be *using* the readings to inform our discussion of other materials that I will be bringing to class for your discussion. If you have not read the assigned readings (or listened to assigned listening texts), you will not be prepared to engage in the analysis that constitutes the focus of the class that day. The results of this failure to prepare will be a reduced grade for class participation as well as failing quiz grade for that week's class.

**Course readings:**

1. Bonvillain, *Language, Culture and Communication: The Meaning of Messages* (6<sup>th</sup> edition). Pearson-Prentice Hall, 2010. Required text.
2. Lippi-Green, *English with an Accent*. (2<sup>nd</sup> edition) Routledge, 2012. Required Text
3. One of three books (students will be assigned to read one of the three) for Paper #2 and final class session: Fadiman (*The Spirit Catches You and You Fall Down*), Tannen (*Talking 9 to 5*), or Valdes (*Learning and Not Learning English*). (Each student will be assigned to read one of these three books.)
4. Additional assigned readings (articles and excerpts of longer works) and listening and viewing materials are on Canvas, organized in modules with in the order in which we are reading them (as scheduled in the syllabus.) Please note that for some class sessions students are assigned by group to read, listen to or view different things so that they can talk with one another to explain what they've read to a classmate who read something different and learn from that classmate what he or she read. This means that we all will be depending on one another to read, listen to, or view our assigned materials to ensure that all the material is presented in class. The readings in the folder marked "optional" will not appear on quizzes or exams.

**Web Resources:** Our two textbooks have web-based resources, including flashcards and sample test questions. You can use these to prepare for quizzes and review for exams but the web-based resources are not required.

**Course expectations:** All participants in this course will show mutual respect for one another and for course instructors and guest speakers at all times. Students are expected to arrive to class on time, prepared, to participate actively in class discussions and activities, and to share the responsibilities of collaborative projects. Failure to show respect will result in a reduced class participation grade for the session in which the disrespect is shown as well as other possible consequences.

**Course grades:** Letter grades for the entire course will be assigned as follows:

93% and higher = A	80% - 82.99% = B-	67%– 69.99% = D+
90% - 92.99% = A-	77% - 79.99% = C+	63% – 66.99% = D
87% - 89.99% = B+	73% - 76.99% = C	60% - 62.99% = D-
83% - 86.99% = B	70% - 72.99% = C-	59.99% and lower F

Course grades will be based on the following components, each of which is explained below:

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Class Participation	10%
ESL Tutoring (Bonner Center) Participation Grade	4%
Weekly Quizzes	15%
Three Papers @ 12% each	36%
Homework Assignments (2)	5%
Midterm exam (including oral presentation #2)	15%
Final exam (including oral presentation #4)	15%

**Attendance and class participation:** You are expected to complete all assigned readings before each class meeting, to attend all classes, and to participate in all course activities and discussions. Class participation will be graded as follows:

15 points	Present, on time (quiz taken), respectful of others, fully prepared, actively and thoughtfully participating in class discussions and activities
12 points	Present, on time, fully prepared, respectful of others, minimally participating in class discussions and activities
9 points	Present, on time, fully prepared, respectful of others, not participating in class discussions and activities
6 points	Present, on time, unprepared, respectful of others, minimally participating in class discussions and activities
0 points	Absent

A one-point penalty will be imposed on the class participation grade for the given day for each 10 minutes you are late for class. Additional penalties will be imposed for behaviors that are not consistent with course expectations for respect for the instructor, classmates, and visitors to our class.

The class participation grade for the semester consists of the percentage of class participation grade points earned against the total number of such available points (e.g., 14 class sessions at 15 points each = 210 points). The lowest class participation grade (which may be an absence, and therefore 0 CP points) will be dropped in the calculation of the course grade. Missing more than one class will have a significant impact on your course grade, so don't miss class!

**In addition, ESL Tutoring sessions conducted in Trenton** (facilitated by the Bonner Center for Community-Engaged Learning) will also be graded for participation *for each session* as follows:

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3 points	Present and actively engaged in working with El Centro learners
2 points	Present and somewhat engaged in working with El Centro learners
1 points	Present but poorly engaged in working with El Centro learners
0 points	Absent

A member of the Bonner staff will assign the grade for participation in each session in Trenton on the above scale. The grade for ESL tutoring work will be calculated as a percentage of points earned against a total of 4% of the course grade.

**You must earn at least 8 ESL Tutoring Session points to fulfill your TCNJ CEL Requirement.**

**Weekly quizzes:** 10-minute quizzes will be administered *at the beginning of class in every class* based on the readings assigned for that session and the discussion and activities of the previous class session. Quizzes will consist of two questions for each reading assigned for that day (multiple choice, true/false, fill in the blank, short answer) and some questions based on the discussion of the previous class. On days in which students are assigned to read different articles (half the class reads X, the other half of the class reads Y), quiz questions will be presented for both readings but students required to answer *only those questions based on the reading that they were assigned to read*. However, the following week, any topic that was discussed in class may come up on the weekly quiz. Students must correctly answer two thirds of the questions in order to earn credit for the quiz. Quizzes are graded credit / no credit (credit = 1 point, no credit = 0 points). The quiz grade for the semester will be calculated as the percentage of quizzes for which students have gotten credit out of the total number of quizzes administered. *Students who miss class or who arrive late will not be given the opportunity to make up the quiz*. One quiz will be dropped from the course grade (so you can miss or fail one quiz without impact on your grade.) All quizzes are OPEN NOTE.

OPEN NOTE: You may use your own hand-written notes. Notes may not be computer printed or photocopied. They must be your OWN notes unless you have a disability support services accommodation certificate from TCNJ's Disability Support Services for note taking (e.g., low blood sugar, dysgraphia, other physical disability). Please contact Disability Support Services for more information: 130 Roscoe West, 609-771-3199, or see their website at <http://differingabilities.pages.tcnj.edu/>

Since the midterm exam is a take-home exam and the final exam is also open-note, you will find taking notes on your readings to be a particularly valuable and important study strategy.

**Written assignments:** There are three papers assigned for this class. Papers 1 and 2 are to be 1000 – 1250 words in length, while Paper 3 is 1600 – 2000 words in length. All papers are to be double-spaced with 12-point font and 1” margins (top, bottom, left, right). Papers 1 and 2 will be submitted in a first draft, with peer editing, and then a final version, as described in a separate document (guidelines for each paper) distributed in class and posted on Canvas.

**Late Penalties:** Papers submitted late will be penalized 5% for each calendar day late and will *not* be accepted more than 4 days late. Papers not submitted at that point will receive the grade

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of 0. First draft papers submitted late for Paper #2 (which has a peer-editing assignment) will also have a penalty for the peer-editing component of the assignment.

**Exams:** Midterm and final exams will consist of the following components:

- *Identification:* students must provide brief explanation (1-2 sentences) of linguistic terms and concepts choosing 5 out of 7 possible identifications (e.g., what is language variation? what is phonology? what is pragmatics) (2 points each = 10%);
- *Short Questions:* students answer questions about the notions and concepts studied in the course, similar to questions on the quizzes (10 questions, one point each = 10%);
- *Recorded Oral Presentation:* short presentation (3 minutes for the midterm, 4 minutes for the final), practiced in ungraded exercises, recorded and submitted on-line with the midterm and before the administration of the final exam (20%)
- *Essay:* students write one short essay, describing a language-related process (e.g., how do babies learn words? what is linguistic profiling?) or presenting their own position on a controversial language-related issue (e.g., Is language innate? Should English become an official language in the United States?). Whatever your choice, you must provide evidence (25%)
- *Analysis Task:* students analyze language in a social context (text provided on the exam), describing their conclusions in a one-paragraph answer (35%).

The midterm examination will be given as a take-home exam; it will be distributed in class at least one week before it is due. You may use your notes, books, and any material on line, *but you may not consult any person* on your work on this examination. The midterm examination is due on October 30, including the oral presentation. *Late exams will be penalized 5 points per calendar day late for four days; after that, late exams will not be accepted and will be given a score of 0 (zero).*

The final examination will be administered as per the registrar's schedule. You may refer to your own hand-written notes, as allowed for weekly quizzes, during the final examination. Notes must be hand-written and must be the student's own notes; computer-printed or photocopied notes are not allowed except for students with a disability accommodation. *Students who do not show up for the final exam will be given a zero unless they have a legitimate emergency; students who arrive late will miss any audio or video language data for the data analysis section of the exam.*

**Extra Credit Option:** One point (equal to passing a quiz) will be available for writing a short paper on one part of the documentary, *Do You Speak American*, either part 1, part 3, or both (if both, than two points) at these URLs:

Part 1: <http://fdr.njedge.net/njvid/showvideo.php?pid=njcore:17616> (due by Midterm)

Part 3: <http://fdr.njedge.net/njvid/showvideo.php?pid=njcore:17617> (due by Final)

Your paper should be 500 words, with 250 words for each of the following two topics:

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- a) Summary of the Documentary
  - b) How does the documentary connect with and extend what we've been studying in the first half (Part 1) or second half (Part 3) of our course?

**Homework Assignments:** There are two homework assignments (in addition to the assigned readings): the NJ Accent Survey Project and a presentation of one Podcast or Ted Talk. Together these are worth 5% of your course grade and they will be graded according to a rubric posted to Canvas.

**Policy on Cell Phones and Pagers:** *Cell phones and pagers must be turned off during class* except with special permission (e.g., family member in the 9<sup>th</sup> month of pregnancy!).

**Plagiarism:** All work submitted for this course must be your original work, including of course your take-home midterm examination. I reserve the right to assign a grade of zero (not merely an F) for any assignment that does not constitute the sole work of the student who submitted it. In addition, in accordance with TCNJ policy, I may refer cases of a possible intentional violation of the TCNJ academic integrity policy to the Academic Integrity Officer of the School of Humanities and Social Sciences, who after reviewing the case may assign a grade of F or even a Disciplinary F for the entire course. See the link below, under the section marked "Academic Integrity," for the TCNJ Policy on Academic Integrity.

## **RELEVANT COLLEGE-WIDE POLICIES APPLICABLE TO OUR COURSE**

### **Academic Integrity:**

Please consult the college-wide policy on Academic Integrity. Information on the policy is at: <http://www.tcnj.edu/%7Estudlife/judaff/academic.html>. Any and all violations of academic integrity will be reported to the Academic Integrity Officer for the School of Humanities and Social Sciences.

### **Final Exam Policy**

Final Evaluations are an important component of the high-quality and rigorous educational experience at The College of New Jersey. All courses are to have a final evaluation that takes place during final exam period. The time designated as the "final exam period" contains both reading days and final exam days. For more information please see: <http://www.tcnj.edu/~academic/policy/finalevaluations.htm>.

### **Attendance Policy**

Every student is expected to participate in each of his/her courses; the attendance and class participation policies for this course are spelled out in detail above. For more information, please view the College's attendance policy at: <http://www.tcnj.edu/~academic/policy/attendance.html>.

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**Differing Abilities**

The College of New Jersey is committed to ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The College prohibits discrimination against any student, employee, or applicant on the basis of physical or mental disability, or perceived disability. The College will provide reasonable and appropriate accommodations to enable employees and students to participate in the life of the campus community. Individuals with disabilities are responsible for reporting and supplying documentation verifying their disability. Requests for accommodations must be initiated through TCNJ's Disability Support Services. For more information on differing abilities please see the Disability Support Services website: <http://differingabilities.pages.tcnj.edu/>

**FSP 125-01: LANGUAGE IN SOCIETY (RIFKIN)  
FALL 2013 SYLLABUS****SCHEDULE OF TOPICS, READINGS, AND DUE DATES**

*You will need to log on to Canvas ([canvas.tcnj.edu](http://canvas.tcnj.edu)) and select FSP 125 to see many of the readings and all of the assignments.*

**UNIT 1. INTRODUCTION:**

**Focus:** (a) What is this course about? How is it structured? (b) What is language? What do we use it for? (c) How did language come about? (d) What disciplines study language?

**Discussion Topics and Activities in Class:** For this and all other classes we will begin with our weekly quiz. This week we will also review the syllabus and course policies. Then we will get to work: We will learn about one another's language expertise and experiences. We will watch video clips and discuss what we mean by "applied linguistics" and "language in use". We'll also listen to some audio clips and describe salient language features of the language in the clips. You'll need to have watched the TED Talk by Steven Pinker and then to have read Chapter 1 in Lippi-Green in order to participate effectively in these activities (and to do well on the quiz). For part of class we'll split up in teams based on who read Deutscher and who listened to the additional Pinker interview and compare notes about what we learned from these two texts; students will teach one another about the texts they read and listened to.

**Readings and Other Activities to Prepare for This Class Session:** You must read or view these things *before* our first class as we will talk about them in class (and they will be on the first quiz!)

1) All students must watch a TED Talk by linguist Steven Pinker. You will find this video on line at this link: [http://www.youtube.com/watch?v=Q-B\\_ONJIEcE](http://www.youtube.com/watch?v=Q-B_ONJIEcE)

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(I have the link to this talk in Module 01 of our website at Canvas so you can just click it without having to retype from the link in this syllabus.)

2) All students must read Lippi-Green, introduction and chapter 1, pp. 1-26. This is one of our required books, but in order to facilitate your work, this one chapter of the book is also posted to Canvas in Module 01. (Subsequent reading assignments from this book are not posted to Canvas.)

3) In addition, if your last name begins with the letters A-M you must read Deutscher. If your last name begins with N-Z, then you are assigned to listen to the interview with Steven Pinker (all 3 mp3 files – one interview broken up into 3 files). All readings (and listening texts) are on Canvas in Module 01 for this class session. (In the future all readings and listening excerpts for our course are on Canvas in the relevant Module, except for readings from the main textbooks, Bonvillain and Lippi-Green, and the podcasts and TED Talks, which are in a folder linked to our Canvas website.)

4) In addition, if you're interested, you can read the optional texts in Module 01 in Canvas.

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## **UNIT 2. LANGUAGES OF THE WORLD:**

**Focus:** How many languages are there in the world? What is universal and what is unique about various languages? **If you have a laptop with wireless, bring it to class for a class activity.**

**Discussion Topics and Activities in Class:** First we will discuss what distinguishes human communication from communication in other species. Then we will use the information in Crystal the MLA Languages Map, and other on-line resources to work in teams to answer the following questions for the language assigned to each team:

1. Where is the language spoken?
2. What are the major features that distinguish this language from other world languages?
3. To what other languages is this language related?
4. Are there significant communities of speakers of this language in the US and if so, where?
5. Is there anything else important about this language that your classmates should know about or that you think would surprise or interest them?

**Readings to Prepare for This Class Session:** Part IX of "The Languages of the World" in Crystal, David, ed. *The Cambridge Encyclopedia of Language*. Cambridge University Press (Bb). Read sections 47-50 and 54-55 carefully, but don't get bogged down in details of specific examples of language change. Instead, focus on the bigger picture. Read Part X "Language in the World" of Crystal, David, ed. *The Cambridge Encyclopedia of Language*. Cambridge University Press, sections 56-57. *Bring a print-out of the text in section 51-53 if you don't bring an electronic version on your laptop.* Listen to the McWhorter interview on the nature of language. **In addition**, students with last names N-Z must read about language and chimps (<http://animals.howstuffworks.com/mammals/chimps-learn-language.htm> - read all four

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sections), while students with last names A-M must listen to an audio file about a special parrot named Alex (Alex and Me, mp3 file on Canvas). Readings and listening texts for this week's class are in Module 02 in Canvas.

**Podcast Assignments for This Class**

Ejectives

Dolphins

**UNIT 3. STRUCTURES AND SYSTEMS OF LANGUAGE:**

**Focus:** How are languages structured? What are phonetics, phonology, morphology, semantics, syntax, and pragmatics?

**Discussion Topics and Activities in Class:** In this class we will have exercises on each of the major systems of language listed above: phonetics & phonology, morphology (grammar), syntax, semantics, and pragmatics. These topics are the focus of your reading assignment for class today, so pay special attention to how each of these systems is defined and described (yes, that was a hint). We will listen to recordings of the Pledge of Allegiance by native speakers of English from different regions and by speakers with different native languages; students will work in teams to identify the features that distinguish each regional or foreign accent from “Standard American English” or “Central New Jersey English.” Next we will work in groups to come up with an explanation for the use of different but closely related English words. For our discussion of morphology, we will try to articulate rules for how the future tense is expressed in English; then we will analyze some sentences that might have grammatical errors and discuss how we perceive grammar in English. Then we will come up with as many different interpretations as we can for some ambiguous sentences in English. Lastly, we will devise apologies appropriate for different social contexts, each of which includes the same physical action.

**Readings to Prepare for This Class Session:** Bonvillain Chapter 2, Yule Chapter 11 (on Canvas in Module 03).

**Podcast Assignments for This Class:**

By Their Words

**UNIT 4. LANGUAGE VARIATION 1:**

**Focus:** How do varieties of the same language differ in terms of phonology, morphology, syntax, semantics, and pragmatics? Why do groups of people who apparently share “the same language” sometimes use it very differently? What is the difference between a language and a dialect? What variation can we observe in languages like English, French, Spanish, or Arabic?

**Discussion Topics and Activities in Class:** We will screen brief excerpts from the documentary *American Tongues* and discuss how what we watch connects with what we read for today's class

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and the other readings we've read so far this semester. Then we will work in groups to describe images and compare our descriptions to determine whether the gender of the speaker had an impact on the choice of descriptors. Next we will watch a coffee commercial from the 1950s and analyze the use of language in the context of gender stereotypes from that period and from the present day. We will use these experiences to come to a broader discussion of language variation in our own lives and the lives of our family members and friends and neighbors.

**Readings to Prepare for This Class Session:** Read Lippi-Green Chapters 3-4 and Bonvillain Chapter 10. Read also the essay on line "The Strange Decline of the Philly Accent" in Canvas Module 04.

**Podcast Assignments for This Class:**  
Fawth Flaw (New Yawk) Parts 1 and 2

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## **UNIT 5. LANGUAGE VARIATION 2: SEPT. 23**

**First Draft of Paper 1 Due Today in 2 Hard Copies and in Canvas (submit through Assignment section).**

**Focus:** How and why is language use related to important social variables such as ethnicity, religion, class, gender, age, and education? How do people co-exist when there are two or more languages or varieties used in a particular community? How does a particular language variety come to be regarded as the "standard" variety, while others are regarded as "non-standard"? What is the relationship between language and power? What is the relationship between language and race? What is linguistic stereotyping and profiling? How can we avoid linguistic biases?

**Discussion Topics and Activities in Class:** Some of us will listen to a story from NPR entitled "The Cost of Sounding Black", while others of us will listen to a different story from NPR on people struggling with a Boston accent. We will consider the nexus of prejudice and discrimination based on language use. Then we will watch a short video segment from a Hollywood film and analyze it with the methodology used in Lippi-Green Chapter 7. In this activity, we will analyze language data, not judge language use. Lastly, we will watch another excerpt from *American Tongues* and discuss it on the basis of what we've read for today's class.

**Readings to Prepare for This Class Session:** All students read Lippi-Green chapter 7 and "Does President Obama Speak White?" In addition – students with last names A-M must also read Lippi-Green chapter 10 and listen to "The Cost of Sounding Black", while students with last names N-Z must read Bonvillain Chapter 9 and listen to "Bostonians Want to Lose Their Accent."

**Homework for next class:** You can begin working on the accent survey (download from Canas): each student has to interview 5 people from your hometown. In addition, create your three-minute oral presentation assignment and upload it to the Assignment for Oral Presentation

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#1 on Canvas as per the assignment instructions. (Next week you'll do your peer reviews of some of your classmates' presentations, which I will assign you.)

**Podcast Assignments for This Class:**

Rachel Jeantel

Jumpin' Salty in the O

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**UNIT 6. LANGUAGE DEVELOPMENT 1:**

**Oral Presentation #1 Due Today (Uploaded to Canvas Assignment).**

**Focus:** First, we will wrap up our discussion of the issue of accents in New Jersey. Next, students who watched the documentary last week will share with us what they learned. Then we will turn to our new topic: How do we learn words? What allows a baby to hear words, see objects, actions and events and to fuse the two? *Please bring your laptops for this class session.*

**Discussion Topics and Activities in Class:** We will watch a number of video segments featuring children of different ages communicating with language and will analyze the stage of their language development based on the reading assigned for today's class. We will share stories of the observation of language use by little children in our own lives (younger siblings, nieces, nephews, cousins, neighbors, or our own children or the children of friends).

**Readings to Prepare for This Class Session:** All students read Bonvillain, excerpt from Chapter 7 starting on p. 172 through p. 177, but I recommend that you read this part after the assigned selection from Golinkoff & Hirsh-Pasek. Students are assigned to read selected chapters from Robert Michnick Golinkoff and Kathy Hirsh-Pasek (*How Babies Talk: The Magic and Mystery of the First Three Years of Life*) as follows: Students with last names A-H read chapter 3; students with last names from I through Pe read chapter 4; and students with last names from Pi to Z read chapter 5. **In addition, bring your NJ accent survey results (notes and map) to this class session; this homework assignment is part of your class participation grade for this session.**

**Podcast Assignments for This Class:**

Learning in Utero

**UNIT 7. LANGUAGE DEVELOPMENT 2:**

**Final Version of Paper 1 Due Today in Hard Copy (including first draft and group edit) and in Assignment Folder in Canvas.**

**Focus:** How do children learn to use language in culturally specific, culturally appropriate ways? What is the path of language development for children who are deaf?

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**Discussion Topics and Activities in Class:** We will interview one another on our perspectives on family and childrearing and draw up a table of similarities and differences reflected in our own class. Then we will watch three video segments on the socialization of children and language acquisition and analyze how they fit onto the table of findings in our own class. We will debate different theorists' approaches to child language acquisition (e.g., Hirsh-Pasek and Golinkoff vs. Garrett). We will consider the important findings reported by Fox about language in a community of deaf and hearing individuals and what these findings tell us about the human language instinct. Lastly, we will review for the midterm exam.

**Readings to Prepare for This Class Session:** All students read Bonvillain Chapter 4 and listen to the Radio lab recording. At halfway into the recording, there's a buzz and the story picks up after the buzz; be sure to listen to the whole recording. Students with last names A-M also read Garrett "Language Socialization" from Elsevier Encyclopedia of Language and Linguistics, while students with last names N-Z read Fox, Chapter 13 from *Talking Hands*.

**Podcast Assignments for This Class:**

Talking to Kids

**UNIT 8. LANG. DEVELOPMENT OF BI- AND MULTILINGUAL CHILDREN:**

**Peer evaluations of Oral Presentation #1 are due today.**

**Focus:** How do children learn more than one language simultaneously? Are the two languages fused in the beginning or can young children still keep them separate? Is it true that bilingualism slows down language development?

**Discussion Topics and Activities in Class:** In this class we will continue to talk about bilingualism. We'll watch some videos about bilingual children and then discuss these videos on the basis of what we've read for class.

**Readings to Prepare for This Class Session:** All students read Bonvillain Chapter 12. Students with last names A-M will read Genesee, et al., "Bilingual First Language Acquisition," while students with last names N-Z will Goldstein "Clinical Implications of Research on Language Development and Disorders in Bilingual Children" in the journal *Topics in Language Disorders*. Be prepared to "teach" your article to a partner who read the other article.

**Podcast Assignments for This Class:**

Don't Insist on English

**UNIT 9. LANGUAGE AND LITERACY IN EDUCATION:**

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**Focus:** What do we mean by literacy? What is the difference between oral and literate cultures? How do we understand discourse? What are primary and secondary discourses?

**Discussion Topics and Activities in Class:** First we will the meaning of literacy in different cultures as described in the readings assigned for today’s class. Then we will watch a video and read two short newspaper articles about language use in the public sphere: the first of these articles concerns the decision of a restaurant in Philadelphia to require customers to order in English and the second describes the murder of a Polish man in a Canadian airport. In both cases, language played a very significant role. We will discuss these texts on the basis of the readings assigned for today’s class. We will also review for the Take-Home Midterm Exam today; the Midterm is due on Wed., October 30.

**Readings to Prepare for This Class Session:** There are 3 readings for this week’s class (all students read all the readings). (1) Andrea Fishman “Becoming Literate: A Lesson from the Amish,” p. 239-250, in *Literacies: Reading, Writing, Interpretation*. Terence Brunk, Suzanne Diamond, Priscilla Perkins, and Ken Smith, eds. New York: Norton, 1997. (2) Shirley Brice Heath “Literate Traditions,” p. 299-313, in *Literacies: Reading, Writing, Interpretation*. Terence Brunk, Suzanne Diamond, Priscilla Perkins, and Ken Smith, eds. New York: Norton, 1997. (3) Bonvillain, Chapter 13.

**Podcast Assignments for This Class:**

Texting Language –

**Distribution of take-home midterm in class. It will also be posted to Canvas. Don’t forget that you have up to upload your midterm version of your oral presentation to Canvas in addition to the written part of your midterm exam.**

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**FALL BREAK**

**TAKE-HOME MIDTERM EXAM DUE IN CLASS AND SUBMITTED THROUGH CANVAS (INC. ORAL PRESENTATION #2) DUE AFTER BREAK**

## **UNIT 10. COMMUNICATIVE INTERACTIONS: NOV. 4**

**Focus:** What linguistic and cultural features form the basis of our communication with one another?

**Discussion Topics and Activities in Class:** Today we will begin by brainstorming questions to ask a bilingual or multilingual person about their language learning history, emotional ties to their various languages, and language choices for emotional purposes. We will watch two short videos about cultural conflict and then we will interview foreign-born guests (in groups). After our guests leave class we will share our findings with one another.

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**No Readings to Prepare for This Class Session**, but I will present information in class for which you will be responsible on the final exam.

**Podcast Assignments for This Class:**

Not Just One Story

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**UNIT 11. LANGUAGE AND LITERACY IN MULTILINGUAL SOCIETIES:**

**Paper 3: Reflection on Tutoring ESL Due Today in Hard Copy and in Assignment Folder in Canvas.**

**Oral Presentation #3: Given in class today.**

**Focus:** Do all children start school on an equal footing? What happens when children speak a non-standard variety of the main language? How should we treat children who come from non-English-speaking families and are not yet fully competent in English? Is learning the language through immersion the best way to do it?

**Discussion Topics and Activities in Class:** We will watch videos in which individuals talk about their stories as members of a minority and discuss them in the context of the readings assigned for this class. Then we will read (in class) some very short articles about the English Only movement in the US and debate the proposition that US public K-12 schools should *not* offer bilingual education.

**Readings to Prepare for This Class Session:** Bonvillain Chapter 11 and Luis C. Moll and Norma Gonzalez, “Lessons from Research with Language-Minority Children” from *Literacy: A Critical Sourcebook*, edited by Ellen Cushman, Eugene Kintgen, Barry M. Kroll, and Mike Rose. Boston: Bedford/St. Martin's, 2001. In addition, read two short articles, also posted to Canvas: one on native speakers of Russian refused passage on a plane for which they held tickets *because they were speaking Russian* and the other about a student at a community college in Arizona *objecting to other students speaking Spanish*.

**Podcast Assignments for This Class:**

English Was Good Enough for Jesus

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**UNIT 12. SECOND LANGUAGE LEARNING:**

**First Draft of Paper 2 Due Today in 2 Hard Copies and in Assignment Folder in Canvas.**

**Focus:** What does it mean to know a second language? What is the difference between competence and performance?

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**Discussion Topics and Activities in Class:** We will listen to recordings of non-native speakers of English and assess their speech in accordance with the Proficiency Guidelines for Speaking from the American Council on the Teaching of Foreign Languages. Then we will describe our own experiences learning a foreign language. Next we will watch a video of a foreign language lesson and evaluate it in the context of the readings assigned for today's class. Lastly, we will experience a foreign language lesson and consider what it means for us to learn a foreign language.

**Readings to Prepare for This Class Session:** All students read "Second Language Acquisition/Learning," Chapter 15 in Yule's *The Study of Language*, and *The National Standards for Foreign Language Learning* (both on Canvas of course). In addition, all students must read the general preface from the *ACTFL Proficiency Guidelines 2012*, also on Canvas, as well as the guidelines for speaking. In addition, students are assigned to read one other section of the *Proficiency Guidelines* in the following groups: students with last names from A-H read the writing guidelines; students with last names from I-Pe read the listening guidelines; and students with last names from Pi-Z read the reading guidelines.

**Podcast Assignments for This Class:**

Language in the Curriculum

Heritage Languages

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**UNIT 13. LANGUAGE IN THE WORKPLACE:**

**Peer edit of Paper 2 due today in 2 hard copies and in the Assignment Folder in CANVAS.**

**Focus:** How do linguistic and cultural differences play out in multilingual multicultural workplaces?

**Discussion Topics and Activities in Class:** First we'll look at a slideshow of poorly worded signs in English from around the world and analyze the source of the errors of ambiguity in those signs. We will share with one another our impressions of the readings about intercultural communication in Solomon-Schell and Storti (which we are reading in groups). Then we will use the frameworks in those readings to analyze the cases in Chaney & Martin in groups; groups will present their conclusions to the whole class for discussion. Next we will consider Kale's "Ethics in Intercultural Communication" in application to one or two excerpts from *Worlds Apart*, a documentary about language and culture barriers in the US healthcare system.

**Readings to Prepare for This Class Session:** Everyone reads the following: (1) Bailey (1997) "Communication of Respect in Interethnic Service Encounters," *Language in Society*, 26, 327-356; (2) "Oral and Nonverbal Communication Patterns" (Chapter 6) from Chaney & Martin's *Intercultural Business Communication*; and (3) Kale's "Ethics in Intercultural Communication," from *Intercultural Communication: A Reader*, edited by Samovar and Porter. In addition, students with last names A-M read Solomon-Schell Chapter 7; students with last names N-Z read Storti Chapter 3.

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**Podcast Assignments for This Class:**

Body Language

**UNIT 14. ISSUES OF LANGUAGE IN SOCIETY:**

**Final version of Paper 2 due today in hard copy and through Canvas.**

**Focus:** Students have read and written (Paper #2) about one of three different books: (a) Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors*; (b) Tannen's *Talking from 9 to 5: Women and Men at Work*; or (c) Valdes's *Learning and Not Learning English*. Today we will discuss and debate these books in the context of what we have been studying all semester.

**Discussion Topics and Activities in Class:** First students will work in groups together with classmates who read the same book (Fadiman, Tannen, or Valdes). In these groups, students will agree on the most important points to share with classmates who read one of the other books. Next, students will work with partners who read different books to share impressions with one another of the books they read. Finally, we will come together as a class to discuss important issues, questions, and challenges facing all of us as members of a multilingual society and an increasingly interconnected global community. We will return to the pre-course survey and reconsider attitudes and beliefs in light of the journey we have shared in this class.

**Readings to Prepare for This Class Session:** No additional readings assigned for today's class. Optional: "Words on Trial," an article on forensic linguistics.

**Final examination: to be scheduled as per Records & Registration.**