

**LING 233**  
**ANTH 233/COMM 233**  
**INTRODUCTION TO LANGUAGE IN SOCIETY**  
**Spring 2017**

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## **COURSE DESCRIPTION**

This course provides an introduction to the study of language in culture and society and raises awareness of the role of language in the development and formation of society and the individual within it. There are no prerequisites for this course. LING/COMM/ANTH 233 will engage in a systematic observation and critical discussion of linguistic phenomena. Students are encouraged to consider critically current issues and debates, and to apply theoretical arguments to real language data drawn from a variety of sources. This course will acquaint students with the many levels of meaning communicated in our everyday use of language, with special attention to issues such as Standard language, language maintenance, dialects of American English, the social ramifications of language diversity, multilingualism, and language planning.

## **Learning Objectives**

The LEARNING OBJECTIVES are the skills and knowledge that the course aims for each student to acquire by the end of the quarter. The Learning objectives for LING/COM/ANTH 233 are:

- Students will identify and describe systematic observations of linguistic variation (social, historical, geographical, stylistic)
- Students will relate linguistic variation to the functions of language in marking identity, status, group solidarity and cultural values
- Students will identify and describe the role of language in the creation and maintenance of social and political power

## **Textbook**

Wolfram, Walt and Natalie Schilling. 2015. *American English* (3rd edition). Malden, MA: Blackwell. Note that the 2015 edition is different from the earlier 1<sup>st</sup> and 2<sup>nd</sup> editions.

- Students are expected to read the assigned chapters from this text before the class meeting.
- The text is available on closed reserve at Odegaard library.

- We will occasionally watch segments from a PBS documentary titled “Do You Speak American?”. This DVD series is available for viewing at online and at the Media Center in Suzzalo.

## Canvas

This course uses Canvas, an online learning management system at the University of Washington. You can find your assignments and tests quickly using the "Modules", "Syllabus" or "Calendar" buttons on the toolbar on the left-hand side of the main page. Other important information about the course can be found in the "Pages" button (also in the toolbar on the left-hand side of the main page). If you have problems using Canvas, you can get [help](#) at [help@uw.edu](mailto:help@uw.edu).

## GRADING

Assignments and Tests are meant to evaluate your progress toward the learning objectives of this class. The LEARNING OBJECTIVES are the skills and knowledge that the course aims for each student to acquire by the end of the quarter. The Learning objectives for LING/COM/ANTH 233 are:

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## Grades

Your final grade will be composed of the following activity:

- Tests 65%
- Assignments 25%
- Clicker responses 10%

### 1. **Tests (65% of course grade)**

a) **Chapter Tests (45%):** Throughout the quarter, online timed tests will assess your knowledge of the readings, lecture content, and class discussions. The format of the tests will primarily be multiple choice, true/false, matching, or short-answer questions. These Tests will be conducted through Canvas, an online learning management system. You will have a practice Assignment (“Assignment 0” due March 31, 2017) to orient you to test-taking on Canvas prior to the first graded Test so you can make sure you know how it works. Each Test will “open” at 6:00am and “close” at 11:59 PM on the day it is scheduled (after which time they cannot be accessed). From the time you start the quiz, you will have 20 minutes to complete it (a running clock on-screen lets you know how much time you have remaining). Each student is responsible for making sure they complete the quiz during the announced time window. These are not ‘open book’ tests. Using the textbook, other books, notes or consultation using the internet or classmates is NOT ALLOWED while students are completing the Tests.

There will be NO opportunities to make up missed Tests. Because of this strict policy, you will be allowed to drop your lowest quiz grade.

b) **Final exam (20%):** Tuesday, June 6, 2017, 8:30-10:20, GWN 301  
The final exam will cover material from the text, lectures and sections.

1. The final exam will cover content from the entire course.

2. The final exam will NOT be on Canvas and must be taken on the scheduled date at the scheduled location.

NOTE: the final exam will require a “standard answer sheet” and must be completed with a #2 lead pencil. All students must bring this to the final exam. Standard answer sheets are available for purchase at the University Book Store.

Students can check test scores and keep track of overall course progress online through their Canvas account.

### **2. Assignments (25% of course grade)**

A series of weekly online untimed assignments will test your ability to apply the knowledge and skills gained within each course topic. The format of the assignments may include both objective-style questions (e.g., multiple choice, matching, etc.) as well as short-answer and longer, multi-part, analysis questions involving data sets or language problems. You will have a week to work on each of these assignments, during which time you will be able to work on it at your leisure, save your progress, and return to it later. (However, to get full credit for the assignment, you *must* click "submit" at some point before the assignment's closing date/time). You may also consult with the instructor or TA about the assignment during this time.

Because you have a week to complete these assignments, there will be NO opportunities to make up missed Assignments. Because of this strict policy, you will be allowed to drop your lowest Assignment grade.

### **3. Clicker responses (10% of course grade)**

Each lecture will contain questions that you will answer with your Turning Point clicker device\*. You **MUST BE PRESENT** in the lecture to participate in this activity.

The purpose of using clickers is to engage everyone in active learning by allowing every student to answer questions asked in lecture with instant feedback. Clicker questions can show if students understand the material, and if not, what they're confused about. Research has shown that using clickers in the classroom improves student engagement and learning outcomes in measurable ways.

The clicker questions will usually be multiple-choice. The questions may not always have a single correct answer, but they will always be related to (either previewing or reviewing) the discussion material and/or specific learning goals. *Equal credit will be given for correct and incorrect responses.* You will need to participate and be present for 75% of all the clicker questions posted during the course of the quarter to receive the full 10% for this activity. If you are present for 65% of the clicker activity, you will receive 50% of the points for clicker responses. If you are present for less than 65% of the clicker activity, you will receive 0% for Clicker responses. It is your responsibility to make sure your clicker is registered and set up properly for the class.

Missed clicker participation **CANNOT** be made-up. If your clicker is lost/broken/otherwise not working, you must notify me in person at the end class. Credit for missed participation will not be given once I've left the lecture room.

Please note: If students are caught using multiple clickers to input responses for others not present, this is considered to be cheating and therefore all involved will automatically receive a 0 for this portion of their grade. If you are unsure about what academic integrity is, please read the course page about [Academic Integrity](#).

**The following UW grading scale will be used:**

([www.washington.edu/students/genocat/front/Grading\\_Sys.html](http://www.washington.edu/students/genocat/front/Grading_Sys.html)):

Please examine this grading scale carefully and use it to monitor your progress in the course. We do not 'curve' the final grade.

Percent = Grade

≥ 95% = 4.0	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94 = 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93 = 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92 = 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = .9
91 = 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = .8
90 = 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = .7
89 = 3.4	82 = 2.7	75 = 2.0	68 = 1.3	< .7 is a failing grade

**REQUIRED MATERIALS**

- Text:** Wolfram, Walt and Natalie Schilling. 2015. *American English* (3<sup>rd</sup> edition). Malden, MA: Blackwell.
  - Students are expected to read the assigned chapters from this text before the class meeting.
  - The text is available for check out on closed reserve at Odegaard library.
  - We will occasionally watch segments from a PBS documentary titled "Do You Speak American?". This DVD series is available for viewing online at the Suzzalo library Media Center. Short clips are also available to view on this website on the [Do You Speak American Documentary page](#).
- Canvas:** All students must have internet access in order to complete Assignments, Tests and access course information through Canvas. Canvas is an online learning management system at the University of Washington. In Canvas courses, students can access course materials, take part in online discussions, collaborate on group projects, submit assignments and check their grades. To access Canvas, go to 'canvas.uw.edu' and login with your UW NetID. If you're new to Canvas, you can access a tutorial here: <http://www.bothell.washington.edu/learningtech/elearning/canvas/canvas-for-students>  
All LING 233 Assignments and Tests (except the final exam) will be conducted via Canvas. LING 233 Grades and discussion board are also available via Canvas. The final exam will be in-class on Tuesday, June 6, 2017, 8:30-10:20, GWN 301. [Grading](#)
- Audience Response Device (aka 'clicker'):** Each lecture will contain questions that will students to answer with a Turning Technologies clicker device [Clickers](#). See below for more information on Clickers.

**CLICKERS**

Clicker responses are 10% of course grade

Each lecture will contain questions that you will answer with your Turning Technologies (TT) audience response ("clicker") device. You MUST BE PRESENT in the lecture to participate in this activity. New and used Turning Technologies clicker devices are available at the UW Bookstore.

The purpose of using clickers is to engage everyone in active learning by allowing every student to answer questions asked in lecture with instant feedback. Clicker questions can show if students understand the material, and if not, what they're confused about. Research has shown that using clickers in the classroom improves student engagement and learning outcomes in measurable ways.

The clicker questions will usually be multiple-choice. The questions may not always have a single correct answer, but they will always be related to (either previewing or reviewing) the discussion material and/or specific learning goals. *Equal credit will be given for correct and incorrect responses.* You will need to participate and be present for 75% of all of the clicker questions posted during the course of the quarter to receive the full 10% for this activity. If you are present for 65% of the clicker activity, you will receive 50% of the points for clicker responses. **If you are present for less than 65% of the clicker activity, you will receive 0% for Clicker responses.** It is your responsibility to make sure your clicker is registered and set up properly for the class. Missed clicker participation CANNOT be made-up. If your clicker is lost/broken/otherwise not working, you must notify me in person at the end class. Credit for missed participation will not be given once I've left the lecture room.

Please note: If students are caught using multiple clickers to input responses for others not present, this is considered to be cheating and therefore all involved will automatically receive a 0 for this portion of their grade. [Academic Integrity](#)

You must register your clicker in order to get credit for clicker points. It is your responsibility to make sure your clicker is registered and set up properly for the class. To set up your clicker, go to the "Introductory Module" where you will find a link for registering your clicker. **YOU MUST USE THIS LINK** even if you've already registered your clicker previously in another class.

## COURSE POLICIES

1. **Respect:** Each of us enters this classroom community with unique sets of experiences that will inform our readings of and reactions to these texts. Because of this wide variety of perspectives, students must respect the validity of everyone's experiences in this community. Students must also listen to others' experiences and be willing to reconsider their own perspectives in light of such new information
2. **Schedule:**
  - If you must miss a lecture or a section **it is your responsibility to obtain the information you missed.** Because it is impossible for us to reproduce lectures/sections for every student who misses, we recommend you borrow notes from another student in class. You can find someone to borrow notes from using the LING 233 online discussion board.
  - The Tests/Assignments and final exam must be completed on the scheduled dates. Make-up work, where appropriate, will be scheduled only for students with **documentation of a UW sanctioned excuse.** Please see the University Handbook on excused absences. You may be asked for a picture ID on the day of the final exam.
  - Please be aware that we can't make individual exceptions to grading, scheduling or other policies.
  - UW Athletes must inform the instructor in the **FIRST** week of class about any Assignments/Tests that must be missed due to participation on a UW team and present appropriate documentation of such team activity. It is the **responsibility of the athlete** to know what work they will miss and to organize the completion of that work.

3. **Email:** Email inquiries to the instructor and TA should be limited to individual issues that cannot be resolved by reading the syllabus, checking the website or the discussion board. We will attempt to answer such queries within 24 hours. The majority of logistical questions can be answered by reading the syllabus, checking the website or the discussion board. PLEASE do so before emailing questions about the course.
4. **Large class etiquette:** Students must arrive on time and stay until class is over and in general to help maintain an atmosphere that is conducive to learning and is respectful of others. Please turn off cell phones before coming into class. If you must arrive late or leave early, please take care not to disturb other students.
5. **Laptop computers:**
  1. Laptop computers may be used in class only for note-taking.
  2. A student who is doing non-class related activities on his or her computer is not only hurting his or her own education, but possibly the educational experience of many others in the class: research has shown that a game or a picture on a laptop distracts not only the student using the computer but also those students nearby (Yamamoto 2007, Fried 2008). Therefore the use of laptops for non-class activity (e.g. email, games, web-surfing) is prohibited. Students using their laptop for non-class activity will be asked to turn off their laptop.
  3. Students using laptop computers to take notes are requested to sit in the back of the room in order to not distract those who are not using laptops.

## DISABILITY ACCOMMODATION

It is my goal to insure that our learning environment is accessible to everyone. If you have a learning or other disability that requires accommodation, please contact me or Disability Resources for Students in order to make suitable arrangements (011 Mary Gates Hall, [uwdrs@uw.edu](mailto:uwdrs@uw.edu), 206-543-8924 (Voice & Relay), 206-616-8379 (Fax))

## DISCUSSION BOARD

LING 233 has an online discussion board on the Canvas course site to exchange ideas and information about LING 233 any time from any Internet-connected computer.

1. The purpose of the LING 233 discussion board
  - The discussion board is established to provide students with a space of their own where they can ask questions about LING 233 and learn from each other.
  - Therefore, students may wish to post questions about the content of a lecture or section such as:
    - I don't Recognize what prescriptivism is and how it connects to language—can someone help?
    - What does 'stigmatized' mean?
    - Is there an assignment for Thursday's section?
    - Can I borrow someone's notes from Tuesday?
  - Please check the discussion board before emailing a question to the TA or instructor—your question may have already been answered there!
  - Sometimes the instructor or TAs will post a question to get students thinking about a topic.
2. The discussion board will be monitored daily (excluding weekends and holidays) by the TAs or instructor, however, they will only join the discussion if a question remains unanswered or to correct misinformation.
3. Discussion board etiquette
  - Postings must be pertinent to the LING 233 course
  - Remember that student behavior on the discussion board is governed by the same rules of academic conduct as behavior in class.

- Please be sensitive to diverse opinions and points of view and refrain from "flaming" and other forms of inappropriate behavior. Inappropriate use of the LING 233 discussion board may result in being banned from the discussion board.

## ACADEMIC INTEGRITY

Honesty in any college class is critical to your success as a student. It is expected that a student's academic work be of his/her own making. The vast majority of students maintain highly ethical work standards; however, failure to abide by this standard of conduct is considered to be **academic dishonesty**. You can learn more about UW's policies about ethical conduct in the student handbook: <http://www.washington.edu/students/handbook/conduct.html>

Any student found to be in violation of proper academic conduct will be dealt with in the strictest manner in accordance with University policy.

Below is a list of a few examples of academic dishonesty.

## TYPES OF ACADEMIC DISHONESTY

- Copying from others on a quiz, test, examination, or assignment;
- Allowing another student to copy one's work on a quiz, test, exam, or assignment;
- Having others take any exam instead of taking the exam oneself;
- Excessive revising or editing by another that substantially alters the student's final work;
- Giving other students information that allows the student an undeserved advantage on an exam, such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class;
- Taking and using the words, work, or ideas of others and presenting any of these as one's own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional, but it is a form of academic dishonesty and must be avoided at all costs.

To avoid plagiarizing, one must:

- Submit only one's own work;
- Appropriately cite sources used;
- Appropriately paraphrase or summarize another's ideas or language and acknowledge the source according to set academic standards;
- Document all verbatim borrowing from another according to set academic standards;
- Document any use of a format, method, or approach originated by others; If a student is unclear as to what constitutes academic dishonesty, he or she should consult the instructor.

## STRATEGIES FOR SUCCESS

The most successful students in this course:

- Attend every class and section meeting
- Prepare readings in advance of lectures and sections—according to the University, students should expect “two hours of homework for every hour of class”  
[http://www.washington.edu/uaa/gateway/advising/gettingstarted/basics\\_reg.php](http://www.washington.edu/uaa/gateway/advising/gettingstarted/basics_reg.php)
- Expand on their learning by participating in the CLUE discussions [Clue Sessions](#)
- Review their notes carefully on a regular basis
- Monitor carefully their grade/progress [Grading](#)
- Join a study group to review notes and discuss class topics

LING 233 Schedule for **LECTURES AND ASSIGNMENTS**

<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
1	March 27	Introduction	W & S Chapter 1
	March 29	Dialects, standards and vernaculars	W & S Chapter 1
	March 30	“Quiz” section (see schedule for location)	W & S Chapter 1
	March 31	Dialects, standards and vernaculars	W & S Chapter 1 <b>Assignment 0 (practice)</b>
	April 2		<b>Assignment 1 (Chapter1)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
2	April 3	Why dialects?	W & S Chapter 2
	April 5	Why dialects?	W & S Chapter 2
	April 6	Quiz section	W & S Chapter 2, <b>Test Chapter 1</b>
	April 7	Why dialects?	W & S Chapter 2
	April 9		<b>Assignment 2 (Chapter 2)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
3	April 10	Levels of dialect	W & S Chapter 3
	April 12	Levels of dialect	W & S Chapter 3
	April 13	Quiz section	W & S Chapter 3, <b>Test Chapter 2</b>
	April 14	Levels of dialect	W & S Chapter 3
	April 16		<b>Assignment 3 (Chapter 3)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
4	April 17	Dialects in the US: past, present and future	W & S Chapter 4
	April 19	Dialects in the US: past, present and future	W & S Chapter 4
	April 20	Quiz section	W & S Chapter 4, <b>Test Chapter 3</b>
	April 21	Regional dialects	W & S Chapter 5
	April 23		<b>Assignment 4 (Chapter 4)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
5	April 24	Regional dialects	W & S Chapter 5
	April 26	Regional dialects	W & S Chapter 5
	April 27	Quiz section	W & S Chapter 5, <b>Test Chapter 4</b>
	April 28	Social varieties of American English	W & S Chapter 6
	April 30		<b>Assignment 5 (Chapter 5)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
6	May 1	Social varieties of American English	W & S Chapter 6
	May 3	Social varieties of American English	W & S Chapter 6
	May 4	Quiz section	W & S Chapter 6, <b>Test Chapter 5</b>
	May 5	Social varieties of American English	W & S Chapter 6
	May 7		<b>Assignment 6 (Chapter 6)</b>



<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
7	May 8	Ethnicity and American English	W & S Chapter 7
	May 10	Ethnicity and American English	W & S Chapter 7
	May 11	Quiz section	W & S Chapter 7, <b>Test Chapter 6</b>
	May 12	Ethnicity and American English	W & S Chapter 7
	May 14		<b>Assignment 7 (Chapter 7)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
8	May 15	African American English	W & S Chapter 8
	May 17	African American English	W & S Chapter 8
	May 18	Quiz section	W & S Chapter 8, <b>Test Chapter 7</b>
	May 19	African American English	W & S Chapter 8
	May 21		<b>Assignment 8 (Chapter 8)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
9	May 22	Gender and Language variation	W & S Chapter 9
	May 24	Guest Speaker: Kristi Winter, UW Variation in American Sign Language	W & S Chapter 9
	May 25	Quiz section	W & S Chapter 9, <b>Test Chapter 8</b>
	May 26	Gender and Language variation	W & S Chapter 9
	May 28		<b>Assignment 9 (Chapter 9)</b>
<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Preparation</b>
10	May 29	University closed for Memorial Day	
	May 31	Dialects and Style	W & S Chapter 10
	June 1	Quiz section	W & S Chapter 10, <b>Test Chapter 9</b>
	June 2	Dialects and Style	W & S Chapter 10
	June 4		<b>Assignment 10 (Chapter 10)</b>
<b>Week</b>	<b>Date</b>	<b>Final exam</b>	<b>Preparation</b>
11	June 6	Tuesday, June 6, 2017, 8:30-10:20	<b>W &amp; S Chapter 1-10</b>