Language Diversity in the USA
Linguistics 201

Overview and Objectives
This course will focus on the richness and diversity of languages that can be heard in the USA. This includes dialects of American English and its varieties——regional, social, and ethnic varieties, styles, slang, etc. It also includes other languages, such as Native American languages, Spanish, ASL, Chinese, Polish, etc., spoken by both American-born and immigrant communities. This course will also discuss some of the current issues surrounding language use in our society.

At the end of this course, students should be able to:
• Accurately identify specific grammatical variants of spoken English in the USA
• Demonstrate an understanding of the social/cultural/historical factors of different varieties of English
• Acquire a working knowledge of terminology used in the discipline of sociolinguistics
• Demonstrate an awareness of language attitudes, how they are constructed, and how they function
• Observe language use around them and be able to apply critical thinking skills
• Understand how language plays a vital part in changing social structures in the USA

Evaluation
Course evaluation:

1. Attendance/Participation 20%
2. 3 Quizzes (10% each) 30%
3. Homework/In-class work 20%
4. Essay 10%
5. Final Exam 20%
6. Total 100%

Important Dates

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>February 15, 2016</th>
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<tr>
<td>Quiz 2</td>
<td>March 23, 2016</td>
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<td>Quiz 3</td>
<td>April 25, 2016</td>
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<td>Essay</td>
<td>May 9</td>
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Requirements

**Required textbook (Available at the University bookstore):**

Expectations

1. Students are expected to come to class and participate in class discussions. Reading assignments are indicated on the syllabus schedule for each class meeting. Read the assigned reading before coming to class on the day it is assigned. Please come with questions you have from the reading. Be willing to jump into any discussion. You all have important perspectives to contribute to all of our class discussions.
2. Please remember that the total for attendance and participation is **20% of your grade**.
3. Students are expected and encouraged to ask questions and make comments on topics we are discussing. Please remember to be respectful of the opinions of others, even if you disagree.
4. Attendance is expected and essential for your success in class and for obtaining a good grade. Please come prepared and on time. It ensures access to all of the possible assignment points and is your best preparation for quizzes. Attendance is taken in the Friday sections as well as the Monday/Wednesday lectures and deduction is taken for lateness. Periodically, you will be asked to write a reading response about the day’s reading. This will be one short paragraph and can be something you found interesting, strange, etc. This will be used to take attendance on that day. Excused absences will not affect your attendance grade, and will only be approved for religious holidays (requested in writing at least a week in advance), and illness (must have documentation with dates and time specified). You are allowed **two unexcused absences** without penalty to your attendance points. Lastly, be aware that there are **no make-up quizzes**.
5. If you have a special circumstance or know that you must be gone on certain days, please let us know in advance. In the case of unavoidable absences, we cannot help you if you wait until after you have already missed class to let us know---it is simply unfair to others.
6. **No late work will be accepted.** Homework is expected to be turned in during the class period. You may not turn in homework late, so if you miss class, you miss the points for any homework. No printer or technology-failure excuses will be allowed for missing deadlines. Print early and make sure! If you know ahead of time that you will be absent from class, you can give assignments to your classmates to hand in for you.
7. Students are expected to complete their own work. Dishonest reports of work will be considered cheating and can lead to failed assignments, reports to academic authorities, or an F in the course. Please review the SIU policy on plagiarism if you are not familiar with it at http://libguides.lib.siu.edu/plagiarism.
8. Students should not expect lecture slides to automatically be posted to D2L. Lecture slides will be posted to D2L at the discretion of the instructors only. Lecture slides will not be emailed to individual students. If you miss a class, please get notes about what you missed from a classmate.

Accommodations and Other Support

We are both very happy to work with students to make this course as enriching an experience as possible. If you have a disability, please contact Disability Support Services to register and become eligible for specific services including alternate testing settings and note takers. Information can be found at http://disabilityservices.siu.edu/. Other support services can be obtained from the Center for Learning Support Services: http://tutoring.siu.edu/, the Student Support Services Program: http://triostudentsupport.siu.edu/, and Saluki Cares: http://salukicares.siu.edu. Also, please feel free to talk with us during office hours or by appointment about the best way to adapt your learning style to the requirements of this class.
Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’S website at www.bert.siu.edu, Department of Public Safety's website http://www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Course Schedule

(Subject to change at the discretion of the instructors)

Week 1: Jan 18-Jan 22: Welcome to Language Diversity in the USA

Monday: No School!

Wednesday: Introductions and Syllabus review
Due: Purchase the book!

Friday: Linguistic Workshop

Week 2: Jan 25-Jan 29: American English

Monday: Origins and history
Due: Read pages 3-17

Wednesday: Distinctiveness
Due: Read pages 18-38

Friday: Linguistic Workshop

Week 3: Feb 1-Feb 5: American English (cont.)

Monday: Regional dialects
Due: Read pages 39-57

Wednesday: Social dialects
Due: Read pages 58-75

Friday: Linguistic Workshop
Due: Homework 1
Week 4: Feb 8-Feb 12: American English (cont.)

*Monday:* AAE (African American Vernacular)
  Due: Read pages 76-91

*Wednesday:* DARE (Dictionary of American Regional English)
  Due: Read pages 92-112

*Friday:* Linguistic Workshop
  Due: Review for Quiz 1 on Monday/ Homework 2

Week 5: Feb 15-Feb 19: Language Diversity

*Monday:* Quiz 1
  Due: Prepare for the first quiz!

*Wednesday:* Multilingualism
  Due: Read pages 115-132

*Friday:* Linguistic Workshop
  Due: Homework 3

Week 6: Feb 22-Feb 26: Language Diversity (cont.)

*Monday:* Creoles
  Due: Read pages 133-152

*Wednesday:* Native American languages
  Due: Read pages 153-181

*Friday:* Linguistic Workshop
  Due: Native American language activity/ Homework 4

Week 7: Feb 29-Mar 4: Language Diversity (cont.)

*Monday:* Spanish in the NE
  Due: Read pages 182-204

*Wednesday:* Spanish in the SW
  Due: Read pages 205-229

*Friday:* Linguistic Workshop
  Due: Spanish in the Midwest activity/ Homework 5
Week 8: Mar 7-Mar 11: Language Diversity (cont.)

Monday:  ASL (American Sign Language)
Due:  Read pages 230-244

Wednesday:  Asian American Voices
Due:  Read pages 245-267

Friday:  Linguistic Workshop
Due:  Preliminary outline of topic for essay is due today/ Homework 6

Week 9: Mar 14-Mar 18: SPRING BREAK! Happy St. Patrick’s Day!

Week 10: Mar 21-Mar 25: Language Diversity (cont.)

Monday:  Diversity and Acquisition
Due:  Read pages 268-286

Wednesday:  Quiz 2
Due:  Prepare for the second quiz!

Friday:  Linguistic Workshop
Due:  Homework 7

Week 11: Mar 28-Apr 1: Sociolinguistics

Monday:  Ideology and prejudice
Due:  Read pages 289-304

Wednesday:  Ebonics
Due:  Read pages 305-318

Friday:  Linguistic Workshop
Due:  Homework 8

Week 12: Apr 4-Apr 8: Sociolinguistics (cont.)

Monday:  Language planning and policies
Due:  Read pages 319-338

Wednesday:  Language in Education
Due:  Read pages 339-361

Friday:  Linguistic Workshop
Due:  Homework 9
Week 13: Apr 11-Apr 15: Sociolinguistics (cont.)

Monday: Teen Language
   Due: Read pages 361-374

Wednesday: Slang
   Due: Read pages 375-386

Friday: Linguistic Workshop
   Due: Homework 10

Week 14: Apr 18-Apr 22: Sociolinguistics (cont.)

Monday: Hip Hop Nation
   Due: Read pages 375-386

Wednesday: Language, Gender, and Sexuality
   Due: Read pages 387-409

Friday: Linguistic Workshop
   Due: Review for Quiz 3/ Homework 11

Week 15: Apr 25-Apr 29: Sociolinguistics (cont.)

Monday: Quiz 3
   Due: Prepare for the third quiz!

Wednesday: Cyberspace
   Due: Read pages 463-479

Friday: Linguistic Workshop
   Due: Internet Language Activity/ Homework 12

Week 16: May 2-May 6: Sociolinguistics (cont.)

Monday: Cyberspace (cont.)
   Due: Read pages 463-479

Wednesday: Language Attitudes
   Due: Read pages 480-492

Friday: Linguistic Workshop
   Due: Homework 13

Remember that your Essay is due on Monday!
Week 17: May 9-May 13: Final Exam Week

Monday: Catch-up class!
    Due: Essay is due today!

Wednesday: Review for Final Exam
    Due: Final Exam Review sheet

Friday: **Final Exam will be at 1:00 on Friday, May 13 in Agriculture 102**
    The final exam is CUMULATIVE. We did not choose the time. Sorry! Please remember that no earlier or makeup exam is allowed under any circumstances.