

Term Information

Effective Term Autumn 2020
Previous Value Autumn 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing an online version of Ling2367.01.

What is the rationale for the proposed change(s)?

We would like students to have more options when choosing online vs inperson sections of this course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Linguistics
Fiscal Unit/Academic Org	Linguistics - D0566
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2367.01
Course Title	Language, Sex, and Gender in American Culture
Transcript Abbreviation	Lang,Sex,&Gendr Am
Course Description	Discussing and writing about ways that views about sex and gender affect language and its use in speech communities in the U.S.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Soph standing, and English 1110.01, or 1110.02, or 1110.03, or equiv.

Previous Value

Prereq: Soph standing, and English 1110.01 (110.01), or 1110.02 (110.02), or 1110.03 (110.03), or equiv.

Exclusions

Not open to students with credit for 2367.01H .

Previous Value

Not open to students with credit for 2367.01H (367.01H), 367, 367H, or 367.01.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0102

Subsidy Level

General Studies Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Level 2 (2367); Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
- Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
- Students access and use information critically and analytically.

Content Topic List

- Language and gender
- Understanding the writing process
- Oral presentation skills
- Argument structure
- Tone and audience in writing

Sought Concurrence

No

COURSE CHANGE REQUEST
2367.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/18/2020

Attachments

- 2376_inperson_syllabus.pdf: In-Person Syllabus
(Syllabus. Owner: McGory, Julia Tevis)
- 2376_online_syllabus.pdf: On-Line Syllabus
(Syllabus. Owner: McGory, Julia Tevis)
- AssessmentPlan_LING2367.01.pdf: Assessment Plan
(GEC Course Assessment Plan. Owner: McGory, Julia Tevis)
- Ling 2367.01 (2).pdf: Technology Approval
(Other Supporting Documentation. Owner: McGory, Julia Tevis)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	06/15/2020 01:50 PM	Submitted for Approval
Approved	McGory, Julia Tevis	06/15/2020 01:50 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/15/2020 02:44 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/15/2020 02:44 PM	ASCCAO Approval



SYLLABUS

LING 2367.01

Language, Sex, and Gender in American Culture
Summer 2020 – Online

COURSE OVERVIEW

Instructor

Instructor: Carly Dickerson

Email address: Dickerson.253@osu.edu

Office hours: Wednesdays 2:15-3:15 & Fridays 12-1pm (or by appointment)

TA coordinator: Hope Dawson, dawson.165@osu.edu

Course description

In this class, we will explore the relationships between language, sex, gender, and sexuality. Considering both theory and data, we will think critically about both gendered language and different beliefs about language, sex, and gender. To do this, we will examine previous research, various texts, film, and other media to inform our own understandings of these issues and effectively present these understandings through written and spoken means

Course learning outcomes

This course fulfills the Writing and Communication, Level 2 and the Social Diversity in the United States requirements. As such, students will become skilled in written communication and expression, reading, critical thinking, oral expression and visual expression. Students will also understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes – Writing and Communication, Level 2

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.

2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

This course will meet these outcomes by combining carefully reading and discussing literature on language, sex, and gender, and through writing reactions to and about these topics in the form of homeworks, article reviews, and a final research paper.

Expected Learning Outcomes – Social Diversity in the US

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course will meet these outcomes by examining language variation in the context of sex and gender and related topics.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required scheduled sessions.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional. There will be weekly Carmen Zoom sessions during which we will discuss course material and concepts. These will be recorded and made available only to students enrolled in the course. Class participation credit may be earned either through participation in these sessions, participation in the online discussion forum, or a combination of the two
- **Participating in discussion forums: 2-4+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. If you are unable to attend the live sessions, you should watch the recorded sessions and contribute at least 2 additional substantive comments to the relevant discussions. Discussions will be linked to the relevant module on Carmen.
- **Discussion conduct:** Participation grades will be based on both the quantity and quality of engagement in the live sessions and/or discussion forum. I ask that you be actively involved in these discussions and willing to share your thinking. I expect that you will be respectful and considerate towards other students, including when you disagree with something they have said. Many topics discussed in this class can be, or are inherently, personally or politically sensitive issues. You may at times disagree with others during class, but please respect their right to their opinions and beliefs as you would also like to have yours respected. If you feel very strongly about a particular point or issue, please let this stimulate productive discussion and do not resort to interrupting people, dominating the floor, raising your voice, insulting others, etc.
- **NOTE:** This class will have readings, and will make use of media, which may sometimes include controversial content (e.g. cursing, some sexual content, etc.). These examples will be discussed in a mature, objective manner, in order to analyze their social context and linguistic content.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

None. All readings will be posted on the course website, www.carmen.osu.edu

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)

- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

COURSE ASSIGNMENTS AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation	20%
Homeworks (5)	10%
Reading quizzes (12)	15%
Article review	25%
Research paper	30%
Total	100

See course schedule below for due dates.

Homeworks

You will have 5 homeworks due throughout the course. Some of these homeworks will relate to the article review and final projects, described below; the rest will focus on your observations about some aspect of language use and/or sex and gender.

This will give you a total of 5 “homework” assignments, each worth 2%, for a total of 10% of your final grade.

Reading quizzes

To help you keep on task with the readings, for each reading there will be a short, on-line Carmen quiz due before class on the day we will be discussing the article (see the schedule below). These quizzes will generally open about a week before the reading is due. There will be no time limit on the quizzes, and they are open book. These quizzes should be quick and

easy *provided that you have carefully read the article*. Your lowest quiz grade will be dropped. This means that you may decide to skip one quiz; however, that quiz may not be the Lakoff quiz (Reading Quiz #2), as many of the articles we read include reactions to and discussion of the ideas laid out in this paper.

Article review

The first major writing assignment of this class will be an article review, which will include multiple drafts and a peer-editing component. See the course schedule below for due dates; detailed instructions will be given out in class.

The article review is worth 25% of your final grade, which will be broken down in the following way:

First draft: 20%

Second draft: 20%

Peer review: 10%

Final version: 50%

Final research paper

The second major writing assignment of this class will be a research paper, which will include multiple drafts and a peer-editing component, as well as a presentation. See the course schedule below for due dates; detailed instructions will be given out in class.

The research paper is worth 30% of your final grade, which will be broken down in the following way:

Annotated Bibliography: 5%

First draft: 15%

Second draft: 20%

Peer review: 20%

Presentation: 10%

Final version: 30%

Presentation dates will be chosen in class. Once chosen, presentation dates **cannot** be moved unless (1) you can find another student willing to swap with you or (2) you have an extreme medical or personal emergency **with documentation**.

Turning in assignments

All assignments, unless otherwise noted below, are due on the date listed on the syllabus at the start of class, via Carmen. In order to be considered “on time”, an assignment **must** be readable (that is, if you turn in a blank or corrupted file, that assignment is **not** in on time); it is your responsibility to ensure that you have turned in the correct file. To facilitate this, all submitted files **must be turned in as a .pdf file only**. If you ever have any about the file you have submitted, you should ask me BEFORE the submission deadline so that I have time to check and give you confirmation that it has been successfully submitted.

Late assignments

Late assignments will be penalized:

Up to 24 hours late: minus 10%

Up to 48 hours late: minus 20%

Up to 1 week late: minus 50%

Remember that it is generally preferable to have a 40 entered into your grade than a 0! **Assignments will not be accepted more than a week after their due date.** You should notify me via email, or in person, when you are submitting something late; otherwise, I may not see it.

The exceptions to this are the drafts and final versions of the article reviews and final paper. These drafts **must** be in on time. Late drafts and final versions of the article review and final paper will automatically result in a **reduction by 50 points** for that portion of the grade for that assignment.

Peer editing

In order to facilitate anonymous peer editing, you will choose a pseudonym on the second day of class. This pseudonym will be displayed to both me and your peer editors on drafts of your paper. As such, pseudonyms should be appropriate, and I reserve the right to change or alter any inappropriate pseudonyms.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your data support conclusions it doesn't support.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of

harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Diversity and inclusion

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a

timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

Week	Topics	Readings	Assignments/Quizzes due
Week 1	Course introduction		
	What are sex and gender?	Eckert & McConnell-Ginet (2003)	send a message in Carmen's Inbox informing me of your peer-editing pseudonym
Week 2	Reading an academic paper	Cameron (1992)	Reading Quiz #1 due HW #1 due
	Citations and plagiarism		send an email using Carmen's Inbox informing me of your choice for the Article Review
Week 3	Deficit approach	Lakoff (1975)	Reading Quiz #2 due
	Thesis: Constructing an argument		HW #2 due
Week 4	Difference approach	Tannen (1990) Uchida (1992)	Reading Quiz #3 due
	Article review workshop		HW #3 due
Week 5	Dominance approach	Ehrlich (1998)	Reading Quiz #4 due
	Brainstorming for research topic; Methodology: Collecting and organizing your data		1 st draft of Article Review due

Week 6	Performance I	Hall (1995)	Reading Quiz #5 due
	Professionalization workshop		HW #4 due
Week 7	Performance II	Barret (1999)	Reading Quiz #6 due
	In-class peer-editing		2 nd draft of Article Review due by 9am
Week 8	Masculinity	Kiesling (2004)	Reading Quiz #7 due
	Bibliography workshop; Analysis: Understanding and making sense of your data		Final version of Article Review due
Week 9	Femininity	Bucholtz (1998)	Reading Quiz #8 due
	No class		Annotated Bibliography for Research Paper due
Week 10	Sexuality I	Podesva et al (2001)	Reading Quiz #9 due
	Data analysis workshop		HW #5 due
Week 11	Sexuality II	Eckert (2011)	Reading Quiz #10 due; 1st draft of Research Paper due
	Language, gender, & ethnicity	Mendoza-Denton (2008)	Reading Quiz #12 due
Week 12	Language, gender, & religion	Fader (2009)	Reading Quiz #11 due
	<i>Use this day to catch up on work or to meet with me via Zoom</i>		
Week 13	In-class peer-editing		2 nd draft of Research Paper due by 9am
	Final paper presentations		presentation due (if it is your day to present) *THIS MAY CHANGE*
Week 14	Final paper presentations		presentation due (if it is your day to present) *THIS MAY CHANGE*
	Final paper presentations		presentation due (if it is your day to present) *THIS MAY CHANGE*

Language, Sex, and Gender in American Culture – LING 2367.01

Tuesdays & Thursdays 3:55pm–5:15pm
Jennings Hall, room 160

Instructor: Carly Dickerson
Email: dickerson.253@osu.edu
Office: 300 Oxley, 1712 Neil Avenue
Office Hours: Wednesdays 2:15pm-3:15pm & Fridays 12pm-1pm
(or by appointment)
Office Mailbox: 121 Oxley
TA Coordinator: Dr. Hope Dawson, dawson.165@osu.edu, 114 Oxley

COURSE DESCRIPTION

In this class, we will explore the relationships between language, sex, gender, and sexuality. Considering both theory and data, we will think critically about both gendered language and different beliefs about language, sex, and gender. To do this, we will examine previous research, various texts, film, and other media to inform our own understandings of these issues and effectively present these understandings through written and spoken means.

REQUIRED TEXTBOOKS

None. All readings will be posted on the course website, www.carmen.osu.edu

GE INFORMATION

This course fulfills the Writing and Communication, Level 2 and the Social Diversity in the United States requirements. As such, students will become skilled in written communication and expression, reading, critical thinking, oral expression and visual expression. Students will also understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes – Writing and Communication, Level 2

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

This course will meet these outcomes by combining carefully reading and discussing literature on language, sex, and gender, and through writing reactions to and about these topics in the form of homeworks, article reviews, and a final research paper.

Expected Learning Outcomes – Social Diversity in the US

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course will meet these outcomes by examining language variation in the context of sex and gender and related topics.

ASSIGNMENTS AND GRADING**Grading**

The grades will be broken down as follows:

Participation and attendance:	20%
Homeworks (5):	10%
Reading quizzes (12):	15%
Article review:	25%
Research paper:	30%

Grading Schema:

93.0-100.0 = A	87.0-89.9 = B+	77.0-79.9 = C+	67.0-69.9 = D+
90.0-92.9 = A-	83.0-86.9 = B	73.0-76.9 = C	60.0-66.9 = D
	80.0-82.9 = B-	70.0-72.9 = C-	0.00-59.9 = E

Participation and Attendance

You must bring a hard or electronic copy of any assigned reading for that day's class to class. This will greatly facilitate discussion.

Participation will be graded on a 20 point scale; you will all start with a 20/20

Things that will keep your participation grade at a 20

- Being actively involved in the discussion/lecture
- Acting in a respectful manner towards fellow students
- Consistent attendance

Things that will lower your participation grade:

- Being disrespectful/abusive towards fellow students (this includes monopolizing the discussion)
- Being disengaged from the discussion or lecture by texting or other use of cell phone, inappropriate use of laptops/e-readers, sleeping, etc.

- Unexcused absences/arriving to class 10+ minutes late/leaving class early (-2/3 point for each one; **if this happens 7 times or more, you will automatically fail the class**) ***YOU HAVE 2 “FREE PASSES” before I start counting any absences/late arrivals towards the 7 times.***
NOTE: Excused absences are those with either **prior** approval from the instructor (generally 24 hour notice), or those due to (**documented**) severe illness or family emergency.

PLEASE NOTE:

*Many topics discussed in this class can be, or are inherently, personally or politically sensitive issues. You may at times disagree with others during class, but please respect their right to their opinions and beliefs as you would also like to have yours respected. If you feel very strongly about a particular point or issue, please let this stimulate productive discussion and do not resort to interrupting people, dominating the floor, raising your voice, insulting others, etc.

**In addition, this class will have readings, and will make use of media, which may sometimes include controversial content (e.g. cursing, some sexual content, etc.). These examples will be discussed in a mature, objective manner, in order to analyze their social context and linguistic content.

***Bringing a laptop to class is fine. However, doing non-related class things on your laptop not only distracts you, but others in the class. If you want to bring your laptop to class, but have trouble staying on task, there are several free programs available online to help minimize distractions. (SelfControl or StayFocused are good options)

Homeworks

You will have 5 homeworks due throughout the course. Some of these homeworks will relate to the article review and final projects, described below; the rest will focus on your observations about some aspect of language use and/or sex and gender.

This will give you a total of 5 “homework” assignments, each worth 2%, for a total of 10% of your final grade.

Reading Quizzes

To help you keep on task with the readings, for each reading there will be a short, on-line Carmen quiz due before class on the day we will be discussing the article (see the schedule below). These quizzes will generally open about a week before the reading is due. There will be no time limit on the quizzes, and they are open book. These quizzes should be quick and easy *provided that you have carefully read the article*. Your lowest quiz grade will be dropped. This means that you may decide to skip one quiz; however, that quiz **may not** be

the Lakoff quiz (Reading Quiz #2), as many of the articles we read include reactions to and discussion of the ideas laid out in this paper.

Article Review

The first major writing assignment of this class will be an article review, which will include multiple drafts and a peer-editing component. See the course schedule below for due dates; detailed instructions will be given out in class.

The article review is worth 25% of your final grade, which will be broken down in the following way:

First draft:	20%
Second draft:	20%
Peer review:	10%
Final version:	50%

Final Research Paper

The second major writing assignment of this class will be a research paper, which will include multiple drafts and a peer-editing component, as well as a presentation. See the course schedule below for due dates; detailed instructions will be given out in class.

The research paper is worth 30% of your final grade, which will be broken down in the following way:

Annotated Bibliography:	5%
First draft:	15%
Second draft:	20%
Peer review:	20%
Presentation:	10%
Final version:	30%

Presentation dates will be chosen in class. Once chosen, presentation dates **cannot** be moved unless (1) you can find another student willing to swap with you or (2) you have an extreme medical or personal emergency **with documentation**.

COURSE POLICIES

Turning in Assignments

All assignments, unless otherwise noted below, are due on the date listed on the syllabus at the start of class, via Carmen. In order to be considered “on time”, an assignment **must** be readable (that is, if you turn in a blank or corrupted file, that assignment is **not** in on time); it is your responsibility to ensure that you have turned in the correct file. To facilitate this, all submitted files **must be turned in as a .pdf file only**. If you ever have any concerns

about the file you have submitted, you should ask me BEFORE the submission deadline so that I have time to check and give you confirmation that it has been successfully submitted.

Late Assignments

Late assignments will be penalized as such:

- Up to 24 hours late: minus 10%
- Up to 48 hours late: minus 20%
- Up to 1 week late: minus 50%

Remember that it is generally preferable to have a 40 entered into your grade than a 0! **Assignments will not be accepted more than a week after their due date.** You should notify me via email, or in person, when you are submitting something late; otherwise, I may overlook it.

The exceptions to this are the drafts and final versions of the article reviews and final paper. These drafts **must** be in on time. Late drafts and final versions of the article review and final paper will automatically result in a **reduction by 50 points** for that portion of the grade for that assignment.

Peer Editing

In order to facilitate anonymous peer editing, you will choose a pseudonym on the second day of class. This pseudonym will be displayed to both me and your peer editors on drafts of your paper. As such, pseudonyms should be appropriate, and I reserve the right to change or alter any inappropriate pseudonyms.

ACADEMIC MISCONDUCT

You can access OSU's policy on academic honesty and plagiarism at the following website: http://studentaffairs.osu.edu/resource_csc.asp. You are responsible for knowing this code of conduct and adhering to it. I am required by the university to report any suspected case of academic misconduct to the Committee on Academic Misconduct. Should you have any questions about this issue or if you are unsure as to whether a certain action constitutes a violation of this code, please consult me.

ACCOMMODATIONS

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable

accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected

status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Schedule

All assignments are **due on Carmen by 3:55pm** on the date listed, unless otherwise specified

Week	Date	Topics	Readings	Assignments/Quizzes due
Week 1	1/7 (T)	Course introduction		
	1/9 (R)	What are sex and gender?	Eckert & McConnell-Ginet (2003)	send a message in Carmen's Inbox informing me of your peer-editing pseudonym
Week 2	1/14 (T)	Reading an academic paper	Cameron (1992)	Reading Quiz #1 due HW #1 due
	1/16 (R)	Citations and plagiarism		send an email using Carmen's Inbox informing me of your choice for the Article Review
Week 3	1/21 (T)	Deficit approach	Lakoff (1975)	Reading Quiz #2 due
	1/23 (R)	Thesis: Constructing an argument		HW #2 due
Week 4	1/28 (T)	Difference approach	Tannen (1990) Uchida (1992)	Reading Quiz #3 due
	1/30 (R)	Article review workshop		HW #3 due
Week 5	2/4 (T)	Dominance approach	Ehrlich (1998)	Reading Quiz #4 due
	2/6 (R)	Brainstorming for research topic		1 st draft of Article Review due
Week 6	2/11 (T)	Performance I	Hall (1995)	Reading Quiz #5 due
	2/13 (R)	Methodology: Collecting and organizing your data		HW #4 due
Week 7	2/18 (T)	Performance II	Barret (1999)	Reading Quiz #6 due
	2/20 (R)	In-class peer-editing		2 nd draft of Article Review due by 9am
Week 8	2/25 (T)	Masculinity	Kiesling (2004)	Reading Quiz #7 due
	2/27 (R)	Bibliography workshop		Final version of Article Review due

Week 9	3/3 (T)	Femininity	Bucholtz (1998)	Reading Quiz #8 due
	3/5 (R)	Analysis: Understanding and making sense of your data		Annotated Bibliography for Research Paper due
Week 10	3/17 (T)	Sexuality I	Podesva et al (2001)	Reading Quiz #9 due
	3/19 (R)	Data analysis workshop		HW #5 due
Week 11	3/24 (T)	Sexuality II	Eckert (2011)	Reading Quiz #10 due
	3/26 (R)	Professionalization workshop		1 st draft of Research Paper due
Week 12	3/31 (T)	Language, gender, & religion	Fader (2009)	Reading Quiz #11 due
	4/2 (R)	Language, gender, & ethnicity	Mendoza-Denton (2008)	Reading Quiz #12 due
Week 13	4/7 (T)	In-class peer-editing		2 nd draft of Research Paper due by 9am
	4/9 (R)	Final paper presentations		presentation due (if it is your day to present)
Week 14	4/14 (T)	Final paper presentations		presentation due (if it is your day to present)
	4/16 (R)	Final paper presentations		presentation due (if it is your day to present)
<p>There is no final exam. Rather, the <i>final version of your research paper</i> is due no later than 4pm on Thursday, April 23, 2020</p>				

GE Assessment Plan for LING 2367.01

Direct Assessment:

One of the reflection-based homework assignments for LING 2367.01 from the second half of the semester will be selected as the source for assessment data. The Linguistics department typically offers 2-3 sections per term. We will select 8 student responses per section and anonymize them. Current or former GTAs of LING 2367.01 will assess the student work from students not in their own section, according to the rubric below. The 2367 resource faculty member will compile the data, and meet with the current and future GTAs based on the results. Our goal is to ensure that 75% of the student work scores at least 17 on the rubric.

Indirect Assessment:

At the end of the term, the 2367 resource faculty member will send a survey to all students enrolled in online sections of 2367.01 with the following questions:

- 1) What were the two most important things you learned in the course?
- 2) What do you wish had gone differently?
- 3) Do you think LING 2367.01 strengthened your writing skills? If so, how? If not, what might have helped that happen?

The results of the assessment will be provided to the Assessment Coordinator in the Department of Linguistics. The coordinator will (a) summarize the results within the Linguistics Programs annual assessment and (b) share results with the faculty and staff during a Linguistics Department meeting in the subsequent AU semester.

See attached rubric

ASSESSING LING 2367.01

Paper # _____ Reviewer _____ Date Reviewed _____

Please rate each criterion with a score of 1 through 4, 1 indicating that the criterion was not met and 2 through 4 indicating increasing levels of accomplishment.

1) Writing and Communication

ELO 1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.

(1)	(2)	(3)	(4)
Shows no critical analysis skills; little ability to extend and express ideas	Shows some critical analysis skills; has some ability to extend and express ideas	Shows critical analysis skills; has ability to extend and express ideas effectively	Shows strong critical analysis skills; has ability to extend and express ideas effectively

ELO 2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

(1)	(2)	(3)	(4)
Shows no development in conventions of academic discourse; has little ability to clearly express visually, orally or in written communication	Shows some development in conventions of academic discourse; has some ability to clearly express visually, orally or in written communication	Shows development in conventions of academic discourse; has ability to clearly express visually, orally or in written communication	Shows strong development in conventions of academic discourse; has ability to clearly express visually, orally or in written communication

ELO 3. Students access and use information critically and analytically.

(1)	(2)	(3)	(4)
Does not provide clear arguments or supportive evidence; does not communicate ideas clearly	Describes arguments and organizes data but lacks supportive evidence and clear written expression	Demonstrates an ability to access and develop arguments supported with evidence and clear written expression	Articulates sophisticated arguments, analyzes interconnected evidence and develops clear discussion of idea

2) Social Diversity in the US

ELO 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

(1)	(2)	(3)	(4)
Shows no understanding of key categories; does not evaluate their role in US culture	Shows some understanding of key categories; offers basic evaluation of their role in US culture	Shows understanding of key categories; evaluates their role in US culture	Shows strong understanding of key categories; evaluates their role in US culture with nuance

ELO 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

(1)	(2)	(3)	(4)
Shows no recognition of the role of diversity in shapes their perspectives	Shows some recognition of the role of diversity in shapes their perspectives	Shows recognition of the role of diversity in shapes their perspectives	Shows complex recognition of the role of diversity in shapes their perspectives

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: LING 2367.01

Instructor: Carly Dickerson

Summary: Language, Sex, and Gender in American Culture

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Carmen Discussion Boards • Peer editing.
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used. OSU statement is included.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/10/20
- Reviewed by: Ian Anderson

Notes: Ready for submission!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.