

Term Information

Effective Term Autumn 2021
Previous Value Summer 2012

Course Change Information

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

We are proposing an online version of the same course.

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

To provide more options for students.

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	3601
Course Title	Language, Race, and Ethnicity in the U.S.
Transcript Abbreviation	Lang Race Ethnicity
Course Description	Objective examination of the relationship between language, race and ethnicity in the context of varieties of English used by minority ethnic and racial groups 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: English 1110.01, 1110.02, or 1110.03, or equiv.

Previous Value

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

Exclusions

Previous Value

Not open to students with credit for Linguist 303 or AfAmASt 303.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0102

Subsidy Level

General Studies Course

Intended Rank

Sophomore, Junior

Previous Value

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; 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

- Students will be able to describe some linguistic features connected to race, ethnicity and gender in the USA.
- Students will understand some aspects of the role language plays in constructing race, ethnicity and gender in the US.
- Students will be able to describe how power differences shape the social understanding of language features and language varieties.

Previous Value

Content Topic List

- Language and ethnicity
- Language and culture
- Regional language varieties
- Ethnic language varieties
- Sociolinguistics

Sought Concurrence

No

COURSE CHANGE REQUEST
3601 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/05/2021

Attachments

- LING3601_Syllabus_inperson.pdf: Syllabus, In Person
(Syllabus. Owner: McGory, Julia Tevis)
- LING 3601_Tech_Support.docx: Tech_Approval
(Other Supporting Documentation. Owner: McGory, Julia Tevis)
- LING3601_FALL2021_Online_Syllabus_3_5_21.pdf: Syllabus Updated, Online
(Syllabus. Owner: McGory, Julia Tevis)

Comments

- See 3-2-21 feedback email *(by Oldroyd, Shelby Quinn on 03/02/2021 03:56 PM)*
- Added the Tech Support document. *(by McGory, Julia Tevis on 01/20/2021 11:42 AM)*
- returned *(by Vankeerbergen, Bernadette Chantal on 01/19/2021 03:29 PM)*
- 01.18.21: Returned at Dept's request. *(by Haddad, Deborah Moore on 01/19/2021 03:28 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	01/19/2021 01:43 PM	Submitted for Approval
Approved	McGory, Julia Tevis	01/19/2021 01:43 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/19/2021 03:28 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/19/2021 03:29 PM	ASCCAO Approval
Submitted	McGory, Julia Tevis	01/20/2021 11:42 AM	Submitted for Approval
Approved	McGory, Julia Tevis	01/20/2021 11:42 AM	Unit Approval
Approved	Haddad, Deborah Moore	01/20/2021 12:43 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	03/02/2021 03:56 PM	ASCCAO Approval
Submitted	McGory, Julia Tevis	03/05/2021 02:01 PM	Submitted for Approval
Approved	McGory, Julia Tevis	03/05/2021 02:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/05/2021 04:40 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/05/2021 04:40 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

LING 3601 (Online): LANGUAGE, RACE & ETHNICITY

Course overview

Instructor

Instructor: Kathryn Campbell-Kibler

Email address: campbell-kibler.1@osu.edu

Phone number: 707-364-0545

Office hours: TBD (Zoom Link:)

Course description

Online & Synchronous

- Synchronous Lectures (90 minutes) one day each Week
- Pre-Recorded Lectures one day each week
- Weekly assignments and quizzes

This course examines the relationship between language and social constructs such as race and ethnicity, with particular emphasis on race relations in the United States. It is concerned with the ways in which language serves as a basis for inter-ethnic conflict, discrimination and lack of social opportunity. The main focus of the course will be the varieties of English used by members of minority ethnic and racial groups in the United States, and the general relationship between their languages and their place in American society.

This course will (1) meet one day in a synchronous format where students are required to attend virtually via Zoom. During this time we will discuss the topics raised in readings and media for the week. In addition, the instructor will (2) provide weekly prerecorded lectures (available in the Carmen course modules) to be viewed in an asynchronous manner. Students must view these prerecorded lectures weekly. There will be weekly quizzes on the lecture content, readings and any assigned media viewing, as well as required discussion posts reflecting on the materials for the week. At the conclusion of each unit, longer discussion posts will be required, synthesizing

the content of the unit. Details and prompt questions will be shared via the associated Carmen assignments for each discussion post topic. Homework assignments and a final paper comprise the rest of the graded material.

Two GEs covered by this course

1. Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course meets these outcomes through the social and linguistic analysis of literature, film, and other media, including discussion about how ideologies about language, race, and ethnicity are formed and reinforced.

2. Social Diversity in the US

Goals: Students 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:

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 meets these outcomes through the discussion of how racial and ethnic identity are linguistically expressed in the U.S. at the individual, group, and institutional levels.

Academic Support:

Please contact academic services offered on OSU main campus at <http://advising.osu.edu>. Advising is critical to academic success at Ohio State. Often serving as the main point of contact between students and the university, advisors help create academic plans that meet your 3 educational and career goals. We're here to guide you through the university while connecting

you to appropriate resources that help keep you on track along the way. For additional support, you may contact student services offered on the OSU main campus at .
<https://contactbuckeyelink.osu.edu/>

Course materials

All readings will be available on Carmen

Course technology

The course Carmen site will be the central repository for readings, assignments, and all other information about the course. The modules section will contain week-by-week links to all necessary information for each session. Announcements and course changes will be made through the announcements tool in Carmen.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Carmen text, audio, and video chat

Necessary equipment

- Computer: current Mac or PC with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Grading and faculty response

Grades

Assignment or category	Points
Synchronous session participation	15
Weekly quizzes	15
Discussion posts	15
Synthesis discussion posts	10
Homework assignments	20
Final paper	25
Total	100

See course schedule below for due dates

Assignment information

Synchronous session participation: Each week on Monday, we will have one required, synchronous session, on which the synchronous part of your participation grade will be based. All students are expected to participate in discussions. If technical or other problems make synchronous online discussions a challenge for you, please contact me to discuss arrangements. Attendance will be not taken, but it's difficult to participate in sessions you don't attend. Students who participate fully and often but miss a few sessions can still receive full participation credit. Both full-group and breakout discussions count towards participation.

Weekly quizzes: Each week there will be a short quiz on the reading and pre-recorded lecture content for the week. These will be administered on Carmen.

Discussion posts: Each week, you will be asked to share thoughts on the topic/reading in the online discussion group belonging to the current unit. The assignment tied to each reading will provide prompts and questions to stimulate reflection. Post should be at least 200 words long (1-2 paragraphs) and may stand alone or be in response to someone else's post.

Synthesis discussion posts: At the end of each unit (see course schedule), you'll be asked to make a more substantive post to that unit's discussion board, reflecting on the entirety of the unit. These should be at least 500 words long. The related assignment will provide questions and prompts to stimulate reflection.

Homework assignments: Each homework assignment provides a chance to consider specific topics in more depth. These will be posted on the Carmen site and should be submitted there.

Final paper: The final paper will be scaffolded with multiple graded stages, including a proposal, outline, first draft and final draft. More details will be provided in the Carmen assignments for these stages.

Late assignments

If you will be unable to submit an assignment by the due date, please contact me ahead of time to discuss alternative arrangements.

Grading scale

93–100: A
90–92: A-
87–89: B+
83–86: B
80–82: B-
77–79: C+
73–76: C
70–72: C-
67–69: D+
60–66: D
Below 60: E

Faculty 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 homework assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**. Responses on weekends and holidays will be sporadic.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Other course policies

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 results or your library research look more successful than it was.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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

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 at titleix@osu.edu

Accessibility accommodations for students with disabilities

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; slds.osu.edu; 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.

- [Carmen accessibility](#)
- Streaming audio and video
- Synchronous course tools

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 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. 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 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

Course schedule (tentative)

Wk	Date	Day	Topic	Reading	Assignment
1	8/25/21	Wed	Course intro - L		
			Identity & Intersectionality		
	8/30/21	Mon	Emotional connections to language	Tan, Amy. 1995. Mother Tongue, in <i>Under Western Eyes: Personal Essays from Asian America</i> , ed. by Garrett Hongo. New York: Anchor Books/Doubleday. 313-320.	Personal language & race history due
2	9/1/21	Wed	Intro to variation, linguistic concepts	Lanehart, S. L. (1996). The language of identity. <i>Journal of English Linguistics</i> , 24(4), 322-331.	
	9/6/21	Mon	LABOR DAY NO CLASS		
3	9/8/21	Wed	Talking Black in America	Rickford, R. J. (2000). <i>Spoken soul: The story of black English</i> . John Wiley & Sons Incorporated. (excerpt)	
	9/13/21	Mon	Gender & race & class	Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stan. L. Rev.</i> , 43, 1241.	Hw 2 due
4	9/15/21	Wed	Gender & sexuality & race	Calder, J., & King, S. (2020). Intersections between race, place, and gender in the production of/s. <i>University of Pennsylvania Working Papers in Linguistics</i> , 26(2), 5.	

	9/20/21	Mon	Trans identities & race	Steele, A. J. (2019). Non-binary speech, race, and non-normative gender: Sociolinguistic style beyond the binary (Qualifying paper dissertation, The Ohio State University).	
5	9/22/21	Wed	Whiteness through time	Ignatiev, N. (2009). How the Irish became white. Routledge. (excerpt)	
	9/27/21	Mon	Ambiguous or provisional whiteness	Modan, Gabriella. 2001. White, Whole Wheat, Rye: Jews and Ethnic Categorization in Washington, D.C. Journal of Linguistic Anthropology 11(1): 116-°©-30	Hw 3 due
6	9/29/21	Wed	Micro/macro relationships	Bailey, B. (2000). Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. Discourse & Society, 11(1), 86-108.	
	10/4/21	Mon	Unit synthesis		
			Standard lg ideology & "legitimate" voices & Code-switching, crossing, appropriation & authenticity		
7	10/6/21	Wed	Standardization & power	Lippi-Green, R. (2012). English with an accent: Language, ideology and discrimination in the United States. Routledge. chs 3 & 4	
	10/11/21	Mon	Whiteness and standard language	Bucholtz, M. (2010). White kids: Language, race, and styles of youth identity.	Hw 4 due

				Cambridge University Press. (excerpt)	
8	10/13/21	Wed	Linguistic profiling & legitimate voices	Rickford, J. R., & King, S. (2016). Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. <i>Language</i> , 92(4), 948-988.	
	10/18/21	Mon	Names and where correctness matters	Bucholtz, M. (2016). On being called out of one's name. <i>Raciolinguistics: How language shapes our ideas about race</i> , 273-289.	
9	10/20/21	Wed	Code-switching & crossing	Alim, H. S. (2016). Who's afraid of the transracial subject. <i>Raciolinguistics: How language shapes our ideas about race</i> , 33.	
	10/25/21	Mon	Crossing	Chun 2011 AAVE paper	
10	10/27/21	Wed	Mocking language	Rosa, J. (2016). From mock Spanish to inverted Spanglish. <i>Raciolinguistics: How language shapes our ideas about race</i> , 65-80.	Final paper sketch/outline due
	11/1/21	Mon	Crossing and humor	Chun, E. W. (2001). The construction of white, black, and Korean American identities through African American Vernacular English. <i>Journal of Linguistic Anthropology</i> , 11(1), 52-64.	

11	11/3/21	Wed	Slurs & ownership	Chun, E. W. (2016). The meaning of Ching-Chong: Language, racism, and response in new media. <i>Raciolinguistics: How language shapes our ideas about race</i> , 81, 96.
	11/8/21	Mon	Unit synthesis	
			Monolingualism, native speakers and fluency	
12	11/10/21	Wed	Communicative burden	Lindemann, S. (2002). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. <i>Language in Society</i> , 419-441.
	11/15/21	Mon	Stereotypes and communication	Kang, O., & Rubin, D. L. (2009). Reverse linguistic stereotyping: Measuring the effect of listener expectations on speech evaluation. <i>Journal of Language and Social Psychology</i> , 28(4), 441-456.
13	11/17/21	Wed	Multilingualism & monolingual ideology	Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i> , 85(2), 149-171.

	11/22/21	Mon	Language policy	Valdés, Guadalupe. 1997. Bilinguals and Bilingualism: Language Policy in an Anti-Immigrant Age. <i>International Journal of the Sociology of Language</i> 127: 25-52.	Final paper first draft due
14	11/24/21	Wed	THANKSGIVING NO CLASS		
	11/29/21	Mon	Bilingual education	ZENTELLA, A. C. (2016). "Socials," "Poch@s," "Normals" y los demás. <i>Raciolinguistics: How Language Shapes Our Ideas About Race</i> , 327.	
15	12/1/21	Wed	Language loss & revitalization	Meek, B. A. (2007). Respecting the language of elders: Ideological shift and linguistic discontinuity in a Northern Athapascan community. <i>Journal of Linguistic Anthropology</i> , 17(1), 23-43.	Peer reviews due
	12/6/21	Mon	Unit synthesis		
16	12/8/21	Wed	Workshopping session for final papers		Final paper due Dec 14



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: LING 3601 LANGUAGE, RACE & ETHNICITY AUTUMN 2021

SCHEDULE TBD

Course overview

Instructor

Instructor: Kathryn Campbell-Kibler

Email address: campbell-kibler.1@osu.edu

Phone number: 707-364-0545

Office hours: TBD

Course description

This course examines the relationship between language and social constructs such as race and ethnicity, with particular emphasis on race relations in the United States. It is concerned with the ways in which language serves as a basis for inter-ethnic conflict, discrimination and lack of social opportunity. The main focus of the course will be the varieties of English used by members of minority ethnic and racial groups in the United States, and the general relationship between their languages and their place in American society.

GEs covered by this course

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture and expression.
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Diversity: Social Diversity in the US

Goals:

Students 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:

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

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Baseline technical skills necessary for online courses

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Grading and faculty response

Grades

Assignment or category	Points
Discussion session participation	15
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Synthesis discussion posts	10
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Total	100

See course schedule below for due dates

Assignment information

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Synthesis discussion posts: At the end of each unit (see course schedule), you'll be asked to make a more substantive post to that unit's discussion board, reflecting on the entirety of the unit. These should be at least 500 words long. The related assignment will provide questions and prompts to stimulate reflection.

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93–100: A

90–92: A-

87–89: B+

83–86: B

80–82: B-

77–79: C+

73–76: C

70–72: C-

67–69: D+

60–66: D

Below 60: E

Faculty feedback and response time

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Other course policies

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.
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Accessibility accommodations for students with disabilities

If there's something you need from me to help you thrive in this course, please let me know as soon as possible. If this need relates to a disability (including mental health, chronic or temporary medical conditions), you may wish to register with Student Life Disability Services for additional support and documentation purposes. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

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- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

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 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. 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 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

Course schedule (tentative)

Wk	Date	Day	Topic	Reading	Assignment
1	8/25/21	Wed	Course intro - L		
			Identity & Intersectionality		
	8/30/21	Mon	Emotional connections to language	Tan, Amy. 1995. Mother Tongue, in <i>Under Western Eyes: Personal Essays from Asian America</i> , ed. by Garrett Hongo. New York: Anchor Books/Doubleday. 313-320.	Personal language & race history due
2	9/1/21	Wed	Intro to variation, linguistic concepts	Lanehart, S. L. (1996). The language of identity. <i>Journal of English Linguistics</i> , 24(4), 322-331.	
	9/6/21	Mon	LABOR DAY NO CLASS		
3	9/8/21	Wed	Talking Black in America	Rickford, R. J. (2000). <i>Spoken soul: The story of black English</i> . John Wiley & Sons Incorporated. (excerpt)	
	9/13/21	Mon	Gender & race & class	Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stan. L. Rev.</i> , 43, 1241.	Hw 2 due
4	9/15/21	Wed	Gender & sexuality & race	Calder, J., & King, S. (2020). Intersections between race, place, and gender in the production of/s. <i>University of Pennsylvania Working Papers in Linguistics</i> , 26(2), 5.	

	9/20/21	Mon	Trans identities & race	Steele, A. J. (2019). Non-binary speech, race, and non-normative gender: Sociolinguistic style beyond the binary (Qualifying paper dissertation, The Ohio State University).	
5	9/22/21	Wed	Whiteness through time	Ignatiev, N. (2009). How the Irish became white. Routledge. (excerpt)	
	9/27/21	Mon	Ambiguous or provisional whiteness	Modan, Gabriella. 2001. White, Whole Wheat, Rye: Jews and Ethnic Categorization in Washington, D.C. Journal of Linguistic Anthropology 11(1): 116-30	Hw 3 due
6	9/29/21	Wed	Micro/macro relationships	Bailey, B. (2000). Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. Discourse & Society, 11(1), 86-108.	
	10/4/21	Mon	Unit synthesis		
			Standard lg ideology & "legitimate" voices & Code-switching, crossing, appropriation & authenticity		
7	10/6/21	Wed	Standardization & power	Lippi-Green, R. (2012). English with an accent: Language, ideology and discrimination in the United States. Routledge. chs 3 & 4	
	10/11/21	Mon	Whiteness and standard language	Bucholtz, M. (2010). White kids: Language, race, and styles of youth identity.	Hw 4 due

				Cambridge University Press. (excerpt)	
8	10/13/21	Wed	Linguistic profiling & legitimate voices	Rickford, J. R., & King, S. (2016). Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. <i>Language</i> , 92(4), 948-988.	
	10/18/21	Mon	Names and where correctness matters	Bucholtz, M. (2016). On being called out of one's name. <i>Raciolinguistics: How language shapes our ideas about race</i> , 273-289.	
9	10/20/21	Wed	Code-switching & crossing	Alim, H. S. (2016). Who's afraid of the transracial subject. <i>Raciolinguistics: How language shapes our ideas about race</i> , 33.	
	10/25/21	Mon	Crossing	Chun 2011 AAVE paper	
10	10/27/21	Wed	Mocking language	Rosa, J. (2016). From mock Spanish to inverted Spanglish. <i>Raciolinguistics: How language shapes our ideas about race</i> , 65-80.	Final paper sketch/outline due
	11/1/21	Mon	Crossing and humor	Chun, E. W. (2001). The construction of white, black, and Korean American identities through African American Vernacular English. <i>Journal of Linguistic Anthropology</i> , 11(1), 52-64.	

11	11/3/21	Wed	Slurs & ownership	Chun, E. W. (2016). The meaning of Ching-Chong: Language, racism, and response in new media. <i>Raciolinguistics: How language shapes our ideas about race</i> , 81, 96.
	11/8/21	Mon	Unit synthesis	
			Monolingualism, native speakers and fluency	
12	11/10/21	Wed	Communicative burden	Lindemann, S. (2002). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. <i>Language in Society</i> , 419-441.
	11/15/21	Mon	Stereotypes and communication	Kang, O., & Rubin, D. L. (2009). Reverse linguistic stereotyping: Measuring the effect of listener expectations on speech evaluation. <i>Journal of Language and Social Psychology</i> , 28(4), 441-456.
13	11/17/21	Wed	Multilingualism & monolingual ideology	Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i> , 85(2), 149-171.

	11/22/21	Mon	Language policy	Valdés, Guadalupe. 1997. Bilinguals and Bilingualism: Language Policy in an Anti-Immigrant Age. <i>International Journal of the Sociology of Language</i> 127: 25-52.	Final paper first draft due
14	11/24/21	Wed	THANKSGIVING NO CLASS		
	11/29/21	Mon	Bilingual education	ZENTELLA, A. C. (2016). "Socials," "Poch@s," "Normals" y los demás. <i>Raciolinguistics: How Language Shapes Our Ideas About Race</i> , 327.	
15	12/1/21	Wed	Language loss & revitalization	Meek, B. A. (2007). Respecting the language of elders: Ideological shift and linguistic discontinuity in a Northern Athapascan community. <i>Journal of Linguistic Anthropology</i> , 17(1), 23-43.	Peer reviews due
	12/6/21	Mon	Unit synthesis		
16	12/8/21	Wed	Workshopping session for final papers		Final paper due Dec 14

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Ling 3601

Instructor: Kathryn Campbell-Kibler

Summary: Language, Race and Ethnicity.

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"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Synchronous and asynchronous sessions.
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party 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 ASC 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 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 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.
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Reviewer Information

- Date reviewed: 1/19/21
- Reviewed by: Ian Anderson

Notes: Replace reference of CarmenConnect with Carmen Zoom.

^aThe following statement about disability services (recommended 16 point font):
 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.

^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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>