

Term Information

Effective Term Autumn 2022
[Previous Value](#) Autumn 2017

Course Change Information

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

We are proposing that Ling2000H be part of the Behavioral and Social Science GE, beginning in 2022 or when the new GE system begins.

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

Linguistics 2000H, Introduction to Linguistics, provides students with the skill set needed to evaluate language using established linguistic theory, methods, and principles.

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 2000H
Course Title Introduction to Linguistics
Transcript Abbreviation Linguistics Intro
Course Description This course is an introduction to linguistics science, the study of language. Students will build a foundation in linguistics, examining the different components that make up language and how these components systematically work together.
[Previous Value](#) Examination of language as a system of human communication; provides students with the tools needed for the recording, investigation, and close analysis of language.
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? No
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, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Honors standing.

Exclusions

Not open to students with credit for Ling 2000.

[Previous Value](#)

Not open to students with credit for 201H.

Electronically Enforced

No

Cross-Listings

Cross-Listings

NA

[Previous Value](#)

Subject/CIP Code

Subject/CIP Code

16.0102

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Social and Behavioral Sciences

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

[Previous Value](#)

General Education course:

Culture and Ideas

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 comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.
- Students will apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form, and learn to place it in a cultural and/or typological context.
- Students will use multiple methods of linguistic inquiry to evaluate the relationship between language and society.
- Students will acquire the means to evaluate linguistic differences in an objective manner, learning that some of their pre-existing ideas about the relationship between language and individuals/societies may be biased.
- Through discussions and written assignments, students will form well-organized, well-supported arguments about how beliefs concerning language, race, and ethnicity are formed and reinforced.
- *Students will comprehend the fundamental analytical components needed for linguistic analysis for each of four sub disciplines. These include Phonetics, Phonology, Syntax, and Semantics.*

[Previous Value](#)

COURSE CHANGE REQUEST
2000H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/22/2021

Content Topic List

- Linguistics survey course
- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology
- Pragmatics
- Language and culture

Sought Concurrence

No

Attachments

- H2000 GE Form.docx: Required GE Form
(Other Supporting Documentation. Owner: McGory, Julia Tevis)
- H2000 GE syllabus.docx: syllabus
(Syllabus. Owner: McGory, Julia Tevis)

Comments

- We would appreciate any comments and suggestions from the multiple curriculum committees as this is one of our first submissions for the New GE. Please contact Julia McGory.1 with any comments and concerns. *(by McGory, Julia Tevis on 04/19/2021 04:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	04/19/2021 04:36 PM	Submitted for Approval
Approved	McGory, Julia Tevis	04/19/2021 04:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/22/2021 11:53 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/22/2021 11:53 AM	ASCCAO Approval

Linguistics Honors H2000
Introduction to Linguistics, Honors
Spring 20XX

Time: TBA Location: TBA

Instructor: XXX

Email: xxx.#@osu.edu

Office: Oxley Hall XXX

Mailbox: Oxley Hall 121

Office Phone: (614) xxx-xxxx

Office Hours: TBA

Required Textbooks

- Language Files, 12th Edition. Ed. By Hope Dawson and Mike Phelan. 2016. The Ohio State University Department of Linguistics. OSU Press.
 - Also available for purchase as an ebook via Amazon in a Kindle edition or as a PDF via OSU Press (<https://ohiostatepress.org/books/titles/9780814252703.html>)
- Language Myths. Ed. By Laurie Bauer and Peter Trudgill. 1998. Penguin.

Course Website

www.carmen.osu.edu

An electronic version of this syllabus can be found on the course website. PDF copies of assignments and other relevant materials will also be made available here.

General Education Foundations Course

This course is a General Education Course and fills a requirement for Social and Behavioral Science.

Course Description

This course is an introduction to linguistics science, the study of language. Students will build a foundation in linguistics, learning about the different components that make up language and how these components systematically work together. While examples are primarily drawn from the English language other languages will be used to illustrate some concepts. In addition, we will discuss how language interacts with society, the variation that exists and ultimately how language changes over time.

GE Goals, GE Expected Learning Outcomes, and Course Objectives

Goal 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Explain basic facts, principles, theories and methods of social and behavioral science.

Course Objectives. In this course, students will comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.

Expected Learning Outcome 1.2: Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

Course Objectives. In this course, students will apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form, and learn to place it in a cultural and/or typological context.

Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

Course Objectives. In this course, students will use multiple methods of linguistic inquiry to evaluate the relationship between language and society. Through analysis of language use among different language communities, students are able to understand how political, economic, individual, and social factors impact the understanding and interpretation of differences in sound systems, morphological and syntactic patterns, and semantic and pragmatic meaning within and across languages and dialects.

Expected Learning Outcome 2.2: Evaluate social and ethical implications of social scientific and behavioral research.

Course Objectives. In this course, students will acquire the means to evaluate linguistic differences in an objective manner, learning that some of their pre-existing ideas about the relationship between language and individuals/societies may be biased.

Expected Learning Outcome 2.3: Critically evaluate and responsibly use information from the social and behavioral sciences.

Course Objectives. In this course, through discussions and written assignments, students will form well-organized, well-supported arguments about how beliefs concerning language, race, and ethnicity are formed and reinforced.

Grading

You will be asked to read assigned chapters and articles of the above textbooks and additional materials provided by the instructor. You will be also asked to attend each class prepared and participate in the classroom discussions and activities. The summary of course requirements and their grade proportion are given below.

(1) 15%: Attendance + Class Participation

For attendance policy, see 'Class Attendance Policy' below. As to class participation, what I ask of you is to come prepared by doing the readings, to be engaged with the materials discussed in class, to actively work on in-class exercises, and to engage in discussions with your classmates when doing group work. I strongly encourage all of you to ask questions during class, but this will not be part of the grade. Furthermore, under normal circumstances, I will not randomly call on people; however, I still obviously expect you to pay attention during class. Lastly, I will allow you to use electronic devices during class for note-taking and other class-related things, but you shouldn't use it for social media or other entertainment purposes; note that this can also distract people around you. If you follow the guidelines outlined here and in the class attendance policy, you will receive full credit.

(1) 60%: 4 Homework Assignments (best 3 out of 4 count)

Homework will be due 14 days from the date it was assigned. It will consist of exercises, questions, and/or projects that are related to the topics discussed in class. Electronic copies (PDF format) are to be turned in before the beginning of class on the day the homework is due. Late homework will not be accepted (except in rare instances, e.g. serious illness, family emergency). For your final grade, I will count the three highest grades, but not the lowest grade (each of these three grades is 20% of your final grade). Each homework assignment will have a maximum of 20 points, so each point will correspond to one point towards your final grade. You are allowed to discuss homework assignments with your classmates, and may work in groups. However, each individual is required to turn in their own electronic copy of the homework.

(2) 20%: In-Class Final

Comparable to homework assignments; you will be allowed to use all class materials. This exam cannot be made up except with a serious, documented reason (e.g. serious illness, family emergency).

(3) 5%: 4 GE Assessments

There are four GE assessments on Carmen that you will have to take throughout the semester (a socio assessment pre-test and post-test, a syntax test, a phonology test); these typically contain a few multiple-choice questions. You will receive 1 point for completing the socio pre-and post-tests, respectively, and up to 1.5 points each for the phonology test and the syntax test (these two tests will be graded based on your performance).

(4) 2%: Extra Credit – 90% of the Class Fill in the SEI

As an extra credit option, if at least 90% of the participants fill in the SEI, I will add 2% to everyone's grade. Aside from this option, there will be no opportunities to gain (individual) extra credit – this ensures that all students will be graded on the same basis.

NOTE: Any student who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible, so that necessary accommodations to ensure full participation can be discussed.

I am always happy to meet with you or exchange emails in order to help with any difficulties you may be having.

Additional information: For phonetics and phonology assignments, it will probably be easiest for you to download the fonts for word-processing with IPA characters on your personal computer (see *Technical Details* below); however, if you really wish to you may handwrite your homework and then turn in a scanned copy. All assignments should be in PDF format. I will return the graded versions to you via Carmen within one week.

Grading Scale

Homework and the final exam will be graded on a point scale. All regular assignments will add up to 100 points, which corresponds to 100%. Final grades will be computed based on a letter grade scale, using the OSU Standard Scheme for conversion with A corresponding to 93%, A- to 90%, B+ to 87%, B to 83%, B- to 80%, C+ to 77%, C to 73% C- to 70%, D+ to 67%, and D to 60%.

GENERAL POLICIES

Class Attendance Policy

All materials are available on the Carmen website. If you must miss a class, it is your responsibility to access Carmen in order to keep up with course content and assignments. Coming to all classes is highly encouraged. However, should you miss more than 3 classes, your participation grade may be affected. Please contact me within 48 hours of a missed class. Also note that while participation is 15% of your total grade, having 7 or more unexcused absences negatively affects ability to complete required in class activities. In the case of 7 or more unexcused absences, a failing grade "E" will be assigned.

15% of your grade (15 points) is based on active participation in the course.

3 absences - no effect on grade

4 absences - 5 point deduction

5 absences - 10 point deduction

6 absences - 15 point deduction

7 or more absences - "E" grade for the course (failure)

Academic Misconduct

Academic misconduct is a serious offense, and there are severe penalties for it. OSU's policy on academic honesty and plagiarism is available at 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.

Some forms of academic misconduct include: copying from another student's assignment; allowing another student to copy from your assignment; providing or receiving information during the online quizzes, providing or receiving information during exams; copying text from the internet or a book without saying where it is from; paraphrasing someone else's ideas and pretending they are your own. Should you have any questions about this issue or are unsure as to whether a certain action constitutes a violation of this code, please consult me.

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](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.


Students with Special Needs


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.

COURSE SCHEDULE

Note: Details of the syllabus may change, e.g. depending on progress.

	Date		Topic	Reading	Assignment/Quiz
1	8/20	(T)	Introduction: Course Overview	—	Socio Assessment Pre-Test Available
	8/22	(R)	Introduction: Linguistic Knowledge and Awareness	LF Ch. 1  MYTHS 10 	
2	8/27	(T)	Articulatory Phonetics: Consonants – Place and Manner	LF Ch. 2.0-2.2	Socio Assessment Pre-Test Deadline
	8/29	(R)	Articulatory Phonetics: Vowels & Suprasegmentals	LF 2.2-2.5	
3	9/3	(T)	Acoustic Phonetics: Consonants & Vowels	LF 2.6	Homework #1 Assigned
	9/5	(R)	Acoustic Phonetics: Suprasegmentals	—	
4	9/10	(T)	Phonology: Syllable structure & Language-Specific Constraints	LF 3.0 – 3.1	
	9/12	(R)	Phonology: Sound Distribution	LF 3.2-3.3	
5	9/17	(T)	Phonology: Alternations	LF 3.4-3.5	Homework #1 Due Phonology GE Assessment Available
	9/19	(R)	Morphology: Inflection & Derivation	LF 4.0-4.2	

6	9/24	(T)	Morphology: Types & Hierarchical Structure	LF 4.3-4.5	Homework #1 Back
	9/26	(R)	Phonology & Morphology Exercises		
7	10/1	(T)	Syntax: Properties	LF 5.0-5.2 MYTHS 19 	Phonology GE Assessment Deadline Homework #2 Assigned
	10/3	(R)	Syntax: Categories & Constituents	LF 5.3-5.5	
8	10/8	(T)	Wrap up Syntax, Exercises		Syntax GE Assessment Available
	10/10	(R)		AUTUMN BREAK	
	10/15	(T)	Semantics: Word meaning	LF 6.0-6.2	Homework #2 Due
	10/17	(R)	Semantics: Meanings of Sentences	LF 6.3-6.4	
10	10/22	(T)	Pragmatics: Rules of Discourse	LF 7.0-7.3	Syntax GE Assessment Deadline Homework #2 Back Homework #3 Assigned
	10/24	(R)	Guest Lecture: Micha Elsner Computational Linguistics		
11	10/29	(T)	Pragmatics: Rules of Discourse	LF 7.4-7.5	

	10/31	(R)	Pragmatics: Wrapping up		
12	11/5	(T)	Psycholinguistics	LF 9.3-9.4	Homework #3 Due
	11/7	(R)	Language Variation: Basics, Regional and Geographic Factors	LF 10.0-10.2	
13	11/12	(T)	Language Variation: Social Factors	LF 10.3-10.5	Homework #3 Back Homework #4 Assigned
	11/14	(R)	Language and Culture: Whorfian Hypothesis	LF 11.0-11.2	
14	11/19	(T)	Language Change: Sound Change I	LF 13.13-3 MYTHS 1 	
	11/21	(R)	Language Change: Other Types of Change	LF 13.4-13.6	
15	11/26	(T)	Language Change: Sound Change II – A Case Study	TBD	Homework #4 Due Socio Assessment Post- Test Available
	11/28	(R)	THANKSGIVING		
16	12/3	(T)	Summing Up		Homework #4 Back Socio Post-Assessment Deadline (12/6)
Final Exam – TBA					

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Linguistics Honors 2000, Introduction to Linguistics

Requesting a GE category for a course implies that the course all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Linguistics Honors 2000, Introduction to Linguistics, provides students with the skill set needed to evaluate language using established linguistic theory, methods, and principles.

This skill set includes knowledge of (1) speech sounds, their articulation, and their description using the international phonetic alphabet (phonetics), (2) language-specific rules that govern the distribution and order of speech sounds in words (phonology), (3) principles that determine potential grammatical organization of words and phrases (morphology and syntax) and (4) underlying principles that capture the rules of conversation and meaning (semantics and pragmatics).

Having acquired this skill set and an understanding of the rule-governed patterns that underlie all languages, students develop an analytical means of characterizing the similarities and differences that occur between languages (e.g., French and English) and within a language (e.g., racial and social dialects) and are able to critically evaluate perceptions and bias towards language varieties and their speakers. Students also acquire the means to observe language change over time and understand the social, political and geographical conditions that bring about this change.

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Goals. In this course, students will acquire the fundamental analytical components needed for linguistic analysis for multiple linguistics subdisciplines.

Topics: Analytical Components including Phonetics (articulation of speech sounds, their description, and notation (International Phonetic Alphabet); Phonology (the language-specific rules that govern the distribution and order of sounds in words in a language); Morphology and Syntax (the structure of words and phrases within languages and overriding principles governing their construction); Semantics and Pragmatics (universal principles which characterize the intent, meaning, and interpretation of human language).

Activities: Activities include lectures, readings, group discussions, and exercises that explain and apply basic principles and skills needed for linguistic investigation. Students use these skills to analyze data sets taken from existing languages to uncover the sound, word, and phrase/sentence patterns in those languages.

Assignments focus on the following questions:

What sounds are found in language(s) and how are they made?

How are the sounds of language organized into systems?

What are words and their parts?

How are words combined to make sentences?

What do words and sentences mean?

How does the context in which a sentence is said influence its meaning and interpretation?

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Goals. In this course, students will apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form and learn to place it in a cultural and/or typological context.

Analytical linguistic components: Phonetics (articulation of speech sounds, their description, and notation (International Phonetic Alphabet); Phonology (the language-specific rules that govern the distribution and order of sounds in words in a language); Morphology and Syntax (the structure of words and phrases within languages and overriding principles governing their construction); Semantics and Pragmatics (universal principles which characterize the intent, meaning, and interpretation of human language).

Topics: Language Variation, Language Change, Language Acquisition (?)

Activities: Activities include lectures, readings, group discussions, and exercises that help the student understand how basic analytical principles for linguistic investigation can be utilized for the analysis and interpretation of linguistic variation across several social, individual, and typological contexts. Materials include written data, as well as audiovisual sources (particularly useful for the analysis of synchronic variation and language acquisition).

Assignments focus on the following questions:

What are the social and political factors that affect language variation and language change at specific times and over time?

What types of evidence and data are used to evaluate language variation and language change?

Describe the linguistic features (i.e., linguistics components) that vary within and across varieties of a language at a particular synchronic stage.

Describe the linguistic features (i.e., linguistics components) that have changed in a particular language over some time period.

How do different theories account for language relatedness?

What are the stages of language acquisition seen within and across different languages?

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1. Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Goals. In this course, students will use multiple methods of linguistic inquiry to evaluate the relationship between language and society. Through analysis of language use among different language communities, students are able to understand how political, economic, individual, and social factors impact the understanding and interpretation of differences in sound systems, morphological and syntactic patterns, and semantic and pragmatic meaning within and across languages and dialects.

Analytical linguistic components: Phonetics (articulation of speech sounds, their description, and notation (International Phonetic Alphabet); Phonology (the language-specific rules that govern the distribution and order of sounds in words in a language); Morphology and Syntax (the structure of words and phrases within languages and overriding principles governing their construction); Semantics and Pragmatics (universal principles which characterize the intent, meaning, and interpretation of human language).

Topics: Language Variation, Language and Culture, Language Contact

Activities: Activities include lectures, readings, group discussions, and exercises that help the student understand how basic analytical principles for linguistic investigation can be utilized for the analysis and interpretation of how language shapes political, economic, individual, and social factors and values that impact social structures. Materials include written data, as well as audiovisual sources (such as, e.g., political speeches).

Assignments focus on the following questions:

Describe the linguistic features (i.e., linguistics components) that differentiate one variety of a language from another.

What are the factors that affect linguistic variation within a community, within an individual, and between communities?

*What are the political, economic and social factors that play a role in language death?
How do economic and social power affect language use?
How do economic and social power affect the interpretation of and attitudes toward variation across language varieties?
Why might the use of a standard language in an educational system be beneficial to some and harmful to others?*

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

Course Goals. *In this course, students will acquire the means to evaluate linguistic differences in an objective manner, learning that some of their pre-existing ideas about the relationship between language and individuals/societies may be biased.*

Analytical linguistic components: Phonetics (articulation of speech sounds, their description, and notation (International Phonetic Alphabet); Phonology (the language-specific rules that govern the distribution and order of sounds in words in a language); Morphology and Syntax (the structure of words and phrases within languages and overriding principles governing their construction); Semantics and Pragmatics (universal principles which characterize the intent, meaning, and interpretation of human language).

Topics: Language Variation and Language and Culture

Activities: Activities include analysis of different dialects of English in terms of their sounds, grammatical structure, and usage in order to understand the regularity and rule-governed nature of all language varieties. This knowledge provides a foundation for critical evaluation of potential bias towards non-standard dialects of English.

Assignments focus on the following questions:

What are the features of standard or mainstream dialect(s) in the USA?

What are the features of non-standard or non-mainstream dialects in the USA?

What are the linguistic characteristics that differentiate dialects from one another?

How is bias towards a language variety intertwined with bias towards speakers of that variety?

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Goals. *In this course, through discussions and written assignments, students will form well-organized, well-supported arguments about how beliefs concerning language, race, and ethnicity are formed and reinforced.*

Topics include: Language and Identity; Language, Race, and Gender; Language and Culture

Activities: Activities include analysis and discussion of (1) language use and its relationship to personal and social identities; (2) perceptions of language use and how bias towards speakers of various languages/dialects are formed; and (3) one's own language and how one's personal dialect reflects their race and ethnicity.

Assignments focus on the following questions:

What are some existing misperceptions about language varieties, and why might they exist?

How can linguistic analysis be used to argue against and disprove these misperceptions?

What is the relationship between economic/political power and language use?

How does your personal use of language reflect who you are? And how do you alter your use of language in different social situations?