

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 Ling2000 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 2000, 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)?

There are 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	2000
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, learning about the different components that make up language and how these components systematically work together.
<i>Previous Value</i>	<i>Examination of language as a system of human communication; provides students with the tools needed for the recording, investigation, and close analysis of language.</i>
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
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 NA
Previous Value

Exclusions Not open to students with credit for 2000H.
Previous Value Not open to students with credit for 2000H or 201.

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

Required for this unit's degrees, majors, and/or minors
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

Required for this unit's degrees, majors, and/or minors
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.

COURSE CHANGE REQUEST
2000 - Status: PENDING

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

Previous Value

- *Students will comprehend the fundamental analytical components needed for linguistic analysis for each of four sub disciplines. These include Phonetics, Phonology, Syntax, and Semantics.*

Content Topic List

- Linguistics survey course
 - Phonetics
 - Phonology
 - Syntax
 - Semantics
 - Morphology
 - Pragmatics
 - Language and culture
- No

Sought Concurrence

Attachments

- 2000 GE Form.docx: GE required form
(Other Supporting Documentation. Owner: McGory,Julia Tevis)
- 2000 GE syllabus.docx: Syllabus
(Syllabus. Owner: McGory,Julia Tevis)

Comments

- Sent back at dept's request. *(by Vankeerbergen,Bernadette Chantal on 04/19/2021 05:03 PM)*
- We would appreciate any comments and suggestions as this is our first submission for a course to be added to the upcoming new GE. Please contact Julia McGory.1@osu.edu with any comments or concerns. *(by McGory,Julia Tevis on 04/19/2021 04:27 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory,Julia Tevis	04/19/2021 04:25 PM	Submitted for Approval
Approved	McGory,Julia Tevis	04/19/2021 04:27 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/19/2021 05:04 PM	College Approval
Submitted	McGory,Julia Tevis	04/19/2021 05:28 PM	Submitted for Approval
Approved	McGory,Julia Tevis	04/19/2021 05:29 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 2000
Introduction to Linguistics
[TERM]

Time: TBA **Location: TBA**

Instructor: TBA

Email: TBA

Office: Oxley Hall XXX

Mailbox: Oxley Hall XXX

Office Phone: TBA

Office Hours: TBA

Additional comments, questions, or concerns can be addressed to:

TA Coordinator: Dr. Hope Dawson

Email: dawson.165@osu.edu

Office: Oxley Hall 114

Office Phone: (614) 292-5420

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.

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.

Course Goals & Learning Outcomes: This course meets two goals of the Social and Behavioral Science GE in the following manner:

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: Explain basic facts, principles, theories and methods of social and behavioral science.

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

Expected Learning Outcome #2: Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

Course Outcome: 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.

Goal2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome #1: Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

Course Outcome: In this course, students will use multiple methods of linguistics inquiry to evaluate the relationship between language and society.

Expected Learning Outcome #2: Evaluate social and ethical implications of social scientific and behavioral research.

Course Outcome: In this course, students will recognize how various uses and applications of linguistic methods apply to real world phenomena and events.

Expected Learning Outcome #3: Critically evaluate and responsibly use information from the social and behavioral sciences.

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

Grading:

Attendance and Participation	10%	
Linguistics Outside the Classroom (LOC)	5%	2 x 2.5% (see handout)
Homework	30%	8 x 3.75%
Quizzes	20%	4 x 5%
Midterm	15%	
Final	20%	

The OSU standard grading scale will be used as seen below:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93.0-100.0	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	73.0-76.9	70.0-72.9	67.0-69.9	60.0-66.9	Below 60

Attendance and Participation:

Regular and prompt attendance is necessary, both for learning, and for a full participation

grade. If you must miss a class or part of a class, please let me know via email as soon as possible. You will receive a grade for attendance and participation after every four weeks. Participation may include any of the following: asking and answering questions in class, participating in class group activities, visiting during office hours, or exchanging relevant emails.

Linguistics Outside the Classroom (LOC):

You must participate in two (2) activities and complete accompanying questionnaires. Each activity may involve participating in an experiment or attending a talk. For more details, see the LOC requirement handout, which will be handed out during the second week of class.

Readings:

Each week, readings are assigned from Language Files and Language Myths. Keep in mind that anything that is covered in the readings may appear in the tests. You should do the assigned reading before coming to class, take notes, and come prepared with questions. The class will be more informative and enjoyable if everyone comes to class prepared. You are not required to bring Language Files or Language Myths to class, unless specifically told to do so.

Homework:

There will be eight (8) homework assignments throughout the semester; each is worth 3.75% of your final grade. Some assignments will be related to the topics from Language Files and some will be related to readings from Language Myths. Assignments must be submitted by the beginning of the class on the due date. Assignments can be uploaded on Carmen or submitted as a hard copy in class. Please do not email your homework. Electronic submission is permitted only through Carmen. If you are submitting your homework electronically, the only accepted file types are .pdf, .doc, .docx file. Hardcopy submissions may be handwritten or typed, as long as it is legible.

No late assignments will be accepted unless you make arrangements with me ahead of time. Extension will only be granted in exceptional circumstances and must be requested by the beginning of class on the day the homework is due (or within a reasonable amount of time if I deem the circumstances sufficient).

Quizzes:

There will be four (4) online quizzes during the semester. Each quiz is worth 5% of your overall grade. The quizzes are designed to serve as a diagnostic of your knowledge of the material. The quizzes will be found on Carmen and will be open book. You will have one week to do the quiz, which will be a timed 15 minute quiz. Note that the timer starts as soon as you access the quiz and doesn't stop even if you exit Carmen. **You are absolutely not permitted to work with other students on this quiz.** Quizzes cannot be made up, except with serious documented reasons (e.g. serious illness, family emergency, etc.).

Midterm and Final Exam:

There will be one in-class midterm exam on **Thursday Feb. 12th, 12:45-2:05pm** and one in-class final exam on **Thursday Apr. 23rd, 2:00-3:45pm** this semester. Both exams will be closed-book and cover the topics discussed in the tentative schedule below. Exams cannot be made up except with a serious, documented reason (e.g. serious illness, family emergency, etc.).

General Policies:

Classroom Policies

Please show respect for your instructor, fellow students, and the learning environment. Please turn off cell phones and refrain from using email, instant messaging, text messaging, social media sites, and other such methods of communication. If there is an urgent situation that requires you to leave your phone on, please set it to vibrate and leave the room before accepting the call. Keep snacking to a minimum (e.g. please don't bring full meals to class. Snacks, coffee and other beverages are acceptable). Failure to follow classroom policies will be reflected in your participation grade.

Collaboration:

Collaboration is allowed and encouraged. You may discuss the course content with your classmates and work with others to figure out homework assignments, but you **MUST** tell me whom you worked with and include their names on the assignment and the final product must be your own. In other words, the final write-up must be done individually and express your own thoughts in your own words. Copying someone else's homework or allowing someone to copy your homework is academic misconduct. See below.

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

Readings: LF = Language Files, LM = Language Myths

Other: HW = homework, QZ = quiz, LOC = Linguistics Outside of the Classroom

- All readings and assignments are due on the day listed by 12:45pm
- Quizzes must be completed on Carmen by 12:00pm on the day listed
- I reserve the right to change the schedule at any time during this semester, within reasonable limits (e.g. exam dates will not change). Changes will be announced in class and posted on Carmen.

	Date	Topics	Readings	Other
Week 1	1/7 (T)	Syllabus, Course Overview Intro to Language		
	1/9 (R)	Phonetics: Introduction, Consonants	LF 2.1-2.2	
Week 2	1/14 (T)	Phonetics: Consonants, Vowels	LF 2.3	HW 1 Due
	1/16 (R)	Phonetics: IPA		QZ 1
Week 3	1/21 (T)	Phonetics: Sounds of the World's Languages, Suprasegmentals	LF 2.4-2.5	
	1/23 (R)	Phonology: Phonemes and Allophones	LF 3.1-3.2	HW 2 Due
Week 4	1/28 (T)	Phonology: Phonological Rules	LF 3.3	
	1/30 (R)	Phonology: Phonological Rules	LM 5	QZ 2

Week 5	2/4	(T)	Phonology: Phonological Analysis	LF 3.4-3.5	
	2/6	(R)	Morphology: Word Formation	LF 4.1	HW 3 Due
Week 6	2/11	(T)	Morphology: Morphological Processes	LF 4.2; LM 10	
	2/13	(R)	Morphology: Processes (cont.), Language Types	LF 4.3; LM 10	HW 4 Due
Week 7	2/18	(T)	Review		
	2/20	(R)	Midterm: Introduction, Phonetics, Phonology, Morphology		
Week 8	2/25	(T)	Syntax: Basics, Syntactic Properties	LF 5.1-5.2	
	2/27	(R)	Syntax: Syntactic Categories	LF 5.4	LOC 1 Due
Week 9	3/3	(T)	Syntax: Phrase Structural Rules	LF 5.5	Quiz 3
	3/5	(R)	Syntax: Phrase Structural Rules		
Spring Break: Mon 3/9 – 3/13					
Week 10	3/17	(T)	Semantics: Lexical Semantics	LF 6.1-6.2	HW 5 Due
	3/19	(R)	Semantics: Compositional Semantics	LF 6.3-6.4	
Week 11	3/24	(T)	Pragmatics: Introduction, Maxims	LF 7.1-7.2	HW 6 Due
	3/26	(R)	Language Acquisition: First Language, Bilingual Acquisition	LF 8.2-8.3, 8.5	
Week 12	3/31	(T)	Language Variation: Language Varieties, Regular Variation	LF 10.1-10.3; LM 17, LM 20	HW 7 Due
	4/2	(R)	Language Variation: Social Factors, Language and Identity	LF 10.4-10.5	
Week 13	4/7	(T)	Language Contact: Introduction, Pidgins and Creoles	LF 12.1-12.6	QZ 4
	4/9	(R)	Language Change: Introduction and Language Relatedness	LF 13.1-13.3	
Week 14	4/14	(T)	Language Change: Sound Change	LF 13.4-13.6; LM 1	HW 8 Due

	4/16	(R)	Review		LOC 2 Due
Final Exam – Thursday 4/23 2:00 – 3:45pm					

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

Linguistics 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 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?