

Term Information

Effective Term Autumn 2023
Previous Value Summer 2012

Course Change Information

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

We are submitting this course as a Research & Creative Inquiry (R&CI) course in the Citizenship for a Just and Diverse World GE theme. As such, we are also changing the course name, course number, number of credit hours, course components, and prerequisites to better reflect the proposed workload and content.

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

There are two main reasons underlying all proposed changes: including it in the stated GE theme, and changing it to a R&CI course.

Regarding the first, the course fulfills the ELOs for this GE theme.

Regarding the second, the existing course focuses on hypothesis formation and small-scale data exploration projects. Increasing the course from 3 to 4 credit hours (and moving it from the 3000-level to 4000-level) allows this aspect of the course to be expanded into a fully-fledged embedded research component. Students will receive deeper training in the tools, methods, and analytic processes of Linguistics; make an original scholarly contribution through a scaffolded, semester-long research project; and have an opportunity to reflect on their learning and how research skills from this course can be transferred to other areas of inquiry. The revised course will give students a high-impact research experience.

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 | 4602 |
| <i>Previous Value</i> | <i>3602</i> |
| Course Title | Language and Belonging in the U.S. |
| <i>Previous Value</i> | <i>Language and Social Identity in the U.S.</i> |
| Transcript Abbreviation | Lang & Belong-USA |
| <i>Previous Value</i> | <i>Lang & Soc Id-USA</i> |
| Course Description | Relationships between language and social diversity in the general American speech community; discussion of how individuals and social groups distinguish themselves on the basis of language. |
| Semester Credit Hours/Units | Fixed: 4 |
| <i>Previous Value</i> | <i>Fixed: 3</i> |

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, Workshop |
| Previous Value | 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 | LING 2000 or LING 2000H or LING 2367.01 or LING 2367.01H or LING 3601 or LING 3606 or ENGL 3271 |
| Previous Value | |
| Exclusions | Not open to students with credit for LING 3602 or LING 3602H |
| Previous Value | Not open to students with credit for Linguist 372. |
| Electronically Enforced | Yes |
| Previous Value | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------|-------------------------------------|
| Subject/CIP Code | 16.0102 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Freshman, Sophomore, Junior, Senior |

Requirement/Elective Designation

General Education course:

Individual and Groups; Social Diversity in the United States; Citizenship for a Diverse and Just World

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

[Previous Value](#)

General Education course:

Individual and Groups; 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 reflect on the social and emotional role of language in building, maintaining and altering the relationship of the individual to the collective.
- Students will understand the concept of standard language ideologies, recognize them in practice and connect them to the other aspects of systems of power.
- Students will explore how social groups such as nations, genders and races are constructed and how language and beliefs about language contribute to that process.
- Students will reflect on how language attitudes shape citizens' ability to access rights and privileges and to contribute to the decision-making of their communities.

Previous Value

Content Topic List

- Language and society
- American English dialects
- Social identity
- Ethnicity and language
- Sociolinguistics
- Linguistic bias
- Justice and inclusion

Previous Value

- [Language and society](#)
- [American English dialects](#)
- [Social identity](#)
- [Ethnicity and language](#)
- [Sociolinguistics](#)

Sought Concurrence

No

Attachments

- LING4602 syllabus 8-24-22.pdf: Syllabus for revised course (4602, 4 credits)
(Syllabus. Owner: McCullough, Elizabeth Ann)
- LING4602-research-creative-inquiry-inventory 8-24-22.pdf: Research & Creative Inquiry course inventory
(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)
- LING4602_submission-doc-citizenship 8-24-22.pdf: GE justification
(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)
- LING3602 syllabus AU20.pdf: Syllabus for current course (3602, 3 credits)
(Syllabus. Owner: McCullough, Elizabeth Ann)
- Curricular Map 09-07-22.pdf: Major curriculum map
(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)
- LING4602 syllabus 3-15-23.pdf: Revised syllabus incorporating Panel feedback
(Syllabus. Owner: McCullough, Elizabeth Ann)

COURSE CHANGE REQUEST
4602 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/15/2023

Comments

- Revised syllabus in response to Panel's feedback. *(by McCullough, Elizabeth Ann on 03/15/2023 01:49 PM)*
- Please see Panel feedback e-mail sent 12/01/22. *(by Cody, Emily Kathryn on 12/01/2022 10:42 AM)*
- - Could you please also upload the 3-credit syllabus for the current 3602? That way, the panel can clearly see what has changed.
- Also please if the change in number will mean that the place of the course in your major curriculum map will change, please upload the revised curriculum map. *(by Vankeerbergen, Bernadette Chantal on 09/03/2022 12:40 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | McCullough, Elizabeth Ann | 09/02/2022 11:11 AM | Submitted for Approval |
| Approved | McCullough, Elizabeth Ann | 09/02/2022 11:11 AM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 09/03/2022 12:40 PM | College Approval |
| Submitted | McCullough, Elizabeth Ann | 09/07/2022 12:30 PM | Submitted for Approval |
| Approved | McCullough, Elizabeth Ann | 09/07/2022 12:31 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/27/2022 11:38 AM | College Approval |
| Revision Requested | Cody, Emily Kathryn | 12/01/2022 10:42 AM | ASCCAO Approval |
| Submitted | McCullough, Elizabeth Ann | 03/15/2023 01:49 PM | Submitted for Approval |
| Approved | McCullough, Elizabeth Ann | 03/15/2023 01:50 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 03/15/2023 01:58 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 03/15/2023 01:58 PM | ASCCAO Approval |

Linguistics 4602
Language and Belonging in the U.S.
[Term and year]
[Days, times and place of class meetings]

Instructor:

Email:

Office:

Mailbox:

Office Phone:

Office Hours:

or by appointment

Credit Hours: This is a 4-credit-hour course with a ‘high impact practice’ (research) component.

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.

Required Textbook:

English with an Accent Language, Ideology and Discrimination in the United States

By [Rosina Lippi-Green](#) 2012

The textbook can be found at Barnes and Noble Bookstore and also online [list price: \$56.95].

There are also electronic copies that can be found online.

Additional articles and book chapters will be made available on Carmen. See the attached course schedule to see when each reading is due.

Course Description:

This course explores the role that language plays in citizenship, membership and belonging, both to formal entities like countries, more variably defined groups like gender or racial categories or small communities like families or friendship groups. Categories of people are one of the crucial tools people use to make sense of their social world and place themselves within it. In this course we will adopt a broad definition of citizenship, as a relationship in which an individual person sees themselves or is seen by others as belonging to an institution, community or imagined social category. We will explore how people use language to communicate about our own and others’ belonging, both through direct verbal commentary (e.g. “I’m an American”, “Women are friendlier than men”) and the use of indexical meanings (e.g. regional accents).

Together we will address questions like:

- How does belonging to different social groups shape language practices?
- How do we use each others’ language practices to place each other in social space?
- How are our beliefs about language co-constructed with concepts like the nation-state, race or region?

Central to understanding social groups is understanding how they shape patterns of power. As a result, we will also explore how language practices and beliefs about language contribute to the distribution of power. For this, we will ask:

- How does the language, dialect or accent something is said in shape how it is received?
- How do communities and governments determine what languages can or should be used? What are the consequences of those choices?
- What does a linguistically just world look like?

While we all know a lot about language as language users, in this course we'll practice taking an analytical stance, pushing ourselves to consider how different communities and individuals have developed different beliefs about language and to ground our own developing understanding in the structured analysis of data. We will pay particular attention to standard language and ask where and how specific language practices have come to the status of correct or normal.

As a Research and Creative Inquiry course, one of our central goals will be to train you in the research practices of sociolinguistics, specifically the collection and analysis of socially structured language variation and of beliefs and attitudes about language. We will have regular research workshops that introduce you to specific research skills, including reading methods sections of existing papers, identifying and refining research topics, defining the envelope of linguistic variation, designing experiments and/or surveys for sociolinguistic data collection, analyzing and visualizing quantitative information, synthesizing data into a coherent analysis and preparing a written research paper. The early assignments of the course (homeworks) will be standalone mini research projects, while the later assignments will build on these skills, resulting in a scaffolded large research project, for which topic selection, the gathering of literature and the data collection will be pooled across the class. Analysis and writing will be carried out individually. At each stage of both the early assignments and the research project, a research workshop will take the class through the necessary skills together before beginning the assignment.

Learning Goals:

1. Students will reflect on the social and emotional role of language in building, maintaining and altering citizenship, understood as the relationship of the individual to the collective.
2. Students will understand the concept of standard language ideologies, recognize them in practice and connect them to other aspects of systems of power in society.
3. Students will explore how social groups such as nations, genders and races are constructed and how language and beliefs about language contribute to that process.
4. Students will reflect on how language attitudes shape citizens' ability to access rights and privileges and to contribute to the decision-making of their communities.
5. Students will learn about research methods employed in the field of sociolinguistics and develop an original research study implementing sociolinguistic methods.
6. Students will practice research skills that can translate to other fields of study or work.

Prerequisites: LING 2000 or LING 2000H or LING 2367.01 or LING 2367.01H or LING 3601 or LING 3606 or ENGL 3271

New GE covered by this course:

Citizenship for a Just and Diverse World

Goals

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Goal 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Goal 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

Expected Learning Outcomes

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

ELO 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2: Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

ELO 4.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

ELO 4.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course will meet these outcomes through readings, discussions and assignments about the relationship between language practices and belonging of various kinds. Citizenship in the broad sense of belonging to a group, community or institution, can involve feelings or beliefs like a sense or stance of belonging, declarations of belonging or connection or actions related to the group or other members. We will spend a lot of our time discussing challenging ideas about human society and the role that language plays in it. We will ask how language helps people build connections to communities large and small, formal and informal. We will also learn how people use language to identify each other as belonging to particular groups and how such identification contributes to power structures. We will push ourselves to question our assumptions, to build clear and thoughtful arguments and to connect our conclusions to our own day to day lives. Finally, we will learn how to conduct and present hands-on research into the relationship between language and other social practices. We'll cover multiple sociolinguistic research methods as well as basic research skills.

Legacy GEs covered by this course:

GE Social Science: Individuals and Groups

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course will meet these outcomes by examining American social issues in relation to language. Students will learn basic methodologies of sociolinguistic research and understand how analysis of language leads to insights about social structures.

GE 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, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course will meet these outcomes by showing how diversity in the U.S. is reflected in language variation. Students will examine the effects of race, gender, sexuality, class, and ethnicity on language use, as well as consider how their personal background and experiences have shaped their own language.

Grading and Course Policies:

| | | |
|------------------------------|-----|---------|
| Attendance and Participation | 10% | |
| Homework | 20% | 2 x 10% |
| Reading Discussion Questions | 10% | |
| Quizzes | 10% | 2 x 5% |
| Final Paper | 50% | |
| Literature review | | 5% |
| Data collection | | 5% |
| Brainstorm draft | | 5% |
| First draft | | 10% |
| Peer review | | 5% |
| Final draft | | 20% |

The grading scale that will be used is 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

In a class such as this one, each person's insights, questions, and thoughts are extremely valuable. Students are expected to contribute to the discussion on a daily basis, and to be involved in any classroom activities. If regular verbal participation in class sessions offers particular challenges for you, come see me to discuss alternative strategies.

Homework

There will be two homework assignments, early in the semester. Each homework assignment will be a mini research project in which students collect and/or analyze original linguistic data, and then write a short paper presenting and evaluating the results. Homework assignments will require students to synthesize the course material, analyze data creatively, and think analytically.

The homeworks will be preceded by in-class research workshops in which students will learn about and have the chance to practice specific research skills that are relevant to the homework

assignments. In turn, the homeworks will give students the chance to develop and practice research skills needed for the final course project. This structure – moving in steps from smaller to larger research assignments – is designed to build research skills incrementally across the course of the semester.

Each homework will be assigned 2-3 weeks before it is due, and I reserve the right to include additional instructions/details concerning the homeworks in class.

Reading Discussion Questions

Students must read each chapter/article before class on the date listed on the syllabus. Discussion of these readings is the main focus of this course, so coming to class prepared is extremely important. The class will be much more informative and enjoyable if everyone arrives having read and is ready to discuss the topics of the day. To facilitate discussion, you are required to post two (2) discussion questions on the Carmen for some of the assigned reading. The two questions must be posted by 11:59pm the night before the reading is due. This is worth 5% of your grade.

Since this course focuses on sociolinguistic research skills, we will sometimes discuss the methods used in the studies we read about. One goal of this course is to help you better understand and critique the relationship between a study's methods and its results. Discussion questions about the research methodologies of these studies are encouraged.

Quizzes

There will be two quizzes, focusing on material covered in the readings, in class but not in the readings, and topics covered in the homework assignments. Quizzes will be administered on Carmen. They will open after class on Thursday and close before class on the following Tuesday (you will only have one timed attempt, however).

Class Project

The final paper will be a scaffolded class research project. The class will choose a topic from a set list as a group and divide the work of identifying relevant literature and collecting the data. Each student will conduct their own analysis and write their own final paper. The paper itself will consist of two parts, a research paper and a conference-style research poster, to be presented at the end of the course. Every stage of the project will also have a reflection on the current state of the argument and planned steps for the next stage.

The class project will receive instructor feedback at every stage. The first full draft will also receive peer review from multiple other students, who will be coached (during one of the research workshops) in useful review practices.

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. Failure to follow classroom policies will be reflected in your participation grade.

Collaboration

Collaboration is allowed and encouraged. Linguists often collaborate on research projects and knowing how to work with other people is a good skill for everyone to have. 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. You may not consult your classmates about the quizzes after they are available on Carmen. 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

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/>.

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Land acknowledgement:

Ohio State University has begun to acknowledge the land that we occupy is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. In this course we will reflect on what it means to benefit from historic and ongoing harm done to others and what repair and amends might look like. This article offers more information about the special role that land grant institutions like Ohio State played in the forcible expulsion of people from the land they currently sit on:

<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>

Student Needs:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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

We will meet 4 'class hours' per week. In each week, day 1 and day 2 are 80-minute meetings and day 3 is a 55-minute meeting that will be used for research workshops. Research workshops will involve hands-on activities in which students learn about and practice specific research skills. Homeworks and the final course project will build on skills learned/practiced in these workshops.

| Date | Topic | Reading | Assignments |
|---|---|---|-------------|
| Module 1: Citizenship as belonging; citizenship through the lens of language | | | |
| Week 1: | | | |
| day 1 | Introduction to course; Setting ground rules What do we mean by citizenship? Political and cultural perspectives on citizenship | Syllabus | |
| day 2 | Language as a tool for marking citizenship as belonging | Lippi-Green Ch. 1: The Linguistic Facts of Life | |
| day 3 | Research workshop: What are sociolinguistic research methods? | | |
| Week 2: | | | |
| day 1 | Language variation and change: Social differences, linguistic differences | Lippi-Green Ch. 2: Language in Motion | |

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|--|---|---|--------------------------------------|
| day 2 | I talk normal, you have a quirk, they have an accent: Language judgments are about power and connection | Lippi-Green Chs. 3 & 4: The Myth of Non-Accent & The Standard Language Myth | |
| day 3 | Research workshop: Survey design. This workshop explores: - How survey design choices relate to research questions - How survey design affects data collection and interpretation of findings The class will engage in collective decision-making about the design of the survey that you will use to collect data for Homework 1. | | |
| Module 2: Linguistic diversity and its relationship to power structures | | | |
| Week 3: | | | |
| day 1 | The history of American Englishes: Linguistic diversity and lived language experiences across nationalities, regions and races | Wolfram & Schilling Ch. 2, 4.1-4.4 | |
| day 2 | Language and the state: Linguistics of state citizenship | Lippi-Green Ch 5 & 6: Language Subordination & The educational system | |
| day 3 | Research workshop: Class project overview and topic selection This workshop explores: - Common types of sociolinguistic studies - Methodological structures for production, self-report and perception studies - Practical considerations when choosing a research project We will consider several possible projects and select one as a class. READ CLASS PROJECT GUIDELINES | | |
| Week 4: | | | |
| day 1 | The standardization of American English: Defining a language to define a nation and its members | Bonfiglio (2002) 2.7 Vizetelly and the birth of network standard | Homework 1 (Dialect) data due |
| day 2 | Why use nonstandard forms? Language as social and emotional meaning | Rickford & Rickford (2000) Spoken Soul, Chapter 1 | |
| day 3 | Research workshop: Literature searches. This workshop explores: - Academic literature as ongoing dialogue - Scholarly literature search tools - Selecting search terms/variation in terms across fields | | |

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|--|--|---|---|
| | <ul style="list-style-type: none"> - Scanning vs. reading in depth - Using names, reference sections and cited by to expand literature searches | | |
| Week 5: | | | |
| day 1 | Education and the imposition of linguistic citizenship | Excerpts from Santa Ana (2004) Tongue-Tied: The Lives of Multilingual Children in Public Education | Homework 1 (Dialect) due |
| day 2 | Ownership and language standardization | Adam (2015) Standardization of Sign Languages | Class project literature search contribution due |
| day 3 | <p>Research workshop: Finding patterns in data. This workshop explores:</p> <ul style="list-style-type: none"> - How to process and analyze quantitative data - How to assess support for a hypothesis based on data results - How to prepare a written report of the methods and results of an experiment <p>You will practice data analysis skills that you will use in Homework 2.</p> | | |
| Week 6: | | | |
| day 1 | Linguistics in the justice system: Whose voices count? | Rickford & King (2016): Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond | |
| day 2 | Diaspora language practices: Complex language for complex belonging | Sharma (2005) Dialect Stabilization and Speaker Awareness in Non-Native Varieties of English | |
| day 3 | <p>Research workshop: Check-in</p> <p>This workshop will address questions and problems that have emerged in either Homework 2 or the data collection for the class project. Specific skills covered will depend on what issues have come up.</p> | | Homework 2 (Codeswitching) data due |
| Module 3: Citizenship locally: The linguistics of group belonging | | | |
| Week 7: | | | |
| day 1 | Language, belonging and the self | Sharma (2018) Style dominance: Attention, audience, and the `real me' | Quiz 1 |
| day 2 | Belonging at the local level: Jocks & burnouts | Eckert (2001) Ch 2 & 5 Jocks & Burnouts | Homework 2 (Codeswitching) due |
| day 3 | Research workshop: Class project analysis. This workshop explores: | | Class project data contribution due |

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|-------------------------------|---|--|---|
| | <ul style="list-style-type: none"> - Processing and cleaning research data - Preliminary data analysis - Data visualization for exploration | | |
| Week 8: | | | |
| day 1 | What does it mean to be a real member of a group? Establishing authenticity | Johnstone (2013) “100% Authentic Pittsburgh” : Sociolinguistic authenticity and the linguistics of particularity | |
| NO CLASS- AUTUMN BREAK | | | |
| Week 9: | | | |
| day 1 | To belong to a group we need to have groups in the first place: What exactly are gender and sex? | Fausto-Sterling (1993) Ch 1 from The Five Sexes | Quiz 2 |
| day 2 | How does language help us belong to (or reject) genders? Linguistic expressions of diversity, inclusion (and exclusion) | Angouri (2021) Language, Gender and Sexuality: Sketching out the field | |
| day 3 | Research workshop: Building an argument from data. This workshop explores: <ul style="list-style-type: none"> - Identifying quantitative analyses corresponding to a given hypothesis - Interpreting patterns in data - Identifying potential flaws or confounds | | |
| Week 10: | | | |
| day 1 | “Gay speech” research: How do we place other people in groups? | Boyd, Hall-Lew & Fruehwald (2108) Crosslinguistic perceptions of /s/ among French, German, and English listeners | Final paper brainstorm draft due |
| day 2 | Navigating other people’s stereotypes: Black masculinity and nonbinary speakers | Steele (2022) Perceptions of Black masculinity in nonbinary talkers | |
| day 3 | Research workshop: Final paper analyses. This workshop explores: <ul style="list-style-type: none"> - Developing a shareable analysis from data We may also revisit topics from older workshops as needed. | | |
| Week 11: | | | |
| day 1 | Language and race: How does language mark racial belonging? | Lippi-Green Chs 10 & 12: The real trouble with black language & Defying paradise | |

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| day 2 | Co-constructing race and language: Language ideologies and racial justice | Lippi-Green Chs 16 & 17: Moral panic in Oakland & Linguistic profiling and fair housing | |
| day 3 | Research workshop: Data visualization. This workshop explores: <ul style="list-style-type: none"> - Choosing an appropriate visualization type for your data - Designing visualizations that tell your intended story honestly - Adjusting details for clarity: labels, colors and legends matter - Accessibility and universal design | | |
| Module 4: Linguistic perspectives on advocacy for justice and social change | | | |
| Week 12: | | | |
| day 1 | The media's role in linguistic stereotyping: Who gets to be a main character? | Lippi-Green Chs 7 & 8: Teaching children how to discriminate & The information industry | |
| day 2 | Appropriation of Black language practices: (In)justice and the circulations of cultural capital | Roth-Gordon, Harris & Zamora (2020) "Producing white comfort through "corporate cool": Linguistic appropriation, social media, and @BrandsSayingBae " | |
| day 3 | Research workshop: Explaining an argument for a reader. This workshop explores: <ul style="list-style-type: none"> - Clarifying your argument for yourself; writing for thinking - Finding the smoothest path through your argument for your reader (it's probably not the one you took!) - Building signposts to guide your reader through | | |
| Week 13: | | | |
| day 1 | Linguistic issues of immigration and xenophobia | Lippi-Green Chs 13, 14 & 15: The other in the mirror & ;Ya basta! & The unassimilable races | Final paper first full draft due |
| day 2 | Language and the state: Official languages | Zentella (1997) " The Hispanophobia of the Official English movement in the US " | |
| day 3 | Research workshop: Peer review. This workshop explores: <ul style="list-style-type: none"> - The role of peer review in academic and non-academic work cultures - Identifying useful feedback based on text type and writer goals | | |

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| | - Writing kind and constructive comments | | |
| Week 14: Thanksgiving | | | |
| day 1 | Research workshop: Revising, incorporating feedback and polishing. This workshop explores: <ul style="list-style-type: none"> - Reading and understanding feedback - Editing for style - Why sociolinguists still might tell you to spellcheck (sometimes) - How posters are different than papers | | Final paper peer reviews due |
| NO CLASS- THANKSGIVING | | | |
| Week 15: | | | |
| day 1 | Imagining a linguistically just world Reflecting on the goal of intercultural (linguistic) competence | | |
| day 2 | TBD/Fudge day | | |
| day 3 | Research workshop: Poster presentation skills. This workshop explores: <ul style="list-style-type: none"> - Developing a first pitch for your project - Fielding questions - Asking questions as the audience - What are posters/conferences for? | | |
| Week 16: | | | |
| day 1 | Poster session | | |
| Finals Week | | | |
| | | | Final paper final draft due by 5pm on [date] |

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Course: Linguistics 4602

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of this Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship for a Just & Diverse World)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The course interprets citizenship with a broad lens, as a study of how people navigate different kinds of belonging or membership to larger entities like nations, institutions and social identity groups. We will focus on linguistic behavior as a primary tool with which people build their belonging to different communities, largely in the US. The coursework moves students into advanced study through use of published research in the readings and the prevalence of research-focused assignments in which students collect and analyze their own data.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter – listing ‘readings’ without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 1.1. Engage in critical and logical thinking about the topic or idea of the theme. Please link Course activities and assignments to meet these ELOs:

In addition to the written assignments, in which students are prompted to critically analyze new data, the discussion sessions are structured to encourage students to probe their assumptions about citizenship, social difference, and justice and how language functions in relation to them. For one example, the sessions on language standardization (middle sessions of Weeks 2 and 3 and the first and second sessions on Week 4), students will be prompted to question their beliefs about correctness in language and probe the historical roots of which specific language forms have come to be established as standard and how power relations have shaped and been shaped by the standardization process. This will prompt students to reflect on what it means to speak “American English”, who is viewed as speaking it vs other language forms, how language marks belonging as an American and how differences in language are used to create or erase differences between people. In the sessions “‘Gay speech’ research: How do we place other people in groups?” and “Navigating other people’s stereotypes: Black masculinity and nonbinary speakers” in Week 10, students will examine how our belonging to groups is co-constructed by others and how individuals’ membership and behavior choices are constrained and influenced by the belief systems of others.

The research workshop sessions will focus on data analysis skills. In these session we will shape the big picture questions of the discussion sessions into concrete research questions about language practices and attitudes, develop methods for their investigation and learn analytical tools appropriate to the questions. The research workshops are scheduled to match the pace of

the data-based homework assignments, to prepare students for each phase. These assignments focus on connecting language practices to dimensions of social belonging like region and race.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Course activities and assignments to meet these ELOs:

The primary tool for this ELO is the scaffolded research project, in which students will work through the full research process, from identifying a research topic (together, as a group), conducting a literature review, designing and carrying out a data collection plan, analyzing the resulting data and writing a paper presenting that analysis. The instructor will guide the students in the beginning stages toward a research topic that is genuinely novel and likely to yield interesting results with an appropriately accessible methodology. The topic will be a quantitative exploration of language practices tied to two or more of the social structures explored in the course, for example individual identities and aspects of belonging like nationality, region, gender or race; situational contexts like formal vs informal conversations; social roles like students and professors or judges and contestants. The research process will guide students in a study of how specific language practices (e.g. compliments, greetings, or pronunciation of a particular speech sound) are used in relevant social contexts across the social structures under investigation to better understand the role that language plays in those structures and group membership.

The final paper itself will be written individually by each student, drawing on the pooled literature and data from the class. Students will prepare a 5-7 page research paper in the traditional academic format and in a conference-style research poster, both of which will be coached in the research workshops and scaffolded drafts.

While a research component is part of the existing version of this course, an increase in the number of credit hours from 3 to 4 allows it to be expanded. The weekly research workshops are the primary addition to the course; these will allow for deeper exploration of the research process across the course of the semester. Correspondingly, the expectation is that students will be able to produce more theoretically and methodologically sophisticated final projects.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Course activities and assignments to meet these ELOs:

The core dynamic of the course is in the twin insights that linguistic forms are crucial tools for marking belonging to social groups and that they are central to systems of power. Accents, phrases, languages prompt a range of social and emotional cues, like belonging, foreignness, playfulness, rebellion, hospitality or many others. Language is a crucial tool for creating and negotiating membership of all kinds. On the other hand, standard language ideologies teach us that language is a neutral vehicle for thoughts and that some language, typically that spoken by the powerful, is a clearer and more effective vehicle. These ideologies have large consequences for issues of justice and equity. Students will come into the course with direct experience of both of these social realities, but most will have had little experience analyzing them critically or examining the power structures underlying standard language beliefs. We will introduce

these basic ideas in the first week, with the Lippi-Green chapter "The Linguistic Facts of Life" and a discussion of the descriptive/prescriptive ideological divide central to linguistic practice. In Week 2 students will learn about language change leading to variation in an exercise on the development of French dialects and challenge their assumptions about accent and correctness in language with the textbook chapters "The Myth of Non-Accent" and "The Standard Language Myth". During these discussions and in the online discussion forum reading responses, students will be asked to reflect on their own experiences of language as a symbol of belonging and membership and as a set of cultural objects imbued with different amounts of value or power. Approaches to languages in other fields will be invited, as students reflect on how their other classes orient to these twin understandings of language.

ELO 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Course activities and assignments to meet these ELOs:

The research workshops and the scaffolded class project will both include a focus on developing metacognitive skills for learning. The research workshops individually will be about specific research skills, but their hands-on nature will provide space for students to share their previous experiences with research and writing skills. The structure of each workshop will include a time for inviting students to share with each other what similar work they have done in the past and what approaches have worked well or poorly for them. While some sessions (e.g. dialectology for the homework 2 session in Week 5) may feature only a few students with previous experience, others like the literature search session in Week 4, data visualization in Week 11 and the session on revising, incorporating feedback and polishing a paper in Week 14 are areas where students are likely to have much to share.

In addition, the scaffolded research project requires students to turn in reflections at each stage, in which they report what has been done since the previous stage, what is working well in the current draft and what concerns are most pressing. This is intended to cultivate students' metacognitive abilities as well as to acclimate them to revision as a natural part of the research and writing process.

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities. Course activities and assignments to meet these ELOs:

The course interprets citizenship with a broad lens, as a study of how people navigate different kinds of belonging or membership to larger entities like nations, institutions and social identity groups. We will focus on linguistic behavior as a primary tool with which people build their belonging to different communities, largely in the US. Research in sociolinguistic variation and other sociolinguistic fields has shown that language practices from the large (e.g. government endorsement of specific languages as official) to the small (e.g. the pronunciation of individual sounds) play a key role in the marking of specific people as citizens of a nation or members of a group. The course will introduce students to that work. In the Week 3 session on "Language and the state", students will explore formal notions of the nation-state and the role language ideologies play in ethnonationalist projects, after reading the textbook chapters on Language Subordination & The educational system. Students will explore the role of language choice as a marker of citizenship and how being a speaker of a given language is equated to or in tension with citizenship in a given nation or membership in a given ethnic group. In Week 2, students will read the chapters on The Myth of Non-Accent & The Standard Language Myth and analyze the role of correctness in language ideology and how the development/selection of correct language forms is deployed in the development of state power. This material will highlight how speakers even of the same language may be seen as more or less legitimate citizens based on the specific variety or accent they use. In the various sessions on gender, ethnicity and race, students will analyze the role of language forms in less formal modes of belonging. In the Week 7 discussion of "Belonging to more than one group: Jocks & burnouts; Boys & girls", students will look at how social class and gender, while in Week 10's session "Navigating other people's stereotypes: Black masculinity and nonbinary speakers", they will read and discuss a paper on the intersections of gender and race through an analysis of the perceptions of Black masculinity in nonbinary speakers. This work will examine how social belonging to a given group emerges from both the actions and preferences of the individual and the perceptions and responses of those around them, which in turn constrain and shape the individual's behavior.

The homework assignments will likewise explore this dynamic, asking students to collect original data on language practices in different communities. The two smaller assignments will focus on regional language variation and on race-linked patterns of code-switching. The focus of the class project will be determined in collaboration with the students, but will likewise examine language practices in relation to some form of national, institutional or identity-based form of membership.

ELO 3.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Course activities and assignments to meet these ELOs:

The aspect of intercultural competence centered in the course is developing a broader understanding of language practices as valuable resources for identity construction and group belonging for all people. In order to engage effectively with others, particularly as English speakers, students must unlearn standard language ideologies which mark some language use as incorrect or broken. The course will prompt them to do so both through the explicit discussion of standard language ideology in Week 2' session "I talk normal, you have a quirk, they have an accent", in Week 3's session "Language and the state: Linguistics of citizenship", and both of Week 4's non-workshop sessions, "The standardization of American English Why use nonstandard?" and "Language as social and emotional meaning".

This goal is also addressed through the hands-on analysis of both standardized and marginalized language practices in the first homework assignment on dialect and the second on codeswitching, both of which require students to collect data that includes marginalized forms. In these assignments students approach language practices as linguists, analyzing the patterns of use in a descriptive approach that brings the same lens to standardized and marginalized language forms. This practice of handling language equitably and writing about it without bias helps students learn to put the principles discussed in class into practice.

ELO 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences. Course activities and assignments to meet these ELOs:

The readings and discussions will introduce students to a diverse range of social groups and their linguistics practices, with a focus on gender and sexuality, region, race and ethnicity. Some of the materials, like Week 6's "Sharma (2005) Dialect Stabilization and Speaker Awareness in Non-Native Varieties of English", which explores the linguistic choices of Indian immigrants in northern California, present lived experience filtered through an academic lens. Other work, like the excerpts from Santa Ana (2004) *Tongue-Tied: The Lives of Multilingual Children in Public Education* [week 5], are writings from non-academics of marginalized linguistic backgrounds, sharing their own experiences. In Week 4, the material from Rickford & Rickford (2000) *Spoken Soul*, blends these two, as it's written by a linguist and his son who is a writer, talking about the emotional impact that African American language has for its speakers. The homework assignments likewise prompt students to get hands-on with linguistic material from a variety of language users, giving them the chance to analyze at close hand different experiences. This work thus takes students deeper than in earlier courses like LING 2000, where they will have learned about the existence of such variation, but not analyzed it themselves.

Equity and inclusion are central in the discussions of standard language ideology and its dangers, as noted in the preceding question. These discussions will focus on how those ideologies impact different groups of people and the opportunities afforded to them in institutional and economic contexts. For example, Week 6's discussion of Rickford & King (2016) "Language and

linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond" presents an analysis of the role of linguistic bias in the murder trial of George Zimmerman for his shooting of Trayon Martin. Rickford and King document the connection between how something is said and the weight it is given as evidence, in Zimmerman's trial specifically as well as the broader damaging consequences of such bias in the justice system.

ELO 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Course activities and assignments to meet these ELOs:

Issues of linguistic justice in the course will focus on how beliefs about and perceptions of language shape whose voices are treated as valuable and worth attending to, and who rightfully belongs to a group. This will include formal power structures, like the Rickford and King reading discussed in the previous question and in Week 13's reading Zentella (1997) "The Hispanophobia of the Official English movement in the US", the discussion of which will focus on the US but also explore what the role of an official language is and what practical and symbolic consequences there are to its selection. Week 4's first session reading Bonfiglio (2002) 2.7 Vizetelly and the birth of network standard, an excerpt of the book *Race and the Rise of Standard American*, will help students understand the semi-defined nature of Standard English in the US, without a formal official status or government body to define it, but nonetheless policed and enforced across institutions like government bodies, schools, and others.

Informal power structures also depend on language bias. We will explore justice and difference from a less structured perspective in Week 12's discussion "Appropriation of Black language practices", in which students will critique the ways the same language forms can be given radically different social meanings and legitimacy based on the social positioning of the user. Thus African American language forms (similar to other practices like music, foodways and clothing) are typically treated by dominant power structures as suspect or flawed until and unless they are repackaged strategically by white tastemakers.

Research & Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research & Creative Inquiry

Course subject & number

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work) Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Clear plan to market this course to get a wider enrollment of typically underserved populations.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 9-7-22)

| | | | | | |
|---|--|--|--|---|---|
| <p>Goal 1: <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p> | <p>Goal 2: <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p> | <p>Goal 3: <i>Formulate a well-organized, well-supported argument.</i></p> | <p>Goal 4: <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p> | <p>Goal 5: <i>Engage in original research.</i></p> | <p>Goal 6: <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p> |
| <p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p> | <p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p> | <p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p> | <p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p> | <p>Beginning 2000 Intro to Linguistics 2051 Analyzing the Sounds of Lang 3701 Lang & the Mind</p> | <p>Beginning 1100 Basics of Language Learning 2000 Intro to Linguistics</p> |
| <p>Intermediate 3000 Writing for Linguistics 3401 Words & Meanings 3502 ConLangs 3701 Lang & the Mind 3802 Lang & Computers 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change</p> | <p>Intermediate 2001 Lang & Formal Reasoning 2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, & Ethnicity in the US 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change</p> | <p>Intermediate 2367.01 Lang, Sex, & Gender 2367.02 Lang & Advertising 3000 Writing for Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind</p> | <p>Intermediate 2367.01 Lang, Sex, & Gender 3501 American Indigenous Languages 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change 3902 Lang Endangerment & Death</p> | <p>Intermediate 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind</p> | <p>Intermediate 2367.02 Lang & Advertising 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3605 Lang & Social Justice Ling3801 Codes & Code-Breaking 3802 Lang & Computers 3803 Ethics of Language Technology 3902 Lang Endangerment & Death</p> |

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| Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning | Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research | Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research | Advanced 4597.02 Lang & the Law 4601 Lang & the Black Experience 4602 Lang & Belonging 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics | Advanced 4550 Field Methods 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research | Advanced 4052 Linguistics and the Scientific Method 4597.02 Lang & the Law 4780 Undergrad Research Seminar |
|--|--|---|--|--|--|