

## Term Information

Effective Term Autumn 2023

*Previous Value* Autumn 2020

## Course Change Information

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

We are submitting this course for two GEN Foundation categories: (1) Race, Ethnicity, and Gender Diversity, and (2) Historical and Cultural Studies. At the same time, we are removing it as a Level 2 Writing and Communication course in the GEL.

We are also updating the course number, name, and description.

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

This course fulfills the ELOs for these two GE Foundation categories. However, in order to focus on content related to multiple Foundation categories, the amount of explicit instruction about writing will be reduced. Thus, the course will no longer be appropriate to fulfill writing-related requirements.

The updated course number better reflects its new position in our program, and the updated course name and description better reflect its content.

### 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)?

Currently, this course serves as an Advanced Writing Embedded Literacy option for GEN Linguistics majors. In its new form--that is, as 3606 rather than 2367.01--this course will no longer be an option for this requirement. GEN Linguistics majors will have to select another Advanced Writing course.

### Is approval of the request contingent upon the approval of other course or curricular program request? Yes

#### Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

A recently submitted new course, LING 3000, is intended to serve as another Advanced Writing Embedded Literacy option for Linguistics majors. We would like for that course to be approved prior to or simultaneously with approval of this request.

### 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	3606
<i>Previous Value</i>	<i>2367.01</i>
Course Title	Language, Gender, and Sexuality
<i>Previous Value</i>	<i>Language, Sex, and Gender in American Culture</i>
Transcript Abbreviation	Lang Gender & Sex
<i>Previous Value</i>	<i>Lang, Sex, &amp; Gendr Am</i>
Course Description	This course focuses on analytical thinking about gender, sexuality, and language, relations among them, and relations between these constructs and other social structures like race, ethnicity, and nationhood; and helps in developing critical thinking, reading, and writing skills.
<i>Previous Value</i>	<i>Discussing and writing about ways that views about sex and gender affect language and its use in speech communities in the U.S.</i>

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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  
[Previous Value](#) [Prereq: Soph standing, and English 1110.01, 1110.02, 1110.03, or equiv.](#)  
Exclusions Not open to students with credit for 2367.01, 2367.01H, or 3606H.  
[Previous Value](#) Not open to students with credit for 2367.01H .  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0102  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior  
[Previous Value](#) [Sophomore, Junior, Senior](#)

## Requirement/Elective Designation

General Education course:  
Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity  
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)  
[Level 2 \(2367\); Social Diversity in the United States](#)  
[The course is an elective \(for this or other units\) or is a service course for other units](#)

## Course Details

### Course goals or learning objectives/outcomes

- Students will explore how social structures such as genders and sexualities are constructed and how language and beliefs about language contribute to that process.
- Students will reflect on the social and emotional role of language in creating and changing our understanding of gender and sexuality, as well as other aspects of social identity like race and ethnicity.
- 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 reflect on the role linguistic structures and language attitudes play in our everyday understandings of gender and sexuality.

### Previous Value

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

### Content Topic List

- Language and gender
- Language and sexuality
- Language ideologies
- Language attitudes
- Critical thinking skills

### Previous Value

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

### Sought Concurrence

No

## Attachments

- LING3606\_Syllabus.pdf: Syllabus (main)  
*(Syllabus. Owner: McCullough, Elizabeth Ann)*
- 3606\_syllabus\_schedule.pdf: Syllabus (schedule)  
*(Syllabus. Owner: McCullough, Elizabeth Ann)*
- Curricular Map 09-30-22.pdf: Curricular map  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- ge-foundations-submission-3606.pdf: GE justification  
*(Other Supporting Documentation. Owner: McCullough, Elizabeth Ann)*
- 2367-01syllabus\_CarlyDickerson\_sp21.pdf: Past syllabus for comparison  
*(Syllabus. Owner: McCullough, Elizabeth Ann)*

**COURSE CHANGE REQUEST**  
3606 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/10/2022

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McCullough, Elizabeth Ann	10/07/2022 11:54 AM	Submitted for Approval
Approved	McCullough, Elizabeth Ann	10/07/2022 11:54 AM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	10/07/2022 11:54 AM	College Approval



THE OHIO STATE UNIVERSITY

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COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: LING 3606 LANGUAGE, GENDER, AND SEXUALITY**

### **ONLINE VERSION**

**[DATE AND TIME OF CLASS]**

**ZOOM LINK: [LINK]**

## **Course overview**

### **Instructor**

Instructor: [Name]

Email address: [Address]

Phone number: [Number]

Office hours: [Hours]

### **Course structure & description**

The first purpose of this course is to teach you to think analytically about gender, sexuality, and language; and about the relations among them and between these constructs and other social structures like race, ethnicity and nationhood. The course will provide facts, theory, and analytic tools for understanding and critiquing these relationships as well as common beliefs and stereotypes about them. Another, just as important, purpose is to develop your critical thinking, reading and writing skills. We will discuss and practice understanding, grappling with and building arguments in speech and writing.

## Course goals

- Students will explore how social structures such as genders and sexualities are constructed and how language and beliefs about language contribute to that process.
- Students will reflect on the social and emotional role of language in creating and changing our understanding of gender and sexuality, as well as other aspects of social identity like race and ethnicity.
- 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 reflect on the role linguistic structures and language attitudes play in our everyday understandings of gender and sexuality.

## New GEs (GEN) covered by this course

### Historical and Cultural Studies B: Cultural Studies

**Goals: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.**

**Expected Learning Outcomes:** Successful students are able to...

1.1B Analyze and interpret selected major forms of human thought, culture, ideas or expression.

1.2B Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.

1.3B Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.

1.4B Evaluate social and ethical implications in cultural studies.

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

### Race, Ethnicity and Gender Diversity

**Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.**

**Expected Learning Outcomes:** Successful students are able to...

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

This course meets these outcomes through the analysis of how language patterns help to construct race, ethnicity, sexuality, and gender and by exploring the relationship between linguistic beliefs about these categories and other constructs like accent, correctness and place.

**Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.**

**Expected Learning Outcomes:** Successful students are able to...

- 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course meets these outcomes in its discussion of linguistic stereotyping, language attitudes and language-based discrimination. We will also touch on issues of language shift and language death and the power dynamics and cultural losses associated with these processes.

## **Legacy GE (GEL) covered by this course**

### **Diversity: Social Diversity in the US**

#### **Expected Learning Outcomes**

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

This course meets these outcomes through the analysis of how language patterns help to construct race, ethnicity, sexuality, and gender in the United States and by exploring the relationship between linguistic beliefs about these categories and other constructs like accent, correctness and place. Students will also relate social diversity to their own attitudes and values via the course discussion of linguistic stereotyping, language attitudes and language-based

discrimination. We will also touch on issues of language shift and language death and the power dynamics and cultural losses associated with these processes.

## Course materials

All readings will be available on Carmen.

## Course technology

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

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

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

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone



# Grading and faculty response

## Grades

Assignment or category	Points
Synchronous session participation	15
Discussion posts	15
Reflection assignments	20
Persuasive essays	50
<b>Total</b>	<b>100</b>

## Assignment information

**Synchronous session participation:** Participation is crucial for developing our thinking and writing skills. Tuesdays and Thursday class sessions will be a mix of interactive lecture, full-class conversations and small group activities. The synchronous part of your participation grade will be based on all of these, but the mix is flexible. If technical or other problems make synchronous online discussions a challenge for you, please let me know and we can work out another plan, for example sending me additional written reflections after class. Attendance will be not taken, and students who participate fully and often but miss some sessions can still receive full participation credit. The full-class portions of the sessions will be recorded and made available, only to students in the course.

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

**Reflection assignments:** There will be 9 reflection assignments through the course, intended to provide you with a low-stakes space to develop your ideas. These should each be 500-1,000 words and each will be listed on Carmen. This will be graded on the depth of thinking shown and the breadth of specific evidence from the course or elsewhere used in the discussion. Writing style and mechanics will not be graded, but attention to the clarity of your writing will help make sure I understand the ideas you're presenting. You are not required to present a single full argument, but you should attend to evidence and argument structure, to the "why I think that" of the points that you're making.

**Persuasive essays:** In the three persuasive essays, you will be asked to present a full and coherent argument for a thesis relevant to the course content. You are encouraged, but not required, to write these as revisions of one of your reflections, but the revision should be substantive and not just a matter of polishing the writing. Along with your essay you should submit a brief explanation of the intended genre and venue for your essay: who is it written for? Argument structure will be the main focus of grading, but writing style and minor conventions will also be graded.

## Late assignments

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

## Grading scale

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

## Faculty feedback and response time

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

### Grading and feedback

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

### E-mail

I will reply to e-mails within **48 hours on school days**. Responses on weekends and holidays will be sporadic. If you have an urgent question, mark it urgent in the subject line or using the mail system's marking system. In an emergency, feel free to text me. If you just need to alert me that you won't be in class, an email is fine, even at the last minute.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person

to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### Ohio State's academic integrity policy

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

### Copyright disclaimer

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

### Statement on title IX

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

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

If there's something you need from me to help you thrive in this course, please let me know as soon as possible. I will work with you to make sure you can thrive in the course. You do not have to have documentation for me to work to accommodate your needs.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If something we use isn't accessible for you, please let me know as soon as possible.

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

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on

call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org)

## Linguistics 3606 -- Course Schedule

Day	Unit	Topic	Reading/Media	Assignment Due	Class activity 1	Class activity 2
1	Intro	Course intro			Go over syllabus	Introductions
2	Intro	What is gender?	Course ground rules assignment	Reflection: Gender reflections	Intro gender lecture	Small groups: what do we know about gender?
3	Intro	How does gender work with race and class?	Paris is Burning documentary		Reflection & discussion on Paris is Burning	Intro lg & gender lecture
4	Variation	Intro to language variation	Kate Bornstein voice lesson piece <a href="https://youtu.be/hT3knfUD6qs">https://youtu.be/hT3knfUD6qs</a> 23:35-33:27	Reflection: Language and gender	Lecture on pitch and /s/	Discussion of units and associated fields
5	Variation	Stereotypes of gendered voices	See Your Speech exercise plus reflection		Discuss See Your Speech	Comparing audio clips with different linguistic features
6	Variation	Indexicality of race and class	Steele (2020) Masculinity and /s/ in the speech of Black nonbinary speakers		Arguments and evidence across communities and topics	"Why do I think that?" -- big group, small groups

7	Variation	Perception across languages	<a href="#">Boyd, Hall-Lew &amp; Fruehwald (2018)</a> Crosslinguistic perceptions of /s/ among French, German, and English listeners	Reflection: Speech styles and sexual identities	Dissect argument from reading	Lecture on gay speech literature
8	Variation	Intersecting perceptions of race and accent	Dixon et al (2002) ACCENTS OF GUILT? Effects of Regional Accent, Race, and Crime Type on Attributions of Guilt		Lecture on variation, gender & power	
9	Variation	Policing women's speech: Pundits and creaky voice/vocal fry	Vocal fry googlefest		Work through different positions on vocal fry in public sphere	Lecture on creaky voice literature
10	Variation	Style	Sexuality vs. sensuality: The multimodal construction of affective stance in Chinese ASMR performances*			Lecture on style
11	Variation	Variation unit summary	NWAV (variation conference) abstracts	Persuasive essay 1	Lecture on current topics in variation & gender, next steps	Reflection on unit

12	Gender marking	Gender marking in pronouns and ethnic labels	<a href="https://kconrod.medium.com/guest-lecture-in-pronouns-vasundhara-1c61d3023e0c">https://kconrod.medium.com/guest-lecture-in-pronouns-vasundhara-1c61d3023e0c</a> <a href="https://www.vox.com/the-highlight/2019/10/15/20914347/latin-latina-latino-latinx-means">https://www.vox.com/the-highlight/2019/10/15/20914347/latin-latina-latino-latinx-means</a>	Reflection on pronouns and gender marking		Discussion of unit topics
13	Gender marking	Grammatical gender	Beyond Words video Rosa Lee Timm (first speaker, despite name saying she's Jacqueline Emmart)		Lecture on experimental work, implicit gendering (Boroditsky, Osterhout, IAT)	
14	Gender marking	Implicit and explicit linguistic gender	Bodine (1975) Androcentrism in Prescriptive Grammar: Singular 'They', Sex-Indefinite 'He', and 'He or She'	Reflection on generics and gender	Exercise on perception of different generic & specific choices	
15	Gender marking	Gender and AI	<a href="#"><u>Saunders, Sallis &amp; Byrne (2020)</u></a> Neural Machine Translation Doesn't Translate Gender Coreference Right Unless You Make It		Lectures on bias in AI <a href="https://www.youtube.com/watch?v=gV0_raKR2UQ">https://www.youtube.com/watch?v=gV0_raKR2UQ</a> <a href="https://www.youtube.com/watch?v=gV0_raKR2UQ">https://www.youtube.com/watch?v=gV0_raKR2UQ</a>	



					<a href="#">h?v=E-O3LaSEcVw</a>	
<b>No class- Autumn Break</b>						
16	Gender marking	Neo pronouns	Fiction w/ neopronouns			Pronouns
17	Gender marking	Gender marking, appropriation and race	Pyle (2018) Naming and Claiming Recovering Ojibwe and Plains Cree Two-Spirit Language		Lecture or discussion on non-binary/third gender/two-spirit history	
18	Labels	Label unit intro	Zimman (2017) Transgender language reform: Some challenges and strategies for promoting trans-affirming, gender-inclusive language	Reflection on labels	Discussion of Zimman piece	Breakout groups discussion on labels
19	Labels	Semantic change	McConnell-Ginet (2003) “What’s in a Name?” Social Labeling and Gender Practices		Lecture on genre and audience	OED discussion
20	Labels	Sex categories	Fausto-Sterling (1993) The Five Sexes	Reflection: Bodies and gender	Lecture on psychology of categories	

21	Labels	Gender policing	Gender testing in sports		Lecture on basics of biology & gender	Gender testing in sports discussion
22	Labels	Lexical change	Armstrong (1997) Homophobic slang as coercive discourse among college students	Persuasive essay 2		Lecture on semantics, pragmatics, & speech acts
<b>No class- Veteran's Day</b>						
23	Labels	Semantic derogation	Wong (2005) The reappropriation of tongzhi			Corpus exercise on "bitch"
24	Labels	Slurs in the construction of race and masculinity	Femenias (2017) Of slurs and soccer Performative discourses of nationality, race, and masculinity in Buenos Aires	Reflection on slurs		Lecture on derogation & slurs
25	Labels	Reclaiming	Reclaiming slurs googlefest		Reclaiming slurs discussion	
<b>No class – Thanksgiving break</b>						

26	Labels	Appropriation and race	Roth-Gordon, Harris & Zamora (2020) Producing white comfort through “corporate cool”: Linguistic appropriation, social media, and @BrandsSayingBae	Reflection on appropriation	Lecture on appropriation	Discussion of appropriation
27	Labels	Labels unit summary	<a href="#">Korobov (2017)</a> The playful and gendered use of insults and criticisms in romantic couples’ everyday banter		Wrap-up lecture on labels	Reflection discussion on unit
28		Whole class reflection		Persuasive essay 3 due during finals week	Reflection on class, summarizing what we learned	Optional: Lecture on other stuff we didn't cover and where to find out more

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

Mondays & Wednesdays 2:20pm–3:40pm  
(Online Synchronous Course)

### Zoom Room:

<https://osu.zoom.us/j/96354340884?pwd=NzQwNHplWTFPU3ZzZTlqN1BZZk9TZz09>  
(Password: LSG2021)

**Instructor:** Carly Dickerson  
**Email:** [dickerson.253@osu.edu](mailto:dickerson.253@osu.edu)  
**Virtual Office:** via Zoom  
<https://osu.zoom.us/j/7911445592?pwd=NW90bUNZSzJ6WHRrVVlOc1l2a2xzQT09> (Password: SMW5UZ)  
**Office Hours:** Mondays 3:45pm-4:45pm & Tuesdays 10:00am-11:00am  
*or by appointment*  
**Office Mailbox:** 121 Oxley  
**TA Coordinator:** Dr. Hope Dawson, [dawson.165@osu.edu](mailto:dawson.165@osu.edu), 114 Oxley

### COURSE DESCRIPTION

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

### REQUIRED TEXTBOOKS

None. All readings will be posted on the course website, [www.carmen.osu.edu](http://www.carmen.osu.edu)

### TECHNOLOGICAL REQUIREMENTS

All assignments, resources, and assessments will be done via Carmen at <https://www.carmen.osu.edu>, unless otherwise specified in class (and announced on Carmen). Slides and other relevant materials will also be made available here. Live lectures will take place via <https://osu.zoom.us/> (see the link at the beginning of this syllabus). Because much of the instruction occurs via live lecture, a strong and stable internet connection is necessary. You can access recorded lectures on Carmen (Zoom > Cloud Recordings). If you anticipate having any issues with accessing the course lectures or with a quiet place to “attend” class, please reach out to me ASAP. I am more than happy to work with you to find a solution that works for both of us!

**TECHNOLOGY ASSISTANCE**

Students can find help with the instructional technology used in this course at the Office of Distance Education and eLearning (ODEE) website <https://resourcecenter.odee.osu.edu/carmencanvas>. For technical issues with Carmen Zoom <https://resourcecenter.odee.osu.edu/carmenzoom>. For additional help, you may contact ODEE at 614-292-8860.

You may also call the technical support line for assistance *at any time* for help with a technical problem. 614-688-HELP (4357). They are better equipped to help you with technical issues than I am.

**GE INFORMATION**

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

Expected Learning Outcomes – Writing and Communication, Level 2

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

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

Expected Learning Outcomes – Social Diversity in the US

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

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

## ASSIGNMENTS AND GRADING

### Grading

The grades will be broken down as follows:

Participation and engagement:	20%
Homework assignments (4):	20%
Article summaries (3):	30%
Research paper project:	30%

Grading Schema:

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

### Participation and Engagement

You must have the assigned reading(s) available to you during the class that they are assigned. This will greatly facilitate discussion. ***Please read!*** The readings for class are listed in the course schedule below. You are expected to do the readings and be able to talk about them in class and in discussion posts.

Participation and engagement will be graded on a 20 point scale; you will all start with a 20/20. I will check in with you in the middle of the semester about where your participation and engagement grade stands. ***While I encourage you to attend live class as much as possible, and active involvement in class will contribute to your participation grade and help you to get the most out of the class, please note that I will not be recording attendance as such every class.***

Things that will keep your participation grade at a 20

- Being actively involved in the class discussion/lecture
- Acting in a respectful manner towards fellow students
- Doing the readings
- Consistent engagement in Carmen discussion boards (You will always have 48 hours to participate in a discussion for credit)
- Meeting with me during office hours

Things that will lower your participation grade:

- Being disrespectful/abusive towards fellow students (includes monopolizing discussion)
- Being disengaged from the class discussion or lecture
- Not doing the readings
- Not participating in a Carmen discussion
- Not putting effort into a Carmen discussion post
- Avoiding my office hours

## **Discussion Boards & Posts**

In this class we will make use of Carmen discussions to stay connected with the course content outside of class time. After most classes I will post a discussion prompt and ask that you provide a substantive response that demonstrates your engagement with the material. These discussions on Carmen are also a way to make sure that students who are having issues with synchronous attendance can still maintain their participation and engagement grade. \*However, these discussions are NOT a substitute for attending class!\*

PLEASE NOTE:

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

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

## **Homework Assignments**

You will have 4 homework assignments due throughout the course. These assignments are designed to get you thinking about language, sex, and gender outside of an academic context and for you to practice different styles and genres of writing. There are a total of 4 homework assignments, each worth 5%, for a total of 20% of your final grade.

## **Summaries**

You will have 3 article summaries due throughout the course. For each one, you will select an academic journal article (or book chapter) that is related to your future research topic and you will write a 750-word summary and provide a bibliography entry (in appropriate APA style). Detailed instructions will be given out in class. There are a total of 3 article summaries, each worth 10%, for a total of 30% of your final grade.

## **Final Research Paper**

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

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

Select research topic:	5%
1-on-1 meeting:	5%
Outline:	10%
First draft:	15%
Second draft:	20%
1-on-1 meeting:	5%
Presentation:	10%
Final version:	30%

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

1-on-1 meetings with me are designed to keep you on track and to make sure that we are on the same page with expectations for your research paper. They should not be scary! They will be casual and I promise that they will help you do better in this class!



## **COURSE POLICIES**

### **Feedback and Response Time**

- For most written assignments, you can generally expect feedback and the grade within one week of submission.
- For the 2<sup>nd</sup> draft of the Research Paper, you will receive your grade and feedback within two weeks.
- During the school week I will respond to your email with 24 hours. If you email me over the weekend you might not get a response until Monday. However, I am generally very prompt with my replies.

### **Classroom Etiquette**

Please show respect for your instructor, fellow students, and the online learning environment. Please follow the following rules of etiquette while in class:

- Be on time to class.
- Use headphones/earbuds if possible.
- Keep your microphone off unless you are actively participating.
- You are always welcome to keep your video on as long as the bandwidth for our Zoom call can handle it!
- Do not carry on private conversations during class or activities.
- I understand that we all have different living situations, but if at all possible, please be in a quiet place for class with limited distractions.
- As long as it is appropriate, please dress as you please. Wearing pajamas during class is one of the only bright spots during this pandemic – I don't intend to deprive you of that!

### **Turning in Assignments**

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

### **Late Assignments**

Late assignments will be penalized as such:

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

Up to 1 week late: minus 50%

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

**The exceptions to this are the drafts and final version of the research paper.** These drafts **must** be in on time. Late drafts and final version of the research paper will automatically result in a **reduction by 50 points** for that portion of the grade for that assignment. Please let me know ASAP if you foresee any reason for a late submission.

### **Academic Integrity**

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in – but no one else should revise or rewrite your work. \*exceptions to this are the peer feedback exercises that we do during class\*

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

**Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### **Copyright Disclaimer**

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

### **Student Illness or Absence**

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

### **Instructor Illness or Absence**

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email.

**ACCOMMODATIONS**

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**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/>.

**DIVERSITY**

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

**HEALTH AND SAFETY REQUIREMENTS**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**MENTAL HEALTH**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or callin [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](http://suicidepreventionlifeline.org).

**SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE**

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

**Course Schedule**

\*\*\*All assignments are **due on Carmen by 2:20pm** on the date listed\*\*\*

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Other</b>
Week 1	1/11 (M)	Introduction to course and to (socio)linguistics		
	1/13 (W)	Introduction to language, sex, and gender studies	Eckert & McConnell-Ginet (2003/2013)	
Week 2	1/18 (M)	<b>NO CLASS - MARTIN LUTHER KING JR. DAY</b>		
	1/20 (W)	The Anatomy of an Academic Paper (pun-intended)	Cameron (1992)	
Week 3	1/25 (M)	History of the field – deficit and difference approaches	Lakoff (1973) Tannen (1990)	
	1/27 (W)	History of the field – dominance approach	PICK ONE: Uchida (1992) Ehrlich (1998)	HW #1
Week 4	2/1 (M)	History of the field – 3rd wave approaches	Eckert (2012)	
	2/3 (W)	In-text citations and bibliographies		Submit RP topic
Week 5	2/8 (M)	Hedging, Interruptions, Cooperative vs. Competitive Language	PICK ONE: Mendoza-Denton (1994) McDowell (2015)	
	2/10 (W)	Constructing an argument	Dubois & Crouch (1975)	HW #2
Week 6	2/15 (M)	“Women’s Speech” (a.k.a. Why are women annoying?)	PICK ONE: Tyler (2015) Podesva (2013) D’Arcy (2007) Hall (1995)	
	2/17 (W)	In-class peer feedback on Summary #1		Summary #1
Week 7	2/22 (M)	“Gay accent”	PICK ONE: Gaudio (1994) Podesva (2011)	
	2/24 (W)	<b>NO CLASS - INSTRUCTIONAL BREAK I</b>		
Week 8	3/1 (M)	Beyond the binary	PICK ONE: Davis (2014) Zimman (2017)	
	3/3 (W)	Methodology & Research Design: Collecting and organizing your data		HW #3
Week 9	3/8 (M)	In-class peer feedback on Summary #2		Summary #2

	3/10 (W)	Grammatical gender & Singular 'they'	PICK ONE: Bradley (2020) López (2019a) López (2019b)	
Week 10	3/15 (M)	The Heterosexual Market	Eckert (2011)	
	3/17 (W)	In-class peer feedback on Summary #3		Summary #3
Week 11	3/22 (M)	Masculinities	Wright (2019) PICK ONE: Bucholtz (1999a) Kiesling (2004)	
	3/24 (W)	Analysis: Understanding and making sense of your data		HW #4
Week 12	3/29 (M)	Femininities	PICK ONE: Barrett (1999) Slobe (2018) Bucholtz (1999b) Mendoza-Denton (2008)	
	4/2 (F)	In-class peer feedback on RP outline		RP Outline
Week 13	4/5 (M)	Multilingualism & Codeswitching	PICK ONE: Fader (2009) Fuller (2010)	
	4/7 (W)	In-class peer feedback on RP 1st draft		RP 1st draft
Week 14	4/12 (M)	Institutions & Discrimination	PICK ONE: Romaniuk (2014) Craft et el. (2020) Lei (2003)	
	4/14 (W)	<b>IN-CLASS RESEARCH PRESENTATIONS</b>		RP 2 <sup>nd</sup> draft
Week 15	4/19 (M)	<b>IN-CLASS RESEARCH PRESENTATIONS</b>		
	4/21 (W)	<b>IN-CLASS RESEARCH PRESENTATIONS</b>		
<b>FINAL DRAFT OF RESEARCH PAPER DUE on Thursday, April 29<sup>th</sup> by 6pm EST</b>				

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

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

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, 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 for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** 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 Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

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

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.

Course Subject & Number: \_\_\_\_\_

**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)

**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 Subject & Number: \_\_\_\_\_

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)

**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 Subject & Number: \_\_\_\_\_

**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)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** 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 Subject & Number: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

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

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** 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 Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, 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 Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural 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 Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural 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 Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), 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 Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** 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 Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 9-30-22)**

<p><b>Goal 1:</b> <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p>	<p><b>Goal 2:</b> <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p>	<p><b>Goal 3:</b> <i>Formulate a well-organized, well-supported argument.</i></p>	<p><b>Goal 4:</b> <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p>	<p><b>Goal 5:</b> <i>Engage in original research.</i></p>	<p><b>Goal 6:</b> <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p>
<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>	<p><b>Beginning</b> 2000 Intro to Linguistics 2051 Analyzing the Sounds of Lang 3701 Lang &amp; the Mind</p>	<p><b>Beginning</b> 1100 Basics of Language Learning 2000 Intro to Linguistics</p>
<p><b>Intermediate</b> 3000 Writing for Linguistics 3401 Words &amp; Meanings 3502 ConLangs 3701 Lang &amp; the Mind 3802 Lang &amp; Computers 3803 Ethics of Language Technology 3901 Lang Evolution &amp; Lang Change</p>	<p><b>Intermediate</b> 2001 Lang &amp; Formal Reasoning 2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, &amp; Ethnicity in the US 3801 Codes &amp; Code-Breaking 3901 Lang Evolution &amp; Lang Change</p>	<p><b>Intermediate</b> 2367.02 Lang &amp; Advertising 3000 Writing for Linguistics 3601 Lang, Race, &amp; Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang &amp; Social Justice 3606 Lang, Gender, &amp; Sex 3701 Lang &amp; the Mind</p>	<p><b>Intermediate</b> 3501 American Indigenous Languages 3601 Lang, Race, &amp; Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang &amp; Social Justice 3606 Lang, Gender, &amp; Sex 3803 Ethics of Language Technology 3901 Lang Evolution &amp; Lang Change 3902 Lang Endangerment &amp; Death</p>	<p><b>Intermediate</b> 3191 Internship in Linguistics 3601 Lang, Race, &amp; Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang &amp; Social Justice 3701 Lang &amp; the Mind</p>	<p><b>Intermediate</b> 2367.02 Lang &amp; Advertising 3191 Internship in Linguistics 3601 Lang, Race, &amp; Ethnicity in the US 3605 Lang &amp; Social Justice Ling3801 Codes &amp; Code-Breaking 3802 Lang &amp; Computers 3803 Ethics of Language Technology 3902 Lang Endangerment &amp; Death</p>

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