

## Fall 2022 Syllabus Draft

### English 404: Language, Power, & Identity

M 5:30-6:45; CRT 124

**Note:** This is a hybrid course, meaning that there will be one in-class meeting per week at the scheduled time, and the other portion of the course will be conducted online asynchronously. Also, this is a draft, so there may be changes. Please feel free to email me with questions.

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### Required Readings and Materials

All of the required materials are posted in the weekly folders on the Canvas site for our course, including:

- Required articles
- PowerPoint slides
- Handouts
- Any supplementary materials such as video or audio files

### Course Description

English 404 is an introductory sociolinguistics course, designed to provide students with a broad understanding of the relationship between language and society. In investigating this relationship, we will study how the field has developed from a narrow focus, primarily on language and processes of language change to a broad, interdisciplinary focus that highlights the role that social groupings and structures play in affecting language and language use. Not only will we examine how individuals create social identities through *styling* language, we will also come to understand the important role played by society's understanding of constructs such as class, ethnicity and race, and gender, as well as how language use in institutional contexts is implicated in identity and power relations. The approach taken is both descriptive and critical in that we will examine how language is implicated in creating and maintaining power for certain groups through constructs such as "standard" varieties and more broadly through public policies. This course contains linguistic content, which will be studied throughout the semester, but students do not need to have already taken a linguistics course.

### Course Requirements

Because this is a hybrid course, you will need access to a computer and to be able to use Canvas. If you are having technical difficulties, contact the help desk at [help@uwm.edu](mailto:help@uwm.edu) or (414) 229-4040.

As mentioned, course materials are organized in weekly folders on the homepage of our Canvas site and include required readings, PowerPoint slides, handouts, and any supplementary materials such as audio or video files and links to websites. Here is more information about the types of activities we will be doing.

1. **Weekly Materials:** Read the articles carefully, view PowerPoint slides and/or handouts, view any audio or video clips, and make notes about your responses and any questions you have. After reviewing the weekly materials, post to the relevant discussion board prior to the class meetings for the week.
2. **Discussions:** There will be weekly discussion posts due before the class meetings. The point is to get us organized for class meetings. The tasks and activities will vary: Some will contain questions and ask you to post in response; others may ask you to come up with a question or find an example of something discussed in the readings for that week; and some may ask you to prepare something so that you/we can discuss it in class. Posts will be due by the Friday (11:59 pm) of the prior week so that everyone has time to review them before our class meetings on Monday. Please be prepared to summarize and discuss your post in class.
3. **Homework Assignments:** There will be short assignments throughout the semester. In general, they will involve applying information from the weekly materials, responding to the readings, or finding and analyzing real-world examples of the linguistic issues and processes discussed in the readings, slides, or in class. They are due on Sundays by 11:59 pm in the dropbox designated for that assignment.
4. **Research Project:** During the semester, you will do a research project with a small group (ideally, 2 or 3 students). The project will involve sociolinguistics or discourse analysis and will culminate in a short paper composed by your group and a slide presentation for the class. There are specific ideas for projects in some of the reading materials, and I will be providing a handout with more information and some topic suggestions. As you can see from the table below ("Grading"), the research project will be accomplished in stages, as it would actually be in the real world. First, you will submit a proposal for your project; then, you will submit a first draft of your paper, to be peer reviewed by other classmates. You'll revise and resubmit that draft so that I can comment. Presentations will be done throughout the semester. The final version of the paper will be due at the end of the semester.

### **Grading**

Discussion Posts	10%
Homework Assignments	25%
Research Project Proposal	10%
First Draft (Research Project Paper)	10%
Peer Review (Classmates' Research Project Paper)	5%
Slide Presentation	10%
Self-evaluation of Research Project Participation	10%

**Course Policies**

Additional UWM policies appear on pages 4-6 of this document, but I draw your attention to the following course policies.

**Students with disabilities:** If you have a disability, please notify me immediately so that appropriate accommodations can be made.

1. **Health:** If you are sick, do not come to class. Everything is accessible through Canvas, so there is no need to risk your health or the health of others. Please simply notify me of the situation.
2. **Communication:** Please **regularly check the announcements on the homepage of Canvas and your UWM email** for class updates. In addition, you should include notifications for announcements and email via Canvas on your phone or other device. If you are not getting any course-related email, check your Spam folder and adjust your settings if needed. If you have questions regarding readings, assignments, or exams, email me in advance of deadlines. Please remember to always be respectful of your classmates when posting or otherwise communicating with classmates. Also, because we will be doing some group work in this course, it is very important that you keep in good contact with your group members. Please exchange contact information so that you can get in touch.
3. **Written Assignments:** I do not accept emailed assignments. The 'Assignments' page of Canvas contains dropboxes and links to discussion boards. When you see a due date on the syllabus, please check the appropriate weekly folder on the homepage or the 'Assignments' page to determine how to submit your assignment. In addition, when submitting a file to a dropbox, please make sure that it actually shows up after you have submitted it. If a dropbox is not visible or does not seem to be working properly, please notify me via email right away.
4. **Late Assignments:** Late assignments are generally not accepted. However, if an emergency arises and you are not able to complete an assignment, please contact me immediately.

**Tentative Schedule**

**Note:** The articles on Canvas are listed by the authors' last name(s) and the title of the article. In the list below, only the authors' last names are used.

Week	Topic	Readings	Due Before Class Meetings	Due to Dropboxes
1 & 2 (Sept 6 & 12)	Introduction/Linguistics & Sociolinguistics	Brinton; Lippi-Green Intro; Lippi-Green Ch 1	Discussion 1 (9/9)	
3 (Sept 19)	Linguistic Variation/ American English Sound System	Language File 2.1 & 2.2	Discussion 2 (9/16)	HW 1 (9/25)

4 (Sept 26)	Sound System/Language Varieties and Codes	Language File 2.3; Bell Ch 5	Discussion 3 (9/23)	HW 2 (10/2)
5 (Oct 3)	Types of Language Change	Bell Ch 3; Lippi-Green Ch 2	Discussion 4 (9/30)	HW 3 (10/9)
6 (Oct 10)	Taking Context into Account	Johnstone Ch 1; Bailey	Discussion 5 (10/7)	Research Project Proposal (10/16)
7 (Oct 17)	Attitudes toward Language	Bell Ch 10; Lippi-Green Ch 4	Discussion 6 (10/14)	
8 (Oct 24)	The Linguistic Construction of Identity	Copeland; Bucholtz & Hall	Discussion 7 (10/21)	HW 4 (10/30)
9 (Oct 31)	Language and Power	Rojo; Lippi-Green Ch 7	Discussion 8 (10/28)	Research Project Paper Draft (11/6)
10 (Nov 7)	What are Race and Ethnicity?	Smedley & Smedley; Fought	Discussion 9 (11/4)	HW 5 (11/13)
11 (Nov 14)	More about Language and Race	Baugh; Lippi-Green Ch 10	Discussion 10 (11/11)	HW 6 (11/20)
12 (Nov 21)	Language and the Education System	Wolfram; Dyson & Smitherman	Discussion 11 (11/18)	
13 (Nov 28)	Language and Gender	Eckert & McConnell-Ginet Ch 2; Eckert & McConnell-Ginet Ch 3	Discussion 12 (Sun, 11/27)	Research Project Slides (12/4)
14 (Dec 5)	Student Presentations	-----		
15 (Dec 12)	Student Presentations	-----	Discussion 13 (Wed, 12/14)	Final Research Project Paper (12/14)

*Syllabus Addendum:*  
**UWM Policy Links**

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.  
<http://uwm.edu/arc/>
2. Religious observances. Accommodations for absences due to religious observance should be noted. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf>
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: <http://uwm.edu/active-duty-military/> Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>
5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.  
<https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator ([titleix@uwm.edu](mailto:titleix@uwm.edu)). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <https://uwm.edu/deanofstudents/academic-misconduct/>
8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>
10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>
11. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf>
12. 12. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

*Syllabus Addendum:*  
**Credit Hours**

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a **traditional, or face-to-face** course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an **online** course, you will spend a minimum of

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a **hybrid** course, you will spend a minimum of

- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

*Notes*

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838\\_Credit\\_Hour\\_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at <http://www.uwsa.edu/acss/acps/acps4.pdf>.