Power of Words (Online) *(Tentative syllabus)*

Instructor: Hanyong Park (Office: JOH 123); park27@uwm.edu or **Canvas email (preferred)**
Office Hours: by appointment (Email the instructor)
Course Format: Asynchronous, Online

Course Online Access:

Canvas at https://uwm.edu/canvas/

Any problems using Canvas, please call 833-826-8713 or get help through Chat with Canvas at https://uwm.edu/canvas/students/.

Course Description & Objectives:

In this class, we will discuss the powerful role language (or words) plays in our everyday life. After you learn how linguists view basic units of language (e.g., speech sounds, words, and sentences), we will discuss how these units are expressed in various social settings and by different groups. We will also examine how linguistic variations affect language users (i.e., speakers and listeners) in their thought, attitude, and behavior. Three topics for such examination are dialects (i.e., regional and social dialects), the influence of media, and the relationship between language and thought. The main points the instructor hopes to emphasize in this course are (1) language have profound effects on all of us and society we live in, (2) some influence occurs at the subconscious level, and (3) we need to make conscious effort to fight against some negative influence of language and to understand speakers with different linguistic backgrounds.

Course Requirements & Grading

- No prior knowledge of linguistics is required.
- Students are expected and required to have completed the assigned readings and videos along with studying through the lecture slides. The lecture slides, the assigned readings and videos are found on the course web page.

Required Textbook & Course Materials:

No textbook is required for this course. Course materials, such as readings and videos, will be assigned for lessons. The PDF lecture slides, some assigned reading PDFs, and videos are available under each **lesson (e.g., Lesson 1, Lesson 2)** on the course webpage. Links to other videos and readings can be found in the lecture slides.

Office Hours: by appointment. Send an email to the instructor to schedule a meeting. Use the provided information below for the meeting.
https://us02web.zoom.us/j/2303583414?pwd=cFRUOFJLeGtOZnlad0RiRFZzNm8rdz09
Meeting ID: 230 358 3414
Passcode: 415919

Grading:
All graded activities (test and discussion), except for Test 1, Discussions 1 & 2, start and end at 11:59pm. For example, if the deadline is August 8, you must complete the activity before 11:59pm on August 8.

1. Tests (35%): 7 tests (5% × 7 = 35%)
    There will be **7 tests** in total, which are available under **Assignments** on Canvas. Tests will become **available for only 48 hours**. Once you start a test, you will have 30 **minutes to finish** it. Again, you have to complete the test **on your first attempt,** and it is **your responsibility** to make sure that no technical difficulty (e.g., computer breakdown, no internet connection, etc.) prevents you from taking the test without any interruption. Please refer to the *Class Schedule* at the end of this syllabus, regarding the test schedule. The calendar on the course webpage also shows the due dates/times of the tests.

    The first test is on the contents of the syllabus and the Course Orientation slides, which is to ensure that you have read and understood the outlines and policies of this course. The other tests are based on all assigned materials (e.g., readings, videos, lecture notes, etc.) for each particular lesson. There are 6 lessons, and each lesson has a corresponding test. The tests consist of multiple-choice questions and True/False questions.

    In the past, some students had issues with figures and pictures with some browsers (e.g., Safari). Use Firefox or Google Chrome for tests!

2. Discussion (65%): 5 discussion participations (5% self-introduction + 15% × 4 = 60%)
    There will be 5 discussion activities, including the first posting to introduce yourself to the instructor and other students (5%). You can find these under **Assignments** on Canvas. The instructor will post a question/topic to discuss during the semester. Each student is required to post *at least two "meaningful" messages* (e.g., answering the instructor's posted questions directly or replying to other students' postings, posting meaningful questions related to the topic being discussed, etc.) *for each discussion question/topic*. You will have

three full days to discuss each topic. After the given time, the discussion section will be closed and we will move on to the next discussion topic. The instructor will count the number of **meaningful** postings for each discussion topic and deduct points for failure to meet this requirement (i.e., at least two "meaningful" messages per topic).

There is no word limit in your message. However, in general, too short or too long messages are not likely to be meaningful. On the one hand, it is usually difficult to express your thoughts well in very short messages. On the other hand, your messages tend to be too long because you do not know what you are talking about. If your message is "meaningful", others (i.e., the instructor and other students) should be able to understand your idea/story. Also, if you just repeat what others have said (e.g., *I agree!*, *right!*, etc.) or you argue against what others have said without much argument (e.g., *it's nonsense!*, *I disagree!*, etc.), such postings will not be counted as being "meaningful."

Note that you do not have to post two meaningful messages to introduce yourself (The first discussion – *Discussion 0*). A single posting will be enough.

GER Statement: This course meets UWM General Education Requirements (GER) for Humanities and Cultural Diversity. This course addresses the following **Learning Outcomes:** (1) apply diverse humanistic theories or perspectives to other branches of knowledge or two issues of universal concern (Humanities Criteria c), and (2) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences (Cultural Diversity Criteria b).

UW Shared Learning Goal: As part of the UW Shared Learning Goals, this course is also expected to foster intercultural knowledge and competence including ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute to those who lead; and to empathize with and understand those who are different than they are.

GER Assessment: To achieve the outcomes listed above, students will do the assigned readings and video clips, study provided lecture slides, and engage in online discussions to analyze and discuss two linguistic topics. Students' accomplishment will be assessed through (1) the quality and frequency of their discussion participation and (2) performances in tests, which demonstrate their knowledge and skills acquired in this course as well as using higher-order qualitative reasoning.

Final Grading Scale:

	I*	100.00 – 92.50	A	89.50 – 92.49	A-
86.50 – 89.49	B+	83.50 – 86.49	B	79.50 – 83.49	B-
76.50 – 79.49	C+	72.50 – 76.49	C	69.50 – 72.49	C-
66.50 – 69.49	D+	63.50 – 66.49	D	59.50 – 65.49	D-
0 – 59.49	F				

I* : Students who cannot complete the course requirements because of illness or for other legitimate reasons may be considered for a grade of 'I' provided they request it, in writing, at least, 1 week before the semester ends.

For information on university policies such as "Students with Disabilities," "Religious Observances," and others, please see the following website:

http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf

Other Important things to know:

1. This is an online course. The online class format requires you to be self-disciplined. If you postpone doing the required activities (e.g., reading the assigned materials, watching the assigned videos, taking a test, etc.), you are likely to miss important deadlines and not learn much within the given time (i.e., 20 days, excluding the weekend days). Make sure that you do the required activities on time and email the instructor if you have any questions.

2. Credit hour policy: This is a 3-credit course taught online within 20 days. If this course were a 3-credit non-online class offered for a normal (e.g., spring or fall) semester, we would meet for 2.5 hours per week during the semester and students would be expected to put in approximately 7.5 additional hours per week studying and working on assignments in order to achieve the learning goals of this course. It would not be reasonable for you to study all day for this course for 20 days. However, you are expected and required to spend a reasonable amount of time to achieve the learning goals of this course.

3. Anyone guilty of cheating and/or plagiarism will receive a failing grade for academic dishonesty. (If you are not sure what plagiarism is, check the following website: https://uwm.edu/writing-center/resources/faculty-resources; also check https://uwm.edu/deanofstudents/academic-misconduct-2/)

4. If you will need accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible. Also, make sure to contact the Accessibility Research Center (https://uwm.edu/arc). Provide a copy of your Verified Individual Services and Accommodations (VISA) to the instructor in advance if you need him to arrange needed accommodations. Note that students may not apply accommodations retrospectively.

5. E-mail communication is important! Please **respond to e-mails related to course promptly**.

6. **Check the class Canvas website frequently – everyday!** Announcements will be made on Canvas.

7. Check the following tips on how to be a successful online student: https://uwm.edu/cetl/orientation-for-online-students/

<u>**Course Schedule (Summer 2024)**</u>

- *Course Orientation* slides are found under **<u>Course Orientation</u>**.
- All *lesson* slides are found under each **<u>Lesson</u>**.
- The links to most assigned readings and videos are found in the lecture slides, except for a few videos and readings. Some videos and readings will be found under each **<u>Lesson</u>**.
- All graded activities (tests and discussions) start and end at **<u>11:59pm</u>**, except for Test 1 (Syllabus Test) and Discussion 0 (*Introduce yourself*). Note that weekend days (Saturday & Sunday) are not counted toward the given time periods for your activities.

	Topics	Readings/Watching	Tests	Discussion
	Course Orientation	Syllabus Course Orientation Slides	Test 1: Syllabus Test (9am, 6/24-11:59pm, 6/26)	Discussion 0: Introduce yourself (9am, 6/24 – 11:59pm, 6/27) Discussion 1. How is our way of speaking affected by others? (9am, 6/24 – 11:59pm, 6/27)

Lesson 1	Sociolinguistics Prescriptivism vs. Descriptivism	Lesson 1 slides **-Double Negative -Standard English: pp.91-95.** We will read the rest of the article in Lesson 4.	Test 2 based on Lesson 1. (11:59pm, 6/26 – 11:59pm, 6/28)	
Lesson 2	Sounds, Words, & Sentences Phonology, Phonetics, Morphology, & Syntax	Lesson 2 slides	Test 3 based on Lesson 2 (11:59pm, 7/1 – 11:59pm, 7/3)	
Lesson 3	Social diversity African American Vernacular English	Lesson 3 slides **-Bridging the Great Divide**	Test 4 based on Lesson 3 (11:59pm, 7/2 – 11:59pm, 7/4)	Discussion 2. Linguistic profiling (11:59pm, 7/2 – 11:59pm, 7/5) Video links at **Lesson 3.**
Lesson 4	Regional dialects	Lesson 4 slides **-Do you speak American – Episode 2** (*Video*) **-Standard English:** Read the rest of the article.	Test 5 based on Lesson 4 (11:59pm, 7/8 – 11:59pm, 7/10)	
Lesson 5	Language & Media	Lesson 5 slides **-Teaching children how to discriminate -The Use of Dialect in Children's Animated Television**	Test 6 based on Lesson 5 (11:59pm, 7/9 – 11:59pm, 7/11)	Discussion 3. How does media affect our attitude toward certain groups? (11:59pm, 7/9 – 11:59pm, 7/12)
Lesson 6	Language and thought Sapir-Whorf Hypothesis	Lesson 6 slides **-LanguageThought_ Deutscher -LanguageThought _ Boroditsky**	Test 7 based on Lesson 6 (11:59pm, 7/15 – 11:59pm, 7/17)	Discussion 4. Does language influence how we think and perceive the world? (11:59pm, 7/15– 11:59pm, 7/18)

Reading references

Baugh, J. (2006). Bridging the great divide (African American English). In W. Wolfram and B. Ward (Eds.). *American voices: How dialects differ from coast to coast* (pp. 217-224). Malden, MA; Oxford: Blackwell Publishing.

Boroditsky, L. (2011, February). How Language Shapes Thought: The Languages We Speak Affect Our Perceptions of the World. *Scientific American,* 304(2), 63-65.

Cheshire, J. (1998). Double Negatives are Illogical. In L. Bauer and P. Trudgill (Eds.). *Language Myths* (pp.113-122). London, England; New York, N.Y., USA: Penguin Books.

Dobrow, J. & Gidney, C. (1998). The Good, the Bad, and the Foreign: The Use of Dialect in Children's Animated Television. The ANNALS of the American Academy of Political and Social Science, 557(1), 105-119, May.

Deutscher, G. (2010, August 26). Does Your Language Shape How You Think? *The New York Times.*

Lippi-Green, R. (2012). Teaching children how to discriminate: What we learn from the Big Bad Wolf. In *English with an Accent: Language, ideology, and discrimination in the United States* (2nd ed., pp. 101-129). New York, NY; Routledge.

Raimy, E. (2013). Standard English: What is It? And What Is It Good For? In T. C. Purnell, E. Raimy, and J. Salmons (Eds.). *Wisconsin Talk: Linguistic Diversity in the Badger State* (pp.82-96). Madison, Wisconsin: The University of Wisconsin Press.