

**Linguistics 70, Summer 2018**  
**Language in Society**  
**MTWRF 9:30-10:35am, South Hall 3605**

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**Instructor: Anna Bax**

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Office Hours: M 10:35-11:30; W 4:15-5:15 (& by appt.)

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**Course Description:** This writing-intensive course investigates the connections between language use and various facets of social identity (e.g., regional identity, gender, ethnicity) and social structure. We will explore the role of language in social structure and change, covering topics like national language policy, language and education, and language use on the internet.

**Learning Outcomes:** In this course, you will:

- Learn to distinguish folk-linguistic and empirical observations about language use.
- Identify claims made in the public discourse about language use, and engage with (evaluate, refute, contest, add nuance to, provide evidence for...) them using the basic tools of descriptive linguistics.
- Deploy linguistic evidence to craft a rhetorical argument for public consumption (i.e., an op-ed) on a linguistic issue of popular concern.
- Relate stereotypical media portrayals of diverse linguistic practices to broader societal ideologies about groups of speakers.

**Prerequisites:** None. Fulfills Area D (Social Science) requirement and the Writing requirement.

**Textbook:** *English With an Accent: Language, Ideology, and Discrimination in the United States (2nd edition)*, by Rosina Lippi-Green. Additional readings will be made available as pdfs on the course website.

**Requirements and Grading:**

1. Daily online reading quizzes (MTWR) **10%**
2. Section examples (2) **5%**
3. Writing assignments (4) **60%**
4. Class participation **10%**
5. Final write-around (Friday, August 3) **15%**

**1. Daily online reading quizzes (10%)**

At the beginning of each lecture class, you will take a short reading quiz on each of the assigned readings. These small assignments are designed to give you instant feedback about whether you understand the main points of the author's argument and whether you are preparing thoroughly for each class. The quizzes are classwork and can only be completed during class, while you are physically present

in the classroom. There are no make-ups or retakes. The quizzes are open-note. However, I encourage you to do the readings beforehand, since quiz questions are likely to be too complex to look up while the timer is ticking.

## 2. Section examples (5%)

In this course, the purpose of section is to teach you the process of sociolinguistic data analysis using everyday examples that you might find in popular media. During weeks 2-5 of the course, the examples that you analyze during section will be submitted by members of the class. You are responsible for submitting 2 examples over the course of the quarter. You will either submit examples during weeks 2 & 4 or weeks 3 & 5. You'll be assigned to a small group on Edmodo that will let you know which weeks you'll need to submit. Examples will be due on Edmodo by midnight on Wednesday of each of your 2 assigned weeks.

Examples should illustrate linguistic phenomena that we have been discussing during the current week. They may be drawn from TV shows, movies, YouTube videos, blogs, podcasts, songs, news articles or news shows, books, memes, political discourse, Twitter, Instagram, Facebook, Reddit, Tumblr, and so on. Sociolinguistic phenomena and debates are everywhere, so you should have no trouble finding a controversial, curious, funny, or startling example to submit.

## 3. Writing assignments (60%)

You will complete four writing assignments in which you will engage with public discourse about language use and variation using the basic tools of descriptive linguistics. Detailed guidelines will be handed out during the week before each assignment is due. Assignments will be submitted via Edmodo. They will be due by 8:00am on Monday of weeks 3-6, with some additional deadlines during week 5 for Assignment 3.

## 4. Class participation (10%)

This isn't a class where you can expect to be a passive learner. I will spend little time lecturing in the traditional sense. Your active, consistent participation in class discussions and activities is therefore crucial. This means you will need to volunteer your own opinions and analyses, charitably engage with those of your peers, and turn in any small, ad-hoc assignments that are assigned during class time.

## 5. Final write-around (15%)

In place of a final exam, we will spend our last section meeting (Friday, August 3) responding in writing, in real time, to each other's writing. Each student will need to bring a piece of original writing to begin this session. Guidelines for this assignment will be distributed on Monday, July 30.

### **Rules of Engagement**

**Requests for accommodation.** If you need accommodations for quizzes or assignments or if you have other learning needs I should be aware of, it is your responsibility to let me know early in the session. You

may request accommodations by contacting the Disabled Students Program, located in 1201 SAASB. (805) 893-2668, URL: <http://www.sa.ucsb.edu/dsp>

**Names and pronouns.** If UCSB's records do not reflect your preferred name, let us know – we will happily honor your preferred name and gender pronouns.

**Email etiquette.** Email is a convenient and useful tool. Please don't abuse it. You should write emails like you would write a letter, not a text message. You will need to monitor your UCSB email account regularly, as I will send important updates to the class throughout the quarter. If you email me, please allow up to 24 hours for a response. **IMPORTANT:** Please email your TA and me only from your UCSB email account, as other addresses tend to go to spam.

**Late work.** All non-excused late work will be marked down. Late assignments receive a 10% penalty for each subsequent 24-hour period, including weekends. Late work is not accepted once the assignment has been handed back to others.

**Extensions.** Extensions will be considered only under exceptional conditions and only when requested at least 24 hours before the due date.

**Grading scale.** **A+** 98-100 **A** 93-97 **A-** 90-92 **B+** 88-89 **B** 83-87 **B-** 80-82 **C+** 78-79 **C** 73-77 **C-** 70-72 **D+** 68-69 **D** 63-67 **D-** 60-62 **F** 59 and below.

**Grades.** We will be using Edmodo's built-in gradebook function, through which you will be able to track your progress in the course. If you want to discuss your grade throughout the quarter, please come to office hours - emails whose only function is to inquire about grades will simply elicit a reminder to come to office hours.

**Regrade requests** must be done in writing. Regrades due to clerical errors will simply be recalculated. Other regrading requests will subject your assignment or exam to undergo complete regrading. Bear in mind that it is possible that your original grade will go down upon regrading.

**Notes.** Some limited lecture slides may be posted on Edmodo at my discretion, but you are responsible for taking adequate notes on the material covered in class, including lectures, activities, and discussions. If you miss class, ask a friend to lend you notes.

**Academic honesty.** All students are expected to understand and comply with university policies regarding plagiarism and originality of work. We believe this to be a reasonable and beneficial standard. Plagiarized assignments (including copying of a friend's work) will receive a grade of 0 and will be reported to the Office of Judicial Affairs without exception.

### **How to Succeed in this Class**

**Come to class.** You are expected to be on time for every meeting and to remain for the entire class period. If you absolutely must arrive late or leave early, you should let Anna and Simon know in advance. In return, we'll do all we can to make our class meetings interesting and worthwhile.

**Do the work.** The workload for this course is not extremely difficult, as long as you stay on top of it. Don't fall behind on readings, meet your deadlines, and do your best work.

**Use the Edmodo site.** The course site has the most up-to-date information about the course: the reading schedule, assignment instructions, any lecture notes, and other materials. If you have any difficulty accessing or using the site, let us know promptly so that you do not miss out on any part of the course.

**Meet with us.** We are here to help you, but we can't unless you come see us. We are glad to give feedback on drafts of assignments in office hours (however, due to time constraints we can only read and comment on papers in face-to-face meetings, not via email). If you can't make our regularly scheduled office hours, make an appointment. You'll also have a better learning experience if we know who you are as an individual.

### **Getting Help**

UCSB has numerous resources to assist students in **psychological or emotional distress**. If you or someone you know needs assistance, the following services are available to you:

Student Mental Health Coordination Services: 805-893-3030

Social Work Services: 805-893-3087

CAPS (Counseling and Psychological Services): 805-893-4411 (available 24/7); Building 599,  
<http://caps.sa.ucsb.edu/>

Title IX makes it clear that **violence and harassment based on sex and gender** is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, and age. If you or someone you know has been harassed or assaulted, you can seek assistance from UCSB CARE (Campus Advocacy Resources and Education). Women's Center, SRB 1220, 805-893-4613, <http://wgse.sa.ucsb.edu/CARE/>

For **general academic support**, students are encouraged to visit Campus Learning Assistance Services (CLAS) early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. More than 50% of students will stop by CLAS at one point or another during their time at UCSB. CLAS is located on the third floor of the Student Resource Building, or visit <http://clas.sa.ucsb.edu>.

Get **free groceries, drinks, toiletries, baby supplies, and more** at the AS Food Bank. This is available to any student; just go to the 3rd floor of the UCEN on Monday, Wednesday, & Thursday 9am-6pm.

## Course Schedule LING 70, Summer 2018

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
W1M		---	
W1T	Introduction	Syllabus; Lippi-Green preface, intro, ch. 1	
W1W	Language change	Lippi-Green ch. 2; Rickford 2011	
W1R	Accentedness	Lippi-Green ch. 3	
W2M	Standards	Lippi-Green ch. 4-5	
W2T	Learning to discriminate	Lippi-Green ch. 7	
W2W	<i>No class</i>	---	<i>Group 1 example</i>
W2R	The education system	Lippi-Green ch. 6	
W3M	Regional variation	Lippi-Green ch. 11	<i>HW 1 due</i>
W3T	Regional variation	<a href="#">Nativlang</a> intro, consonants, vowels	
W3W	Regional variation	--- ( <i>Do You Speak American?</i> in class)	<i>Group 2 example</i>
W3R	Language and gender	Wolfram and Schilling ch. 9	
W4M	Language and gender	Cameron 1994	<i>HW 2 due</i>
W4T	Language and ethnicity	Lippi-Green ch. 10	
W4W	Language and ethnicity	Lippi-Green ch. 16; Jordan 1988	<i>Group 1 example</i>
W3R	Schooling, “appropriateness”	Lippi-Green ch. 12, 13, 15	
W5M	“Sounding foreign”	Lippi-Green ch. 14	<i>HW 3 pt. 1 due</i>
W5T	English-Only	Crawford 2008	
W5W	English-Only	Crawford 2000	<i>HW 3 pt. 2 due;</i> <i>Group 2 example</i>
W5R	Language and the internet	Crystal 2011 ch. 2; McCulloch	
W5F		---	<i>HW 3 pt. 3 due</i>
W6M	Language and the internet	Pop-linguistics articles (links on course site)	
W6T	Linguistic urban legends	Pullum 1989; Deutscher 2010 ch. 6	<i>HW 4 due</i>
W6W	Linguistic urban legends	Avineri et al. 2015	
W6R	How to read a journal article	Blog posts (links on course site)	
W6F		---	<i>Write-around</i>

### References

- Avineri, Netta, Eric Johnson, Shirley Brice-Heath, Teresa McCarty, Elinor Ochs, Tamar Kremer-Sadlik, Susan Blum, Ana Celia Zentella, Jonathan Rosa, Nelson Flores, H. Samy Alim, and Django Paris (2015). “Invited forum: Bridging the ‘language gap’”. *Journal of Linguistic Anthropology* 25(1): 66-86.
- Cameron, Deborah (1994). “Verbal hygiene for women: Linguistics misapplied?” *Applied Linguistics* 15(4): 382-398.
- Crawford, James (2008). “Frequently asked questions about Official English.” Institute for Language and Education Policy.
- Crawford, James (2000). “Anatomy of the English-Only movement.”
- Crystal, David (2011). “The internet as a medium.” *Internet Linguistics: A Student’s Guide*. Routledge. 16-35.
- Deutscher, Guy (2010). “Crying Whorf.” *Through the Language Glass: Why the World Looks Different in Other Languages*. New York: Metropolitan Books. 129-156.

**Course Schedule**  
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Jordan, June (1988). "Nobody mean more to me than you and the future life of Willie Jordan." *Harvard Educational Review* 58(3): 363-374.

Lippi-Green, Rosina (2011). *English With an Accent* (2<sup>nd</sup> edition). Routledge.

Pullum, Geoffrey (1989). "The great Eskimo vocabulary hoax." *Natural Language and Linguistic Theory* 7: 275-281.

Rickford, John R. (2011). "Variation and change in our living language." In *The American Heritage Dictionary of the English Language* (5<sup>th</sup> ed.). Boston and New York: Houghton Mifflin. xiii-xix.

Wolfram, Walt, and Natalie Schilling (2016). "Gender and language variation." In *American English: Dialects and Variation* (3<sup>rd</sup> ed.). Wiley Blackwell. 245-280.