

FIRST-YEAR SEMINAR COURSE PROPOSAL

UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or any other existing course** that you wish to have designated to meet the first-year seminar requirement.

COURSE NUMBER:	<u>FSEM 100</u>		
COURSE TITLE:	<u>DO YOU SPEAK AMERICAN?</u>		
SUBMITTED BY:	<u>Courtney Clayton</u>	DATE:	<u>10-24-14</u>
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			4

COURSE DESCRIPTION. In the space below, provide a one- to two-sentence description of this class. The description will be entered in Banner and will also be used in other publications about the first-year seminar program (such as the “Eagle Essentials” booklet).

<u>This FSEM focuses on the relationships between language and power in society</u>

RATIONALE. Include short statement addressing how this course meets the FSEM’s basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

As stated above, this FSEM will focus on the relationships between language and power in society. Students will be expected to think deeply about how language connects with opportunities to succeed in society writ large; and, how the language(s) that they and others speak, particularly accents and dialects, can lead to discriminatory practices, e.g. in such areas as employment and higher education. The proposed seminar addresses all of the student learning outcomes now required in all FSEMs. In addition, the topic and course assignments will “cultivate the intellectual skills necessary for liberal learning through the in-depth study of a topic and the provision of instruction on how to gather and analyze information for the purpose of formulating and defending an opinion”.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document to Dave Stahlman (wdstahlm@umw.edu)**. All submissions **must** be in electronic form.

First-Year Seminar on Language, Society and Power

Tentative Title: *Do You Speak American?*

Course Description

This FSEM will focus on the relationships between language and power in society. Students will be expected to think deeply about how language connects with opportunities to succeed in society writ large; and, how the language(s) that they and others speak, particularly accents and dialects, can lead to discriminatory attitudes and practices, e.g. in such areas as employment and higher education.

Required Texts

Mooney, A. & Evans, B. (2015) *Language, society and power: An introduction (4th Edition)*. Routledge: New York, NY. (note to FSEM committee: this edition will be released in January 2015)

Hoffman, E. (1990). *Lost in translation: Life in a new language*. Penguin Books: New York, NY.

Additional Resources/Readings

PBS Series *Do You Speak American?*

Cavico, F. J., Muffler, S. C., & Mujtaba, B. G. (2013). Language diversity and discrimination in the American workplace: Legal, ethical, and practical considerations for management. *Journal of International Business and Cultural Studies*, 7, 1-39. Retrieved from <http://ezproxy.umw.edu:2048/login?url=http://search.proquest.com/docview/1314810236?accountid=12299>

Kruschwitz, P. (2011). Language is vital, not just to communicate [Blog Post] <http://www.theguardian.com/education/mortarboard/2011/sep/16/language-skills-job-requirement>

Reyhner, J. (2001). Linguicism in America. *NABE News*, 30(1), 12-15. Retrieved from <http://www.theguardian.com/education/mortarboard/2011/sep/16/language-skills-job-requirement> <http://jan.ucc.nau.edu/~jar/LIA.html>

Shousterman, C. (2013). Linguistic prejudice is a real prejudice. *The Online Journal of African American English*. Retrieved from: <http://africanamericanenglish.com/2013/10/30/linguistic-prejudice-is-a-real-prejudice-and-has-real-consequences/>

Zuidema, L. A. (2005). Myth education: Rationale and strategies for teaching against linguistic prejudice. *Journal Of Adolescent & Adult Literacy*, 48(8), 666-675.

Language Activities: All activities, with the exception of the age activity, can be found at: www.bsu.edu/learningfromhate/teaching.htm. Ageism Language Activity can be found at: www.tolerance.org

Course Requirements

Upon successful completion of this FSEM, students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support your messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion

Participation and Preparation (15 points)

Preparation and participation are critical aspects to your success in this first-year seminar. In order to have rich discussions as well as process key concepts, you must be well prepared for class, which means having read all of the material ahead of time. It will be evident to me given the small class size and nature of our discussions as to whether or not you have read the material and are prepared for class. **If you miss four or more classes (except in extraordinary circumstances), the portion of your grade for participation will be substantially lowered.** Chronically late arrivals are not acceptable and do not represent a commitment to your education. It is your responsibility to find out what you have missed when you are absent.

Library Orientation Tutorial (5 points)

Use this link (<http://libguides.umw.edu/orientation>) to complete the online introduction to library services, including the worksheet. The librarian will confirm your completion of the assignment for me.

Speech on Language and Society (10 points)

This assignment will challenge you early in the semester to become comfortable speaking in front of your peers. Each student will give a speech (5-6 minutes) that will be personal in nature. Your task is to tell us about your own language history and how this language history has enabled you or prevented you from pursuing opportunities. As with any speaking or writing task, part of your job is figuring out how much information you need to give your audience to make your speech meaningful and understandable. A scoring rubric will be provided for this assignment.

Written Reading/Video Responses (5 at 5 points each = 25 points)

These writing responses will enrich your understanding of course themes as they develop throughout the semester. These practices will also build or reinforce essential critical reading, thinking, and writing skills you will use throughout college. You will be given each writing assignment back for revision to practice editing your work. Guidelines will be provided in class for the structure of these response papers.

You will be constructing five written responses to the following:

1. *Language, Power and Society: Chapters 1 and 2*, including one of the following: *Cavico article; Reyhner article; Shousterman article; or Zuidema article*
2. *Do You Speak American? Part 1*
3. *Do You Speak American? Part 2*
4. *Lost In Translation*
5. *Do You Speak American? Part 3*

Language Activities (5 x 1 point each = 5 points)

You will be given 5 “language activities” that you will need to complete for class. The first one connects to Language and the Media. The second connects to Language and Gender. The third connects to Language and Age; the fourth to Language and Ethnicity; and the final activity to Language and Social Class. The activities need to be completed for the date listed on the syllabus.

1. Activity One: *What’s An Ism?* This activity asks you examine language prejudices on television
2. Activity Two: *Tracking Prejudice in Speech* This activity asks you to track derogatory comments you hear at UMW about women and people of different sexual orientation
3. Activity Three: *What is Ageism?* This activity will help you determine and analyze your own ageist attitudes.
4. Activity Four: *Who Wants to Join the Klan?* This activity will demonstrate how easily people might be lured into organizations that promote prejudice and intolerance.
5. Activity Five: *Pictures Are Worth A Thousand Words.* This activity explores how society makes assumptions about people based on their background and socioeconomic status.

Library Research Project (20 points)

This research project will give you the opportunity to delve more deeply into the idea of linguisticism. You will be required to research a particular vernacular or dialect used in this country, whose speakers have historically been and/or currently are discriminated against. Examples of this linguisticism include: attitudes towards African American Vernacular; the use of the students’ native languages for instruction in public schools; Southern accents; or the use of Spanish/English translations for “regular” transactions, including phone calls to banks or other institutions. The product of this research will be an annotated bibliography of five sources. You will also gain practice in summarizing texts and, importantly, assessing and responding to them. You will be turning in parts of this assignment over the course of the semester for revision and editing.

Oral Presentation of Research Project (15 points)

Similar to your speech on language and society, this is an assignment designed to improve your formal public speaking skills. However, in this case, you will be talking about the scholarly topic you chose for your research project. In this way, you are informing students in the class about expert researchers in the field. All speakers must present for 7-8 minutes. A detailed rubric will be provided for this assignment.

Final Essay Exam (5 points)

This exam will ask you to respond to a selection of questions about key concepts taught throughout the course.

Tentative Course Schedule

Week 1

- M Introduction/Icebreaker
- W Technology Review; Begin defining “language”
- F Mooney, Chapter 1: What is language?

Week 2

- M Mooney, Chapter 2: Language, Thought and Representation; Linguistic Prejudice: Zuidema article
- W Linguicism: Rehyner article; Shousterman article
- F Language Discrimination: Cavico article

Week 3

- M *Lost In Translation; **Writing Response # 1 Due***
- W Do You Speak American? Part 1
- F Do You Speak American? Part 1; ***Library Orientation Tutorial due by midnight***

Week 4

- M *Lost in Translation; **Writing Response #1 Revision Due***
- W Speeches on Language and Society
- F Speeches on Language and Society; ***Writing Response #2 Due***

Week 5

- M Speeches on Language and Society
- W Do You Speak American? Part 2
- F Do You Speak American? Part 2; ***Writing Response #2 Revision Due***

Week 6

- M Class meets in library for presentation on research skills; ***Writing Response #3 Due***
- W Mooney, Chapter 3: Language and Politics
- F *Lost in Translation*

Week 7

- M Mooney, Chapter 4: Language and The Media; ***Writing Response Revision #3 Due***
- W Language Activity: Language and the Media
- F *Lost in Translation*

Week 8

- M Fall Break
- W Mooney, Chapter 5: Language and Gender
- F Language Activity: Language and Gender

Week 9

- M Mooney, Chapter 6: Language and Ethnicity; **library research project due**
- W Language Activity: Language and Ethnicity
- F *Lost in Translation: Final Discussion*

Week 10

- M Mooney Chapter 7: Language and Age; ***Writing Response #4 Due***
- W Language Activity: Language and Age
- F Discussion of summary of one of four articles to present for oral presentations: (To FSEM COMMITTEE: students will bring a summary of one article to exchange and discuss with a peer. I will provide scaffolded support for the discussion so that students feel more prepared to write the annotated bibliography)

Week 11

- M Do You Speak American? Part 3; ***Writing Response #4 Revision Due***
- W Do You Speak American? Part 3
- F Do You Speak American? Final Discussion

Week 12

M Mooney, Chapter 8: Language and Social Class; ***Writing Response #5 Due***

W Language Activity: Language and Social Class

F Mooney, Chapter 9: Language and Identity

Week 13

M Oral Presentations of Research; ***Writing Response Revision #5 Due***

W Oral Presentations of Research

F Oral Presentations of Research

Week 14

M Mooney Chapter 10: Language and Standardi[s/z]tion

W Thanksgiving Break

F Thanksgiving Break

Week 15

M Kruschwitz Article

W Discussion of Central Course Themes

F Wrap-Up and Exam Prep

FINALS WEEK

Final Essay Exam