

## Call for Proposals for First-Year Seminars

First-year seminars are distributed across the disciplines, yet they are structured around a set of common student learning outcomes whose purpose is to introduce first-year students to the pursuit of intellectual inquiry while developing some of the fundamental skills necessary for success in a rigorous academic setting: information literacy and strong written and oral communication skills. Specific topics are determined by the instructor's background and interests. The objective of the first-year seminar is to 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 argument. Seminars will be deep in terms of the critical approach employed, but will involve topics that are accessible to first-year students. In addition, first-year seminars anticipate the experience of the senior seminar without the requisite background knowledge and skills that such seminars demand.

All first-year seminars involve meaningful research, writing, and speaking assignments in which students are given instruction and guidance on research, writing, and speaking at the college level. Resources provided by the QEP can be used to enhance the services offered by the Speaking and Writing Center, and instructors are encouraged to lean on these centers as they develop this portion of their course. Contact the Director of the Writing Center, Gwen Hale ([ghale@umw.edu](mailto:ghale@umw.edu)); the Director of the Speaking Center, Anand Rao ([arao@umw.edu](mailto:arao@umw.edu)); and Reference Librarian for First-Year Programs, Peter Catlin ([pcatlin@umw.edu](mailto:pcatlin@umw.edu)) for assistance on how each of these resources can help you.

**Every course should have the following basic components and address the FSEM student learning outcomes.**

First-year seminars will

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

### Student Learning Outcomes (must be included on your syllabus!)

Upon successful completion of an FSEM, students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their 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.

We are looking for seminars, not traditional courses, which demonstrate the sort of intellectual inquiry higher education can offer. The [QEP website](#) contains a number of resources to help faculty in designing an FSEM that achieves these student learning outcomes. In particular, it has a [comprehensive list of existing FSEMs and model syllabi](#), and a handbook entitled "[FSEMs: A Faculty Perspective](#)." This handbook was prepared in Spring 2015 to assist new and returning faculty in the preparation of an FSEM syllabus. You should not take an existing course and re-title and re-number it.

As we continue the transition to all first-year students taking FSEM their first semester, faculty should recognize that first-year seminar instructors will play a role in the advising of first-year students. Professional advisors will be working with faculty in this endeavor and faculty will not be expected to develop advising materials. It is our hope that a collaborative program between first-year seminar instructors, student peer mentors, and the professional advisors is a sound model for the academic component of the first-year experience.

**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.

<b>COURSE NUMBER:</b>	<b>FSEM 100</b>		
<b>COURSE TITLE:</b>	<b>JUST WORDS? LANGUAGE AND/IN SOCIETY</b>		
<b>SUBMITTED BY:</b>	María-Isabel Martínez-Mira	<b>DATE:</b>	1/25/16
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<input checked="" type="checkbox"/> X

**COURSE DESCRIPTION.** In the space below, provide a one- to two-sentence description of this course. 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).

This course examines (a) the interaction of language with society and the individual, and (b) language’s role in establishing power, ethnicity, gender, and social identity relations. Students are also introduced to linguistic diversity both in the US society today and globally, and will become acquainted with the proper methodological tools to examine it.

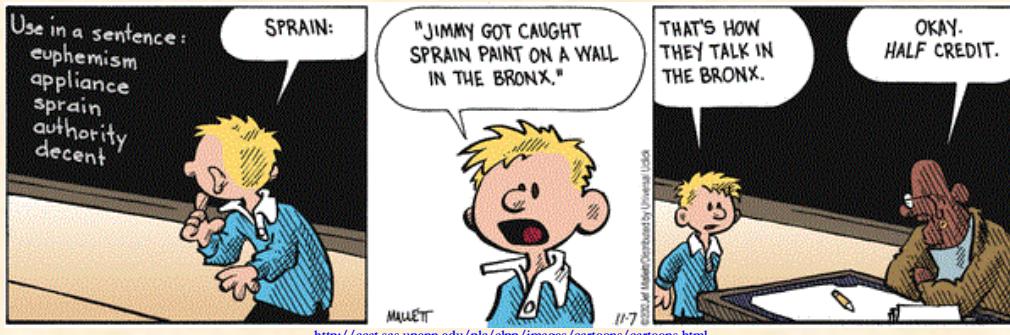
**RATIONALE.** Include short statement addressing how this course meets the FSEM’s basic components, explaining *specifically* how it will meet the common FSEM student learning outcomes (see FSEM call above), and arguing why this course should be approved to meet the FSEM General Education requirement. Please point to specific readings, assignments, and exercises and show how they will meet the learning outcomes.

In this course, students will review the literature on different topics that highlight the role of language and/in society. Readings and class materials will expose students to/familiarize them with a variety of topics, examining various approaches (including variationist, interactional, and ethnographic accounts), and analyzing an array of data types in class, from everyday casual conversation and oral narrative to speeches, literary passages, comedy, and mediated discourse, to name a few. The selected readings will allow students to explore how language plays a crucial role when discussing, among others, (aspects of) personal/community/digital identity, race/ethnicity, gender/sexuality, regional and national origin, differentiation, ideology, style, or language contact, and how these topics might intersect. As students read a variety of primary sources for the course, they will be able to use this knowledge to develop their own views on these topics in written assignments, class discussions, and oral presentations, thus improving their interpersonal, communication skills. It is hoped that these themes will increase the students’ interest in sociolinguistic topics at the local, national, and global levels, thus allowing them to conduct original research and establish meaningful connections between the theoretical approaches/topics seen in class and their real-life manifestations.

**SYLLABUS.** Attach a complete course syllabus.

**SUBMIT** this form and attached syllabus electronically as one document to Will Mackintosh ([wmackint@umw.edu](mailto:wmackint@umw.edu)) by 5 PM on February 1, 2016. All submissions **must** be in electronic form.

## FSEM 100: Just words? Language and/in Society



“Language is a city to the building of which every human being brought a stone.”  
Ralph Waldo Emerson, *Letters and Social Aims*.

**Instructor.** María-Isabel (Marisa) Martínez-Mira

**Office hours:** TBD

**Class time/location:** TBD

**Telephone:** 540-654-1986

**Office:** Combs 243

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### COURSE DESCRIPTION

This course examines (a) the interaction of language with society and the individual, and (b) language's role in establishing power, ethnicity, gender, and social identity relations, i.e. how linguistic resources like phonological, grammatical, and discourse features contribute to the expression/interpretation of such relations. Students are also introduced to linguistic diversity both in current US society and globally, and will become acquainted with the proper methodological tools to examine it. Our freshmen seminar will:

- ✓ Utilize active, discussion-based, participatory learning as a crucial component determining students' final grade.
- ✓ Be exploratory in nature, thus exposing students to different topics where the relationship between language and (different components of) society can be studied.
- ✓ Have students read primary sources which will be uploaded onto Canvas for weekly class discussions and projects.
- ✓ Have students synthesize material from multiple sources to develop their own views on the topic by means of written and oral projects specified in the syllabus.

### GENERAL EDUCATION OUTCOMES

*Humanities: Arts, Literature, and Performance*

Upon successful completion of this area, students will demonstrate an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as language, literature, and/or the fine and performing arts, and to communicate the results.

### *Social Sciences: Human experience and society*

Upon successful completion of this area, students will demonstrate an ability to examine and comprehend human nature and behavior, social traditions, and institutions critically.

### *Intercultural Studies: Global inquiry, Experiential/exploratory learning*

Upon successful completion of this area, students will demonstrate an ability to examine interactions and interconnections across cultures.

## **STUDENT LEARNING OUTCOMES**

Upon satisfactory completion of the course, students will be able to:

- ✓ Analyze a conversation and explain the characteristics of language use.
- ✓ Explain “language” in linguistic terms and describe its relationship to society and the individual.
- ✓ Explain how various social, cultural, and affective factors influence language and communication when discussing ethnicity, identity, power, and other related topics.

## **COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

- ✓ Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their 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.
- ✓ Communicate effectively in a variety of settings, including public speaking and group discussion.

Among others, this will be seen when students are able to:

- ✓ Explain a dialect in linguistic terms, and describe linguistic processes using appropriate terminology.
- ✓ Assess a dialect’s role in affecting the user’s education, ethnic identification, identity, and place in society.
- ✓ Analyze (different types of) discourses socio-linguistically.
- ✓ Assess the role that language plays in forming values, concepts, and beliefs held by individuals and society.

## **COURSE COMPONENTS/GRADE DISTRIBUTION**

This course consists of the following sections:

**Attendance/Participation (10%):** Students are expected to attend all classes, be **fully prepared** (i.e. having read all assigned texts, and having completed all assignments), and participate actively in all class activities.

**Discussion Facilitator (5%):** Students will work in pairs to facilitate ONE class discussion. They should create a handout with 1 to 2 bullet point summaries of the assigned reading's main points and come up with 5-6 discussion questions. Students will have to submit their summaries and questions to their professor the day before discussion by 5:00 p.m. ET. They will receive feedback and suggested changes by 8 p.m. so that they can make the recommended changes before class and improve the discussion experience. During class, students will organize into small and large groups and keep group discussions on track.

**Reflection Essay: Before and After (10%):** Each student will write TWO essays (2-3 pages) at the beginning and another at the end of the semester reflecting on how language has played an important role in one of the topics specified in the syllabus. The second essay should demonstrate how this course has changed the way each student thinks about language and the topic (s)he chose for his/her first essay, reflecting what element(s) taught/discussed throughout the course played the most significant role in determining his/her views on that topic.

**Current Event Analysis (10%):** Students must choose an article from a credible news source to discuss a current event pertaining to any of the topics discussed in the course (e.g. language, identity, power, language planning, etc.). They must critique this article by writing an essay (2-3 pages) discussing its content, identifying possible biases in the author's understanding of the relation of language and the topic of discussion in the article, and analyzing the article's strengths, weaknesses, and/or possible hidden power dynamics (when/if appropriate).

**Original Research Project (20%):** Each student will do an extended research project (8-10 pages, double-spaced, Times New Roman 12 font) on a language-related topic of his/her choice. By **Week 8**, students will prepare a research proposal for their project, an annotated bibliography of three sources that they will use in their paper, so that I can offer some feedback/guidance/suggestions for the successful completion of the project; during the last week of classes, they will present some of their findings to the class (see "progress report" below). The idea here is for every student to conduct original research of some sort. Possibilities include personal interviews, data collection, and surveys, depending on the student's own interests. **Please keep in mind that if a project involves the participation of human beings, students need to submit their project proposal to the Institutional Review Board (IRB) before they begin the data collection process. This cannot be done until students get IRB approval.** Check <http://provost.umw.edu/irb/> for information about IRB meeting deadlines, when/how to submit proposal, and needed training to conduct research.

One member from the library staff will come to class and talk about how to conduct the research process, as well as issues with source citations and plagiarism to clarify any questions you might have about these topics. For further help, please visit

<http://academics.umw.edu/qep/learning-modules-2/craap-test/> to learn the difference between appropriate and inappropriate sources for papers and bibliographies, and <http://academics.umw.edu/qep/learning-modules-2/deconstructing-citations/> to help you use the information found in citations to find the sources for your own research.

**Reading Questions (20%):** Weekly reading questions will be posted on Canvas so that students can easily access them. Students are expected to submit answers (1-2 paragraphs per question) to **any of the two sets** of reading questions. Students must post their responses on Canvas by 8:00 p.m. the day before these questions are going to be discussed in class.

**Scheduled Quizzes (20%):** There will be TWO in-class quizzes (multiple choice, definitions, essay) to help you manage the course content and help you prepare your final project for the course. Dates are specified in the syllabus.

**Final project: Progress report (5%):** During the last week of classes, students will informally present a progress report on the status of their final paper. The rest of students will offer their feedback on their classmates' projects.

## POLICIES/GRADE SCALE

*Written assignments:* All essays should be double-spaced and typed in 12-point Times New Roman font. Please consult the style guide of the APA (American Psychological Association) and use it to submit your written projects. You can find a summary at <https://owl.english.purdue.edu/owl/resource/560/01/>

In addition to the information provided by members of the library staff about this topic, if you have questions about citation resources, please check the following link:

<http://students.umw.edu/fredericksburghonorcouncil/citation-resources/>

You can also visit the Writing Center (HCC 430) and schedule an appointment (<http://universityofmarywashington.fullslate.com/>) to review documentation guidelines. Keep in mind that plagiarism is a very serious matter in academia, and plagiarized papers/projects will immediately be reported to the Honor Council.

*Oral assignments:* To prepare for your oral assignments/presentations, it is highly encouraged that you visit the Speaking Center. To make an appointment, stop by HCC 437, or go to <http://umwspkc.org/make-an-appointment/> and schedule yours.

Useful handouts (from the SI program website):

<http://academics.umw.edu/speaking/speaking-center/useful-handouts/>

The syllabus specifies when each reading posting/project/class discussion is due, and on which day. Details of possible changes will be announced well in advance so students can plan accordingly. **I will not accept any assignment after the due, specified deadline unless the student has previously discussed this with me.** If students submit their assignments three hours after the deadline, they will have a 15% grade reduction over the grade they would have got if they had submitted their assignment on time. If the student submits his/her assignment after this 3-hour grace period, I will not grade it, and consequently the student will receive an "F" for it.

Similarly, this applies to the rest of sections in this course as well. If the student is not in class for the day assigned for either oral presentations or quizzes (i.e. without proper documentation –doctor's note, note from team coach, etc.), (s)he will be able to do these within the next three hours after the specified day/time for those activities, with a 15% grade reduction over the grade they would have got should if they had been in class for those presentations/exams. After those 3 hours, the student will not be able to either take the tests or do the oral presentations.

Proper documentation is required for excused absences (illness and emergencies), otherwise the absence will not be considered ‘excused.’

A = 94- 100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 60-66

F = 0-59

## **DISABILITY STATEMENT**

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel and assist students with disabilities. If you receive services through their office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter to the appointment. I will hold any information shared with me in the strictest confidence unless you give me permission to do otherwise. The Office of Disability Resources contact telephone number is 540-654-1266.

## **TENTATIVE COURSE SCHEDULE**

Date	Topic	Readings	Assignments
Week 1	<ul style="list-style-type: none"> <li>▪ <i>Introduction: Language in society, society in language</i> <ul style="list-style-type: none"> <li>- Language vs. dialect</li> <li>- Accent vs. dialect</li> <li>- Register/style</li> <li>- Speech communities, communicative competence</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- <i>Reading questions due on...</i></li> <li>- <i>First reflection essay due on...</i></li> </ul>

	<b>Variation and language</b>	- <i>Reading questions due on... Students leading discussion #1</i>
Week 2	<ul style="list-style-type: none"> <li>- Variable/variants</li> <li>- Regional dialectology</li> <li>- Standards/norms /alternation of the norms</li> <li>- Stereotypes/mark ers/indicators</li> </ul>	
Week 3	<b>Language variation and style</b>	- <i>Reading questions due on...</i>
	<ul style="list-style-type: none"> <li>- Studying variation in speakers' style</li> <li>- Prestige of a variable</li> <li>- Language variation and social life</li> </ul>	
Weeks 4/5	<b>Language identity and attitudes</b>	<ul style="list-style-type: none"> <li>- Language attitudes in language change</li> <li>- Linguistic relativism</li> <li>- Reclaiming derogatory terms</li> <li>- Attitudes to language: identities and accommodation</li> <li>- Social identity theory/Identity as a social construct</li> <li>- Digital identity</li> </ul>
Week 6	<b>Language contact</b>	<ul style="list-style-type: none"> <li>- How contact between varieties relates to variation and change</li> <li>- Dialect leveling</li> <li>- Contact-induced change</li> <li>- Sociolinguistic constraints on contact</li> </ul>

	<ul style="list-style-type: none"> <li>- Global contact, global language?</li> </ul> <p><b><i>Multilingualism and language choice</i></b></p> <ul style="list-style-type: none"> <li>- Language policy and planning in multilingual societies</li> <li>- Language rights and ethnolinguistic vitality</li> <li>- Language diglossia</li> <li>- Vitality and prestige?</li> <li>- Language maintenance/ shift/death</li> <li>- Code-switching, code-mixing, and identity</li> <li>- Speech levels and codes</li> </ul> <p><b><i>Language and social interaction: Politeness in speech</i></b></p> <ul style="list-style-type: none"> <li>- Face-to-face interaction</li> <li>- Footing/creating “face”/Politeness theory</li> <li>- Politeness theory and intercultural communication</li> <li>- Politeness and (linguistic) power</li> </ul> <p><b><i>Language and Social class</i></b></p> <ul style="list-style-type: none"> <li>- Class as a factor in linguistic variation</li> <li>- (Linguistic) Stratification</li> <li>- Crossover effects: change from above/below</li> <li>- The relation</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Reading questions due on...</i></b></li> <li>- <b><i>Current event analysis due</i></b></li> </ul> <p><b><i>- Reading questions due on...</i></b></p> <p><b><i>- Students leading discussion #4</i></b></p> <p><b><i>- Project proposal due</i></b></p> <p><b><i>- In-class research instruction session (Peter Catlin)</i></b></p> <p><b><i>- Reading questions due on...</i></b></p> <p><b><i>- SECOND QUIZ</i></b></p>
Week 7		
Week 8		
Week 9		

	between class and style	
Week 10	<p><b><i>Social networks and communities of practice</i></b></p> <ul style="list-style-type: none"> <li>- Social networks</li> <li>- Communities of practice: highly local networks</li> <li>- Interaction of occupation and social networks</li> </ul> <p><b><i>Language, gender, and sexuality</i></b></p> <ul style="list-style-type: none"> <li>- Sex or gender?</li> <li>- Gender differences and their linguistic representation</li> <li>- Gender practices, gendered style</li> <li>- Gender and sexuality</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Reading questions due on...</i></b></li> <li>- <b><i>Students leading discussion #5</i></b></li> </ul>
Week 11	<p><b><i>Linguistic problems as societal problems</i></b></p> <ul style="list-style-type: none"> <li>- Language and educational failure</li> <li>- Language differences in the classroom</li> <li>- Testing: Deciding what is right</li> <li>- Bilingual education: maintenance or assimilation?</li> <li>- Immersion/submersion</li> <li>- Semilingualism</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Reading questions due on...</i></b></li> </ul>
Week 12	<p><b><i>Language, power, and micro-interactions</i></b></p> <ul style="list-style-type: none"> <li>- Indexicality</li> <li>- Indexicality and micro-interactions</li> <li>- Family and negotiation of</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Reading questions due on...</i></b></li> <li>- <b><i>Students leading discussion #6</i></b></li> </ul>
Week 13		<ul style="list-style-type: none"> <li>- <b><i>Reading questions due on...</i></b></li> </ul>

	<ul style="list-style-type: none"> <li>- values through language</li> <li>- Bureaucracy and institutional settings</li> <li>- Institutional discourse and gatekeeping</li> <li>- Medical and law settings</li> </ul> <p><b><i>Language, power, and macro-societal issues</i></b></p> <ul style="list-style-type: none"> <li>- Language hierarchies and government policies</li> <li>- Language in the public sphere: critical perspectives</li> <li>- Language and media representation</li> <li>- Language policies and political contexts</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Reading questions due on...</i></b></li> <li>- <b><i>Students leading discussion #7</i></b></li> </ul>
Week 14		
Week 15	<p><b><i>Class discussions on students' final projects: Progress report</i></b></p>	<ul style="list-style-type: none"> <li>- <b><i>Second reflection essay due on...</i></b></li> </ul>
Week 16: FINAL PROJECT DUE		

#### **READINGS TO BE CONSIDERED FOR THE SEMINAR (in progress):**

Aikhenvald, A. (2003). Multilingualism and ethnic stereotypes: The Tariana of northwest Amazonia. *Language and society*, 32, 1-21.

Ash, Sharon (2002). Social class. In Chambers, J.K., Trudgill, P., and Schilling-Estes, N. (eds.) *The handbook of language variation and change*. Oxford: Blackwell, 402-422.

Bailey, B. (2007). Language alternation as a resource for identity negotiations among Dominican American bilinguals. In Auer, Peter (ed.) *Style and social identities: Alternative approaches to linguistic heterogeneity*. New York: Mouton de Gruyter, 29-56.

- Bake, P. (2001). Moral Panic and Alternative Identity Construction in Usenet. *Journal of Computer-Mediated Communication*, 7(1). Retrieved January 23, 2016, from <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2001.tb00136.x/full>
- Baker, P. *Sexed texts: Language, gender, and sexuality*. London: Equinox.
- Barrett, R. (2006). Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant. *Language in Society*, 35, 163-204.
- Baugh, J. (2000). Racial identification by speech. *American Speech*, 75, 362-364.
- Berk-Seligson, S. (1990). Bilingual court proceedings: The role of the court interpreter. In Levi, J. N. and A. C. Walker (eds.) *Language in the judicial process*, 5. New York: Plenum, 155-201.
- Blum-Kulka, S. (1997). *Dinner talk: Cultural patterns of sociability and socialization in family discourse*. Mahwah, NJ/London: Lawrence Erlbaum.
- Brock, A. (2009). "Who do you think you are?:" Race, representation, and cultural rhetorics in online spaces. *Poroi: An Interdisciplinary Journal of Rhetorical Analysis and Invention*, 6(1), 15-35.
- Brown, P. and Levinson, S. (1987). *Politeness: Some universals in language use*. Cambridge: Cambridge University Press.
- Bucholtz, M. and Hall, K. (2004). Theorizing identity in language and sexuality research. *Language in Society*, 33, 469-515.
- Bucholtz, M. and Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4-5), 585-614.
- Cameron, D. (2007). *The myth of Mars and Venus: Do men and women really speak different languages?* Oxford: Oxford University Press.
- Canagarajah, S. (2007). The ecology of global English. *International Multilingual Research Journal*, 1(2), 89-100.
- Choi, J. (2002). The role of language in ideological construction of Mayan identities in Guatemala. In Mey, I., Pizer, G., Su, His-Yao, Szmania, S. (eds.) *Proceedings of the Tenth Annual Symposium about Language and Society-Austin (Texas Linguistic Forum 45)*. Austin: Texas Linguistic Forum, 22-31.
- Coupland, N (2001). Dialect stylization in radio talk. *Language in Society*, 30, 345-375.
- Coupland, N. (2003). Sociolinguistic authenticities. *Journal of Sociolinguistics*, 7(3), 417-431.
- Crawford, J. (2007). The Decline of Bilingual Education: How to Reverse a Troubling Trend? *International Multilingual Research Journal*, 1(1), 33-37.
- De Cilia, R., Reisigl, M., and Wodak, R. (1999). The discursive construction of national identities. *Discourse and Society*, 10(2), 149-173.
- Fuller, Janet M. (2007). Language choice as a means of shaping identity. *Journal of Linguistic Anthropology*, 17(1), 105-129.

- Garza, E. (2007). Teaching and learning in two Languages: Bilingualism and schooling in the United States. *International Multilingual Research Journal*, 1(1), 48-51.
- Ginger, J. (2008). *The Facebook project: Performance and construction of digital identity*. Unpublished MA Thesis, Department of Sociology, University of Illinois at Champaign-Urbana.
- Hill, Jane H. (1998). Language, race, and white public space. *American Anthropologist*, 100(3), 680-689.
- Johnstone, B., Bean, J. (1997). Self-expression and linguistic variation. *Language in Society*, 26, 221-246.
- Labov, W. (1972). The social stratification of (r) in New York City department stores. In Labov, W. (1972). *Sociolinguistic patterns*. Philadelphia, PA: University of Pennsylvania Press, 43-54.
- Labov, W. (1972). The social motivation of a sound change. In Labov, W. (1972). *Sociolinguistic patterns*. Philadelphia, PA: University of Pennsylvania Press, 1-42.
- Lamboy, E. M. (2011). Language and identity construction: Can we talk about a new Puerto Rican in the United States? In Ortiz-López, Luis A. (ed.) *Selected proceedings of the 13th Hispanic linguistics symposium*. Sommerville, MA: Cascadilla Proceedings Project, 70-80.
- Leland, J. and Nadine, J. (1997). 'Hooked on Ebonics', *Newsweek*, 13 January, 78-80.
- Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. London, New York: Routledge, 255-280.
- Mendoza-Denton, N. (1999). Fighting words: Latina girls, gangs, and language attitudes. In Galindo, Letticia, and María Dolores Gonzales (eds.) *Speaking Chicana: Voice, power, and identity*. Tucson: The University of Arizona Press, 39-56.
- Milroy, L. (2002). Mobility, contact and language change - Working with contemporary speech communities. *Journal of Sociolinguistics*, 6(1), 3-15.
- Otheguy, Ricardo, and Nancy Stern (2010). On so-called Spanglish. *International Journal of Bilingualism*, 15(1), 85-100.
- Philips, S. U. (2006). Language and social inequality. In Duranti, A. (ed.) *A companion to linguistic anthropology*. Malden, MA: Blackwell, 474-495.
- Urciuoli, B. (2008). Whose Spanish? The tension between linguistic correctness and cultural identity. In Niño-Murcia, Mercedes, and Jason Rothman (eds.) *Bilingualism and identity: Spanish at the crossroads with other languages*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 257-277.
- van Dijk, T. (2006). Discourse and manipulation. *Discourse and society*, 17(3), 359-383.