

**San José State University**  
**Department of Linguistics and Language Development**  
**LING129, Culture, Language, and Ethnicity in the U.S.**  
**Section 03, Fall 2018**

**Course and Contact Information**

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<b>Office Hours:</b>	T/Th 11:00 AM, and by appointment
<b>Class Days/Time:</b>	T/Th 12:00 – 1:15 PM
<b>Classroom:</b>	BBC 203
<b>Prerequisites:</b>	<ul style="list-style-type: none"><li>• Passage of the Writing Skills Test (WST) or ENG/LLD 100A with a C or better (C- not accepted)</li><li>• Completion of core GE</li><li>• Completion of/co-registration in 100W is strongly recommended.</li></ul>
<b>GE/SJSU Studies Category:</b>	Area S: Self, Society, and Equality in the U.S. (This course may not be used as an elective for the MA in Linguistics or TESOL.)

**Canvas and MYSJSU Messaging**

Course materials such as syllabus, lecture slides, assignment instructions, etc. can be found on [Canvas](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

**Course Description**

The role of language in the formation of culture and ethnicity in the U.S. Language and culture contact between indigenous, colonial, and immigrant peoples.

**GE Learning Outcomes (GELO)**

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

GELO 1: describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO 3: describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); and

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### Course Learning Outcomes (CLO)

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

- CLO 1: describe how social and cultural identity is shaped through language use in contexts of both equality and inequality;
- CLO 2: describe the history of social, political, and economic processes that have produced (and continue to produce) linguistic diversity and equality/inequality in the U.S., including factors contributing to language maintenance, language shift, or language death;
- CLO 3: describe language choices and policies that have led to greater equality and social justice in the U.S.;
- CLO 4: identify ways in which they can contribute to positive interactions among people of different racial, ethnic, and cultural groups in the U.S.; and
- CLO 5: write academic papers in a style appropriate to cultural anthropology and sociolinguistics, using observation and analysis of language use and variation among U.S. cultural and ethnic groups.

### Required Texts/Readings

A compiled course reader is available at Maple Press, 330 S. 10th St. #200 (408-297-1001). Cash only

### Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

For all assignments and examinations, see **Course Schedule** at the end of this syllabus for due dates. Below is the list of required course works.

#### 1. Critical Reflection Paper on Identity and Language (500 words min. or about 2 pages double-spaced)

In this assignment, you will write a critical reflection paper about (1) how your identity has influenced your life experiences (or vice versa) and (2) how the language you speak or language use in our society has been involved in the above experience. You will also review one of your peer's papers as a part of the assignment. This assignment addresses **GELOs 1 and 4** as well as **CLOs 1, 4 and 5**.

#### 2-4. Critical Response Papers to the Videos (500 words min. each, for a total of 1500 words min.)

In this assignment, you will write a critical response paper after viewing each of the three videos in class (*Speaking in Tongues*; *Do You Speak American*; and *Just a Piece of Cloth*). This assignment addresses **GELOs 2 and 3** as well as **CLOs 2, 3 and 5**.

#### 5. Group Presentation on a "Language Myth"

In this assignment, you will form a group and together you will develop a short presentation and class activity about one of the language myths in your textbook. After the presentation, you will each turn in a self-evaluation (100 words), required for a grade (template will be provided). This assignment addresses **GELOs 2, 3 and 4** as well as **CLOs 2, 3 and 4**.

**6-7. Two Examinations (Midterm Exam and Final Exam)**

There will be a midterm and a final exam, both in the equivalent formats and lengths. These exams include some True/False questions, multiple choice questions, and some paragraph-length answers (approx. 300 word in short answer questions in each exam). The midterm exam will be on the topics covered during the first half of the course, and the final exam will be on the second half of the course. These exams addresses **GELOs 2 and 3** as well as **CLOs 2 and 3**.

**8. Interview with a Speaker of another Language (Presentation and Final Paper)**

You will conduct an interview (about 30 minutes) with someone who speaks a language other than your own, and (a) do a short (5 minute) power point presentation to the class on your findings from the interview; and (b) write an interview-based research paper (approx. 1000 words, 4 pages double-spaced). You will also review two of your peer’s presentations as a part of requirement. This assignment addresses **GELOs 4** as well as **CLOs 4 and 5**.

**9. Participation**

You will earn up to 5 points from participation in five specific in-class activities throughout the course of the semester. Note that participation points are non-retrievable; that is, other activity cannot substitute for the participation points. These activities address **GELOs 2, 3 and 4** as well as **CLOs 2, 3 and 4**.

**Grading Information**

Your final grade will be based on your performance on the required course works as summarized below:

1. Critical Reflection Paper on Identity	10%
2. Critical Response Paper to Video 1	5%
3. Critical Response Paper to Video 2	5%
4. Critical Response Paper to Video 3	5%
5. Group Presentation and Self Evaluation ( <i>Language Myths</i> )	10%
6. Midterm Examination	20%
7. Final Examination	20%
8. Interview presentation	5%
9. Interview paper	15%
<u>10. Participation</u>	<u>5%</u>
<b>TOTAL</b>	<b>100%</b>

**Letter Grades:**

A+	98% and above*	A	97-94%	A-	93-90%
B+	89-87%	B	86-84%	B-	83-80%
C+	79-77%	C	76-74%	C-	73-70%
D+	69-67%	D	66-64%	D-	63-60%
				<b>F</b>	<b>Below 60%</b>

\* An [A+] will be given to score greater than 98% *excluding* percentage point from extra credit works.

*Note: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.*

### **Grading transparency:**

The total number of earnable points for this course is 100. For example, if you receive 9 points on an assignment worth 10 points, those 9 points will be added to your total point accumulation. I will post grades of your exams and assignments on Canvas as soon as they are graded. This will give you a sense of how you are doing in the class.

### **Extra credit options:**

An Extra Credit work (worth 4 %) is available for everyone, and it will be discussed in class.

### **Late work policy:**

Assignments are due at the beginning of class, on the date shown in the **Course Schedule** at the end of this greensheet. Please be aware that assignments turned in after the class-period of their due dates are considered as late works. Penalty for late work is as follows:

- Late 3 or fewer calendar days: Minus 15% of max point (e.g., 1.5 point for Identity Paper).
- Late 4-7 calendar days: Minus 30% of max point.
- Late more than 7 calendar days: Minus 50% of max point.
- All late works are **due within two weeks** after the original due dates.

In case of extenuating circumstances (an accident, family bereavement, serious illness or other serious circumstances) you may request an extension of the due date. To do so, you need to submit (1) a written request for the extension together with (2) a supporting documentation with a wet signature. The request must be submitted **at least 48 hours in advance of the due date**, but the supporting documentation may be submitted afterward.

### **Classroom Protocol**

You are expected to treat the classroom with respect and seriousness. I will treat you as a student, not as a customer or consumer. You are expected to adhere to the following general classroom norms:

1. Turn off your cell phone prior to the start of class.
2. Arrive in time.
3. **Bring lecture notes** to all class meetings.
4. Do not Facebook, Twitter, e-mail, or anything else during class time.
5. Do not leave the classroom while class is in session except in the case of extreme personal emergency.
6. You are expected to pay attention to and be respectful of other members of the class.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

**LING 129: Culture, Language, and Ethnicity in the U.S.**  
**Fall 2017, Course Schedule**  
**(Subject to change with fair notice)**

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Assignments</b>	<b>Readings</b>
1	8/21 (T)	Introduction to LING 129 Guiding questions	
1	8/23 (Th)	Identity and society	Ramos, 2001 (CR 1)
2	8/28 (T)	Language and society <i>Identity Paper</i> assigned <i>Group Presentation (Language Myths)</i> assigned	Barcelos, 2008 (CR 2) Dragojevic, 2017 (CR 3) Vanniarajan, (In Preparation, see Canvas)
2	8/30(Th)	Race, ethnicity, and language <b><i>Group Presentation</i> topic survey due</b>	Mukhopadhyay & Henze, 2003 (CR 4)
3	9/4 (T)	<b>Peer review</b> of <i>Identity Paper</i> ( <b>bring 2 copies</b> ) Group works on <i>Language Myths</i>	
3	9/6 (Th)	Indigenous languages in the U.S. <b><i>Identity Paper</i> due</b>	Diamond, 1993 (CR 5) Conklin & Lourie, 1983 (CR 6)
4	9/11 (T)	View Video: <i>Speaking in Tongues</i> [streaming] <i>Response Paper 1</i> assigned	
4	9/13(Th)	Heritage language and bilingualism	Tse, 2001 (CR 7) Shin, 2013a (CR 8)
5	9/18 (T)	Language policy and bilingualism <b><i>Response Paper 1</i> due</b>	Schmidt, 2002 (CR 9) Spolsky, 2011 (CR 10)
5	9/20 (Th)	Language ideology	Cadiero-Kaplan, 2002 (see Canvas) Gao, 2014 (see Canvas)
6	9/25(T)	Colonial languages	Conklin & Lourie (CR 6)
6	9/27 (Th)	Colonial languages (cont.) <b>Group Presentation 1</b>	Conklin & Lourie (CR 6) <i>Lau v. Nichols</i> (CR 11) <i>Meyer v. Nebraska</i> (CR 12)
7	10/2 (T)	<b>Group Presentation 2, 3, &amp; 4</b>	Course Reader Part 3
7	10/4 (Th)	<b>Group Presentation 5, 6, &amp; 7</b>	Course Reader Part 3
8	10/9 (T)	Review for the Midterm Exam	

Week	Date	Topics, Assignments	Readings
8	10/11 (Th)	<b>Midterm Exam (bring an Exam Book)</b>	
9	10/16 (T)	Structure of Language <i>Interview Project</i> assigned	
9	10/18 (Th)	View Video: <i>Do you speak American?</i> [XD 0056] <i>Response Paper 2</i> assigned	
10	10/23 (T)	Varieties of American English	Tottie, 2002 (CR 13)
10	10/25 (Th)	Varieties (cont.): AAE <b><i>Response Paper 2</i> due</b>	Tottie, 2002 (CR 13)
11	10/30 (T)	Varieties (cont.): AAE <b><i>Response Paper 2</i> due</b>	Rickford, 1999 (CR 14)
11	11/1 (Th)	Varieties (cont.): Standard English American vs. British English	Trudgill, 2011 (CR 15) Finegan, 2004 (CR 16)
12	11/6 (T)	Varieties (cont.): code switching	Shin, 2013 (CR 17)
12	11/8 (Th)	Critical language analysis and awareness	Briscoe, Arriaza & Henze (CR18)
13	11/13 (T)	View Video: <i>Just a piece of cloth</i> [XD 1729] <b><i>Response Paper 3</i> assigned</b>	Briscoe, Arriaza & Henze (CR18)
13	11/15 (Th)	Interview Project Workshop <b><i>Response Paper 3</i> due</b>	Interview Project Instruction
14	11/20 (T)	Final Exam Review	
14	11/22 (Th)	<i>Thanksgiving, Campus Closed</i>	
15	11/27 (T)	<b>Final Exam</b>	
15	11/29 (Th)	<b>Interview Presentation part 1</b>	
16	12/4 (T)	<b>Interview Presentation part 2</b>	
16		<b>Thursday, December 6, 12:00 – 1:15 PM</b> <b>Interview Presentation part 3</b> <b>Final Interview Paper due in Class</b>	