

FYSE 1405: Language and Social Justice

Fall 2016

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Office Hours (in Carr Hall 201) : T/Th 3:00-4:30pm, or by appt.

Course Description (revised)

In this seminar, we will explore questions such as the following: What is the relationship between language and power? How does linguistic prejudice contribute to social inequality? Is language a human right, and if so, what are the implications? We will engage with scholarly, journalistic, and literary works, including writings by Julia Alvarez, James Baldwin, John Baugh, Lisa Delpit, Rosina Lippi-Green, Richard Rodriguez, Amy Tan, and others. Students will develop a range of reading, writing, and oral presentation skills, and will receive frequent feedback on their work throughout the semester. (SOC)

Student Learning Outcomes

- An understanding of how language and power intersect
- Critical skills deriving from thoughtful engagement with course readings
- The ability to write and revise various kinds of academic work
- Improved facility in oral expression, both in discussions and in presentation
- The ability to find, evaluate, synthesize, and cite sources
- Facility in helping peers with writing and ideas.
- Proficiency in using technology to contribute to knowledge and learning
- Familiarity with academic culture in higher education
- Confidence and self-awareness in speaking, reading, writing, and research

Reading List

1. Lippi-Green, R. (2011). *English with an Accent: Language, Ideology & Discrimination in the United States* (2nd Ed) – (available at Bookstore- also some availability through [Davis LIB](#)).
2. Rodriguez, R. (1982). *Hunger for Memory: The Education of Richard Rodriguez*—(available at Bookstore).
3. Additional electronic readings will be uploaded to Canvas—Visit [go/coursehub](#) for link. Other materials (e.g., films) are available through Davis Library Reserves.

**See Course Calendar for specific reading assignments.

Expectations

In this seminar, we are a team, and each member of the team is essential. Therefore, you are expected to attend all classes on time, complete all readings when assigned, and turn in all work on time. Late papers, absences, and lack of preparation will be penalized. In the event of illness, please notify me (email or phone) before class that you will be absent. Extended absences must be approved by your commons dean and could have an adverse effect on your final course grade. I often send reminders and notes via email, so please check your email at least once every 24 hours.

Course participation includes discussion (both speaking and active listening), oral presentations, and a good deal of reading and writing. In addition, you will meet with me and with a peer mentor on a regular basis to receive feedback. You will be graded on your class participation, the effort you put into the writing/editing/conferencing process, and the quality of your work.

I also expect that you will organize yourself so that you are prepared for class and can submit assignments on time. This includes

- Having a folder/notebook in which to keep course handouts and other materials
- Using multiple strategies to back up your work (Note: A computer crash is NOT an excuse for late work!)
- Being selective about the number of extra-curricular commitments you make in your first year. Make sure to build in “breathing room” for when the crunch times happen! You won’t regret it!!

Finally, you will have the opportunities for **community engagement** connected to this course, through visiting one of two heritage language programs in the Burlington/Winooski area and (if desired) working on a multi-media project that documents the features and benefits of the program, in lieu of the longer “Critical Reflection” for Paper 4. I hope you will choose to be involved in this exciting experience that will allow you to explore intersections between your academic learning and the real-world!

Formatting for Written Work

Unless specified otherwise, written assignments should be double-spaced, 12-point font (Times New Roman), with 1-inch margins. APA citation style will be used. Major papers should include a statement of the Honor Code: *"I have neither given nor received unauthorized aid on this assignment,"* with your signature.

In class, we will talk more about academic integrity, including ways to use sources appropriately. For now, please remember that **plagiarism** usually involves using someone else’s words or ideas as if they were your own. It can have very serious consequences, including academic suspension or even expulsion. For more information on plagiarism and how to avoid it, please visit <http://owl.english.purdue.edu/owl/resource/589/01/> . You will also be completing an online tutorial on academic honesty, available at [go/aht](#) early in the semester.

Assignments and Grading

You will complete a total of four papers, as well as some occasional reflection assignments. For major papers, you will write multiple drafts. Much of the work will be due to me electronically via Canvas, although you may be asked to bring hard copies to class for peer review.

50% of your grade will be based on the final drafts of the four papers (see descriptions on p. 4), to be submitted in portfolios (10%, 10%, 15%, 15%)

20% of your grade will be based on the evidence of growth in the midterm and final portfolio, as expressed in your cover letters and in the writing you submit (10% for each portfolio).

10% of your grade will be based on an oral presentation of your research project

20% of your grade will be based on class preparation and participation.

Communication and Support

Communication and respect are very important to our course. I attempt to return all phone calls and emails within 24 hours and appreciate the same from my students. Your feedback is essential to the success of this course. I will give you opportunities to reflect on the course, both in class and anonymously, but I appreciate hearing from you **at any point** about your needs and experiences.

If you have learning challenge of any kind that might impact your studies, please communicate with me and/ or the ADA office, so that we can make a plan to accommodate you. See <http://www.middlebury.edu/campuslife/diversity/ada/> for more information.

Although I will be meeting with you frequently, both during scheduled appointments and in office hours, I hope you will also make use of support from the following:

FYS Mentors (for support with writing, time management, and oral presentations)

Eirene Chow - echow@middlebury.edu and Maggie Nazer- mnazer@middlebury.edu

Library Liaison: Carrie Macfarlane- cmacfarl@middlebury.edu (x 5018)

CTLR (go/CTLR): Offers peer tutoring for all subjects, including drop-in writing tutors Sun-Th evenings. Also professional tutors available for writing, quantitative skills, time management, and other learning resources.

Digital Media Services (digitalmediatutors@middlebury.edu): Assistance using a variety of digital tools. Available in Wilson Media Lab 9am-1am Mon-Thurs, with shortened hours on Fri/Sun.

Counseling Services (go/counseling): Can help with emotional and social challenges, including stress, anxiety, and adjustment to Middlebury. Individual and group options.

Anderson Freeman Center- (go/afc): Intercultural Center designed to provide a 'home' for students who have been historically underrepresented or marginalized in higher education. Great place to relax, make new friends, cook, etc. (My office is there as well ☺)

Overview of Major Papers

**Note: See calendar for due dates. More details on all of these papers will be forthcoming in class.*

Paper 1- Summary/Response (3-4 pp.)

Choose one of the chapters we have read from Lippi-Green (probably Ch 3, 4, or 5 is best). Write a short, formal paper that a) summarizes the author's main points, using occasional examples/quotations from the text (with appropriate citation) and b) offers your own evaluation of the argument (i.e., Is it valid/logical/well-supported? What are the implications?)

[NOTE: The "response" section of this paper is an academic, rather than personal, response. We'll talk more about this in class.]

Paper 2- Sociolinguistic Analysis Using Theoretical Framework (4-5 pp.)

In this paper, you will analyze a novel, film, or television show, focusing on how it illustrates key concepts related to language and social justice. You will reference **at least 1 course reading and 2 outside sources** as background or framework for your analysis, and will develop an argumentative essay in which you critically analyzes the piece you have chosen, and discuss larger implications of your analysis. In class, we will identify specific concepts you might use in your analysis and practice employing them together. We will learn how to find relevant secondary sources, and how to develop a structure that best facilitates your argument, and includes specific examples from the work you are analyzing.

Midterm Portfolio- Revision of Papers 1 and 2, plus Cover Letter

Paper 3- Research Paper (7-8 pp.)

For this paper, you will develop a narrow research question to explore related to our course theme. Your goal will be to synthesize (not just summarize) the research on that question, and to discuss why the findings are significant to our understanding of language and social justice. Possible topics for this assignment will be provided in class.

This project will allow you to build up your research skills, including skills in finding and evaluating sources, incorporating quotes and examples effectively into your writing, and citing appropriately (APA style). You will complete a number of smaller assignments to help "scaffold" the writing process, including a project proposal, an annotated bibliography, a research log, an outline or planning draft, and a Writer's Memo. You will also give a short (8-10 min) oral presentation on your findings.

Paper 4- Choose One

A. Critical Reflection on Language and Social Justice (~5 pp.)

For this assignment, you will draw on your learning from the class to examine your own thoughts and experiences regarding language and social justice. You will incorporate examples from your life, as well as from course material or other sources, to illustrate your key point(s). You will choose one or more guiding questions for your paper, such as the following:

1. How have I experienced and/or perpetuated language-based discrimination? How does this deepen or complicate my understanding of language and social justice?

2. What is one question or tension from class that remains unresolved for me? Why is it so difficult to resolve?
3. What is a problem related to language and social justice, for which I would like to propose and defend a particular solution or critique existing solutions?

B. Community Engagement Project, plus Reflection Paper (2-3 pp.).

More details on this project are forthcoming, but the gist is as follows: You will visit one of the heritage language programs being offered in Burlington and Winooski and use photo, video, and/or audio-recording to document the nature and benefits of the program. Then you will work individually or in a group to create a webpage, promotional video, brochure, or other multi-media project that presents your findings in an appealing way and that can be used by the program for publicity, fundraising, and/or outreach. You will then write a 2-3 page paper reflecting on the relationship between heritage language learning and social justice.

Final Portfolio- Revision of Paper 3 and Paper 4, plus Cover Letter.

COURSE CALENDAR

Sept 6 (Tues, 8:30-10:30am): Introductions, overview, begin exploring course material. In-class, preview Lippi-Green Preface and Introduction. Discuss academic reading strategies. Discuss reading and HW 1, due for next class on 9/13.

HW 1 Prompt: What is your current understanding of how language and social justice are related, as you begin this course? Include your own definition (or cite one you like) for “social justice” and provide one or more examples from literature, media, other studies, and or your own life experience, connecting examples to your definition to a language-related issue. Be sure to cite sources appropriately!

Sept 13 (T): Lippi-Green Ch 1 (Basics of Linguistics- focus on key terms list).

Due: HW #1 (2 pp.) in class and on Canvas by midnight.

Sept 15 (Th): Lippi-Green Ch 2 (Linguistic variation). Continue discussing Ch 1.

Visit from Carrie MacFarlane (our library liaison).

Due by Sun 9/18 (midnight):

1. Complete online tutorial on academic honesty at go/aht- (takes approx.. 30 min).
2. Watch *American Tongues* (Davis Library Reserve and/or Library streaming)
[Extension til Tues 9/20 8am for those who wish to attend screening Mon 9/19]
3. Read and respond to online discussion about both #1 and #2.

[Mon Sept 19 (evening): Optional screening of *American Tongues*.]

Sept 20 (T): Lippi-Green Ch 3 and 4 (“Non-accent” and Standard Language Myth).

Continue discussing online tutorial and *American Tongues*.

Sept 22 (Th) Lippi-Green Ch 5.(Language Subordination) Preview Ch 6 and Delpit.

NOTE: *Sept 23 (Fri) is last day to add classes. Talk to Prof S ahead of time if you will need a signed add card.*

[Over the weekend, work on Paper 1- Summary/Response (3-4pp).

Meetings with peer mentors available for planning, organizing, drafting, etc.]

All week: Meetings with peer mentors about Paper 1

[Sept 26 (M) evening: Time management workshop and possible film screening]

Sept 27 (T): Peer review workshop for Paper 1 (bring 3 paper copies to class).

Lippi-Green Ch 6 and Delpit (Language Discrimination and Education).

Sept 29 (Th): Lippi-Green Ch 11 (“Southern” American English) and

Dunstan & Jaeger, 2015 (Linguistic insecurity among college students.

[*Sat Oct 1st- (tentative) Community Engagement opportunity #1 (optional)]

Due by Sun 10/2 (midnight): Revised draft of Paper 1 (on Canvas).

All week: Meetings w/ SS to discuss Paper 1 and general check-in.

Oct 4 (T): Lippi-Green Ch 7 (Linguistic prejudice in media). Explore related links online.

Discuss Paper 2- Sociolinguistic Analysis and brainstorm ideas

*Wed 10/5, 4:30pm faculty lecture by Shapiro: “From Trauma to Resilience: New Directions for Literacy Education Research in Refugee Resettlement Communities”

Oct 6 (Th): Jigsaw reading- choose Lippi-Green Ch 8 (Language and power/politics) OR Ch 9 (Language discrimination in workplace/judicial system)

Oct 11 (T): Research workshop for Paper 2 (Wilson Media Lab).

Also read Lippi-Green Ch 15 (Linguistic prejudice and Asian Americans).

Oct 13 (Th) Writing Workshop- practice with using data and citing sources.

Also read Tan, and continue w/ Lippi-Green Ch 15.

[*Sat Oct 15th- (tentative) Community Engagement opportunity #2 (optional)]

Over weekend: meetings available with peer mentors re: Paper 2

All week: Meet with mentor about Paper 2. Optional meetings w/ SS.

Oct 18 (T) - NO CLASS- FALL BREAK [keep working on Paper 2 and begin reading Rodriguez]

Oct 20 (Th) – Peer review for Paper 2 (bring 3 copies to class). Also read Lippi-Green Ch 14 (Linguistic prejudice and Latino Americans) and poetry by Alvarez.

6pm Thurs evening: Dinner at Ross Commons House, possibly followed by film screening

Due by Sun Oct 23 (midnight): Revised draft of Paper 2, via Canvas.

****NOTE:** The rest of the schedule from this point is subject to change, based on how the class has been going thus far. Major due dates will remain the same.

[On or before Oct 24 (M)- small group film screening on topic of interest:

- 1) Bilingual and heritage language instruction (*Speaking in Tongues*)
- 2) Endangered languages (*The Linguists*)
- 3) Native American “Mascots” (*In Whose Honor?*)
- 4) Possible others—on the language gap, political correctness, or other issues.]

Oct 25 (T)- Writing Workshop for Midterm Portfolio. Also jigsaw discussion of films (see above).

Oct 27 (Th)- Possible additional Writing Workshop. Discuss Paper 3 (Research Paper) and brainstorm ideas.

Due Sun 10/30 (midnight)- Midterm Portfolio: final drafts of Paper 1 and 2, plus cover letter (Canvas).

[Continue reading Rodriguez]

Nov 1 (T)- Research Workshop #2 (Wilson Media Lab). Additional topics/readings TBD.

Nov 3 (Th)- Rodriguez Ch 1-2. Also follow-up from research workshop.

*Thurs 4:30pm- optional talk by Dr. Jarman on “Crip Entanglements of Race, Madness & Cultural Trauma.”

[Sat Nov 5th- Possible community engagement opportunity]

Due Sun 11/6 (midnight): Proposal and 3 citations for Paper 3, via Canvas.

All week: Meet with mentor about Paper 3. Also check-in meetings with SS.

Nov 7 (M) 7pm- Skype w/ Prof. Avineri, followed by oral presentations workshop

Nov 8 (T)- Rodriguez Ch 3-4. Student-led discussion.

Nov 10 (Th)- Rodriguez Ch 5-6. Student-led discussion. Review oral presentation strategies.

All week: Meet with mentor about Paper 3. Optional meetings w/ SS.

Nov 15 (T)- Peer review or Workshop for Paper 3. (Bring 3 copies of outline or draft).
Begin oral presentations.

Nov 17 (Th)- Continue oral presentations. Possible additional workshop or reading.

Due Sun 11/17 at midnight: Draft of Paper 3 (Canvas).

Nov 22 (T)- Lippi-Green Ch 10 (Linguistic prejudice and Black English) and Baldwin.
Finish oral presentations

Nov 24 (Th)- **NO CLASS- THANKSGIVING**

All week: Meet with mentor about Paper 4. Optional meetings w/ SS.

Due on or before Mon 11/28 (midnight, on Canvas) Draft 2 of Paper 3, via Canvas. Also post to online discussion about plans for Paper 4.

Nov 29 (T)- Drafting Workshop for Paper 4.

Read Lippi-Green Ch 17 (Linguistic profiling in housing) and Baugh article.

Dec 1 (Th)- Peer review/Workshop for Paper 4. Continue discussing previous readings.

All week: Meetings w/ SS, as needed.

Due by Mon Dec 5 at midnight (or earlier!!)- Revised draft of Paper 4.

[Mon 7pm: Special event ☺]

Dec 6 (T)- Additional readings/film/audio related to topics of interest. Course evaluations.

Dec 8 (Th)- Mini demos/presentations/readings for Paper 4. Course wrap-up.

Due Mon, Dec 12th (midnight)- End-of-term Portfolio (final drafts of Paper 3 and 4, plus cover letter), via Canvas.