

IDS 2935: Speaking American: Language and Identity

Quest 1: The Examined Life

I. General Information

Class Meetings

Lecture time and location:

Lectures are **M and W 5 (11:45-12:35)**
110 RNK

Discussion time and location:

Period 3 (9:35-10:25) 215 RNK
Period 4 (10:40-11:30) 2306 TUR
Period 5 (11:45-12:35) 2336 TUR

Instructor

- **Dr. Paula Golombek**
- **Office and Office Hours:**
4131F Turlington Hall
M 12:30-2:30 and by appointment

Teaching Assistant

- **Kelly Dunn**
- **Office and Office Hours:**
W 12:45-2:45
Location TBA

Course Description

Language, as a fundamental mode of communication, plays a crucial role in how individuals and communities form and express diverse identities, including but not limited to personal, cultural, regional, and gender identities. The U.S. historically is particularly diverse in its speech communities; moreover, English is linguistically rich and varied throughout the U.S. This course addresses the pressing question “**how does language inform and express our identities as individuals and members of distinct speech communities?**” with an eye towards how we engage with others. To do this, we will critically examine how various American-English speech

communities 1) have been positioned in American society and 2) express, make sense of, question, and assert their unique and diverse identities through three interconnected features: art works, the linguistic features of the dialects/language, and selected pieces of fiction and poetry. We will explore our personal understandings of 'identity' and re-think them through concepts from linguistic and humanities traditions. We will begin with art as a visual, non-language expression of identity to introduce each speech communities' history, values, and/or traditions. We will then learn the historical roots, sociopolitical influences shaping attitudes, and linguistic features of each dialect in terms of its sound structure, grammar, and vocabulary, that is through the analytical tools of (socio) linguistics. We will then read and listen to how each dialect sounds in literary pieces and critically analyze the identities expressed through the concepts of identity and identification in literary theory. Throughout our engagement with art, language, and literature, we will be consistently and intentionally questioning how language and identity shape individuals and in communities within American society, as well as self-reflecting on our own identities, speech communities, and use of language and attitudes towards other speech communities.

These general education objectives will be accomplished through:

- 1.) Describing historically the landscape of linguistic variation in the United States, including the origin of and social status of specific speech communities/dialects of American English.
- 2.) Critically discussing the role language plays in defining or reinforcing attitudes and personal biases.
- 3.) Learning basic tools of linguistic analysis and dialectology to be able to explain how American English dialects languages are, not "broken" versions of English.
- 4.) Discussing concepts concerning language/dialect, identity, and codeswitching to understand the relationship between language and identity and how that is expressed in literature and art.
- 5.) Applying these concepts to students' own language varieties and communities to evaluate their own attitudes about language and communication.
- 6.) Applying these concepts to how linguistic identity and literary identity are expressed in literature, poetry, music, and art.

Quest and General Education Credit

- Quest 1
- Humanities
- Diversity (D)
- *This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*
- Writing Requirement (WR) 2000 words

Required Readings and Works

All readings will be available on Canvas

Language in the USA: Themes for the Twenty-first Century. 2004. Edited by Edward Finegan and John R. Rickford. Cambridge: CUP. **Selected chapters used** will be made available to students on Canvas.

(These readings differently provide historical overviews, linguistic and sociolinguistic analysis, anthropological research, and literary, ethnomusical, and cultural examples and analysis)

Literature and Poetry Excerpts used will be made available to students on Canvas.

Rick Bragg. (2019).

Selected excerpts from The *Best Cook in the World: Tales from My Momma's Southern Table*.
Vintage.

<https://www.youtube.com/watch?v=QfLL-pqMMDE>

Sandra Cisneros (2013)

“My friend who smelled like corn”. Cisneros, S. (2013). *Woman hollering creek: and other stories*.
Vintage.

Zora Neale Hurston (1937/2006)

Chapters 1 and 2

Their eyes were watching God: A Novel. Harper Perennial.

Jose Antonio Burciaga

Bilingual Cognates

Burciaga, Jose Antonio (2008). *Spilling the Beans: Loteria Chicana*. Santa Barbara, CA: Joshua Odell Editions.

Langston Hughes

Harlem and **Mother to Son**

Hughes, Langston, 1902-1967. (1994). *The collected poems of Langston Hughes*. NY, NY: Knopf.

Sandra Maria Esteves

Puerto Rican Discovery #3: Not Neither

<https://poets.org/poem/puerto-rican-discovery-3-not-neither>

Artists used include:

Harold Newton

Carmen Lomas Garca

Appalachian quilts from <https://csdt.org/culture/quilting/appalachian.html>

Amber Galloway, ASL interpreter

II. Graded Work

Description of Graded Work

Component	Purpose	Weight
Participation	Develop and present clear and effective responses to humanities questions in oral form. Connect course content, involving linguistics, history, literature, poetry, social media to own lives. Connect to guiding question. In-class participation will include instructor led discussions and small group/pair work where students engage the instructor and each other on concepts from the lectures, readings, and student experiences	20 points
8 Reading Responses (200 words each)	Develop and present clear and effective responses to humanities questions in oral form. Connect course content to your own lives. Connect to guiding question. The professor will engage with students by responding to posts online	4 points each= 32 points total
Linguistic Portrait	Metaphorically represent your language identity/culture by connecting to your body Share with each other and with professor and comment on each other's ideas	Marked as Done/Not Done 10/0 10 points
		200 points total/2

Group Presentation	Conduct linguistic analysis of a dialect. Present historical overview of the dialect. Provide an arts or humanities resource that exemplifies the dialect/speech community. Connect course content to own lives. Engage in discussion with professor and classmates	48 points
Reflection Paper (1000-1250 words)	Connect group presentation experience and course content to own lives. Provide deeply reflective response to guiding question. Professor will respond in writing to the content of students' ideas	40 points
Language and Identity in Literature paper	Make an argument for how a piece of literature you have selected embodies the ideas on language and identity from the course	50 points
		200 points/2=100

Assignment Descriptions

Class Participation: We will engage with each other through lectures, pair work, small group activities, and video watching/discussion. You are expected to attend class having completed all assigned readings and homework, to participate in class activities, and to contribute to class discussions. Class discussion is central to the learning process in this class as we articulate our understandings and confusion, share and expand our understandings, and assess our understandings. You will learn how, and subsequently be expected, to explain answers to discussion questions concerning dialects/languages, the relationship between dialect/language and identity, and social and historical factors shaping dialects/languages. If you are using your laptop, please do not be a distraction to your fellow classmates. Participation graded by rubric. H/D

Reading Responses: You will be asked to post 7 200-word response based on each reading. For some reading responses, connected to the literature, you will receive specific questions. For the others, you will be expected to write a brief (3-5 sentence) summary of the main idea of the reading, as well as a response connecting the main idea to attitudes or experiences you have observed or experienced in interactions; connecting the main idea to issues you have observed in the arts, news, or social media; or identifying something about language and identity that you find noteworthy. Responses graded by rubric. H/D

Language Identity Portrait: You will be asked to use a “body template” and different colors for different languages/dialects to create a visual/metaphorical representation of the languages and/or cultures that are a part of your identity and connect you to the world in different ways. You will be asked to provide a one paragraph explanation as to how this visual represents your language identity(ies) and be prepared to share with your classmates. Graded as S/U H

Group Presentation on Speech Community: You, along with other members of your group, will make a presentation to the class on one of the speech communities that were introduced during class lectures, supplemented with examples and graphics (video, sound files, images from the arts, news, or social media). Although it is encouraged that you interview a member(s) of the speech community, the instructor recognizes that this is not always possible. The presentation will be a comprehensive linguistic analysis of the assigned speech community that will include (but is not limited to) a **theoretical analysis** of linguistic data, an **applied description** of the language in use, including **literature or social media**, a **historical perspective** of the evolution and attitudes towards the dialect, and an **assessment** of its present-day status. Your group will also need to provide 2-3 discussion questions at the end of the presentation. The total time of your presentation, including the discussion at the end, should be no shorter than 30 minutes long and no longer than 40 minutes. Presentation graded by rubric. H/D

Language and Identity Reflection Paper: This paper is a reflection on the experience of the Group Presentation and how it impacted you, what you learned from it, and how it connects to the topics we have covered in the course. You should address in some way what you have learned about *your attitudes towards language*, as well as *if/how what have learned informs your self-identity and communication with others*. Paper by rubric. You will reflect in a small group in class to prepare you to write this assignment. You will receive feedback on your draft from the instructor. H/W/D

Language and Identity in Literature Paper: Using your group presentation on a particular speech community, make a case for how a particular piece of literature from the speech community selected embodies the ideas concerning language and identity discussed throughout the class. In this 2,000-word paper, you will take the position that your piece of literature embodies language and identity by 1)selecting examples to show the linguistic features of the dialect, 2)detailing why those examples support some aspect of the character’s identity (using Peterson for example), 3)providing some support from an expert, and 4)explaining codeswitching if there is codeswitching. To support the development of your ideas, you will discuss your group presentation in class, as well as your individual selection of literature. You will then develop a 350-page abstract with preliminary references (linguists, communication experts, historians, anthropologists, cultural critics) listed to put your ideas to paper. You will receive feedback on your abstract from the instructor, so you can refine your ideas and expand your paper. EACH GROUP MEMBER MUST HAVE THEIR OWN SELECTION OF LITERATURE. Paper graded by rubric. H/W

Research participation (optional): As a member of the UF community, you are encouraged to participate in experiments to gain experience and insight into the types of research conducted by linguists. For every hour of research participation, you will receive ONE extra credit point, limited to TWO points total. A list of valid experiments can be found at: <https://slhs.phphp.ufl.edu/research/participant-pool/>. To obtain credit, you must turn in a signed consent form.

Grading Scale

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Participation Rubric

	Excellent	Good	Average	Insufficient	Unsatisfactory
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					
Regularly makes thoughtful contributions to the classroom discussions.					

Reading Response Rubric

Your response is between 200 and 250 words. Your response is clearly connected to the content of the reading. It is thoughtful and demonstrates an understanding of the material.	4 points
Your response is between 200-250 words. Your response is more of a summary of the content than a thoughtful response.	2 point
Your response is off topic. It is clear that you didn't read the material, or you do not meet the word count.	0 points

Group Presentation Rubric

Content	<p>0 Does not explicate any required content areas</p>	<p>3 Explicates 1-2 required content areas (history, phonology, morphology/syntax, current status, any stigmas/discrimination/speech community)</p>	<p>6 Explicates 3-4 required content areas (history, phonology, morphology/syntax, current status, any stigmas/discrimination/speech community)</p>	<p>9 Explicates all required content areas (history, phonology, morphology/syntax, current status, any stigmas/discrimination/speech community)</p>
Grasp of the Concepts	<p>0 Group does not display an understanding of the concepts covered in the presentation and/or is incapable of articulating them</p>	<p>3 Group displays a large gap in understanding the concepts covered in the presentation and has much difficulty articulating them clearly</p>	<p>6 Group displays a moderate understanding of the concepts covered in the presentation and does a fair job articulating them clearly</p>	<p>9 Group displays a clear understanding of the concepts covered in the presentation and is able to articulate them clearly</p>

Group Participation	<p>0 There is a large disparity between the amount of contribution between the members of the group.</p>	<p>3 1 member leads the presentation while the other members speak very little</p>	<p>6 2 members lead the presentation while one member speaks very little</p>	<p>9 All group members have an equal responsibility in presenting</p>
Quality of Presentation Material	<p>0 Group does not utilize slides or examples/media samples of the language</p>	<p>3 Slides are not organized well and examples/media samples of the language are missing</p>	<p>6 Slides are fairly organized well with some examples/media samples of the language missing</p>	<p>9 Slides are well organized, clear and include examples/media samples of the language</p>
Discussion Questions	<p>0 Presentation does not contain discussion questions</p>	<p>3 Presentation ends with questions that are not thoughtful or relevant to the presentation</p>	<p>6 Presentation ends with 1 thoughtful and relevant questions for class discussion</p>	<p>9 Presentation ends with 2-3 thoughtful and relevant questions for class discussion</p>

_____/45+ 3 free points = total score ____/48

Language and Identity Reflection Rubric

III.

Criteria	7.5-10	5.1-7.5	2.6-5	0-2.5
Communication	Consistently makes points clear and provides examples to illustrate points	Usually makes points clear and provides examples to illustrate points	Occasionally makes points clear and provides examples to illustrate points	Consistently does not make points clear and does not provide examples to illustrate points
Thoughtfulness	Consistently represents the important aspects of the speech community and/or other course content	Usually represents the important aspects of the speech community and/or other course content	Occasionally represents the important aspects of the speech community and/or other course content	Consistently does not represent the important aspects of the speech community and/or other course content
Self-Reflective: Identity	Details enhanced understanding of how language shapes identity, has shaped own identity, or affects communication	Expresses understanding of how language shapes identity, has shaped own identity, or affects communication	Expresses partial understanding of how language shapes identity, has shaped own identity, or affects communication	Does not express understanding of how language shapes identity, has shaped own identity, or affects communication
Self-Reflective: Attitudes	Details enhanced understanding of how language shapes attitudes towards others and/or communication with others	Expresses understanding of how language shapes attitudes towards others and/or communication with others	Expresses partial understanding of how language shapes attitudes towards others and/or communication with others	Does not express understanding of how language shapes attitudes towards others and/or communication with others
Column totals	40 total			
Final grade				
Comments				

Rubric for Language and Identity in Literature Paper

	7-10	4-6	0-3
CONTENT	Paper exhibits convincing evidence of how identity is evident in the language and themes of the literature.	Paper exhibits at least some evidence of how identity is evident in the language and themes of the literature	Paper either includes a central idea(s) that is unclear or off-topic in terms of how identity is evident in the language and themes of the literature.
ORGANIZATION AND COHERENCE	Document and paragraphs exhibit identifiable structure for topics,	Document and paragraphs exhibit at least some	Document and paragraphs lack clearly identifiable

	including a clear thesis statement and coherence	identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas	organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader
ARGUMENT AND SUPPORT	Document uses persuasive presentation of ideas, strongly supported with evidence of relevant linguistic examples	Document uses somewhat persuasive presentation of ideas, but it may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. Limited linguistic examples.	Document makes only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. No linguistic examples.
STYLE	Document uses a writing style with word choice appropriate to the context, genre, and discipline. appropriate to the context, genre, and discipline. Complex and logical sentence structure.	Document uses a writing style with word choice appropriate to the context, genre, and discipline. Sentences may display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally displays word choice or tone appropriate to the context, genre, and discipline	Document relies on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Document may also use words incorrectly
MECHANICS	Document contains no spelling, punctuation, or grammatical errors	Document may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points	Document contains so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility
50 points total			

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Annotated Weekly Schedule

The text in red refers to topics that have a diversity (D) focus.

The text in purple refers to content that includes a humanities focus, including history, literature, visual representations.

Week	Activity	Topic/Assignment	Work Due
WK 1			
M 1-8	Lecture	Intro & Syllabus	
	Students will be introduced to their instructor for the semester with a brief background, give a brief introduction and background of themselves and state their goals for taking the class, review the syllabus with students and explain the critical components, and discuss course expectations, classroom culture/etiquette. Language Portrait assignment will be explained.		
W	Lecture/Discussion	Perceptions of Language	

1-10			
	<p>Students will discuss their existing perceptions of language variation within the United States, examine their existing perceptions speech patterns and their associated regions, and consider the historical processes and contemporary experiences characterizing their perceptions of different dialects.</p>	<p>How we perceive ‘standard’ language and dialects is a result of our socialization in a culture, as well as the sociopolitical and economic conditions that shape attitudes towards dialects. Which dialects have power and why? Which dialects are devalued and why?</p>	
Fri 1-12	Lecture/Discussion	<p>What is the International Phonetic Alphabet? Consonants and speech variation</p>	
	<p>Students will engage in pair/small group activity to define and discuss the socio-linguistic distinctions between a language, a dialect, and an accent and how socioeconomic and political power determine whether what a particular speech community speaks is valued as a language or dialect and the implications of that valuation.</p>	<p>Reading 1 on CANVAS: "What's a Language, Anyway?" pp. 1-10</p>	<p>Come to class with questions on reading! No reading response for this reading</p> <p>Language Identity Portrait Due</p>
Week 2			
M 1-15	Holiday: No class		

<p>W 1- 17</p>	<p>Lecture/Discussion Students will be introduced to how identity has been conceptualized in Sociolinguistics and Literary theory, including social/cultural, regional, racial, ethnic, gender, and ability. Discussion of why certain identities have been introduced in the disciplines as a response to social inequities. Students will be introduced to Peterson's 4 tools for analysis of literature: the author's identity; stereotypes; situational contexts; and orthographic practices. This literary perspective may shed light on how certain dialects are valued or marginalized.</p>	<p>What is a language/dialect? Introduction to Identity from both a sociolinguistic and literary theory perspective as a foundation to the course.</p> <p>Reading 2: Read Jonathan, C. (1997). Chapter 8: Identity, Identification, and Subject. <i>Literary Theory: a very short introduction</i>. NY: Oxford University Press. pp 1-7</p> <p>Reading 3 on CANVAS: Ch 23 Language and Identity pp. 430-444</p>	<p>Reading Response 1 to Reading 2 What do you find important in this reading?</p>
<p>Fri 1- 19</p>	<p>Lecture/Discussion</p>	<p>What is the International Phonetic Alphabet? Vowels and speech variation</p>	
<p>WK 3</p>		<p>African American Vernacular English (AAVE)— African Americans are a diverse group within the U.S., so we will not essentialize this group. We will discuss AAVE over two weeks to understand the sociopolitical, historical origins, its linguistic features, and how it is used in literature to express and convey identity, especially in a specific region of Florida. AAVE is maligned by some as a 'broken' form of English and thus speakers of AAVE are</p>	

		discriminated against. We will critically why this is inaccurate and the consequences in terms of constraints (inequities) and affordances (rich culture).	
M 1- 22	Lecture/Discussion		
	Students will be introduced to the art of the Highwaymen, especially Harold Newton, to visualize how the identity of this African American community is expressed in the place of Indian River, FL.		
We d 1- 24	Lecture/Discussion Students will be introduced to the historical origins of AAVE, especially as it relates to the history of enslaved people in the U.S. Through this and their readings of fiction, they will critically analyze and evaluate how language use reflects social inequities.		
Fri 1- 26	Lecture/Practice Students will learn the characteristics of African American Vernacular English in terms of sounds, grammar, and vocabulary. Students will work with dialect samples to understand how meaning is being made.	Reading 4 on CANVAS: Ch 5 of Finnegan and Rickford: African American English pp. 76-91	Reading Response 2 to Reading 4 What inequities ground the idea that AAVE is "bad English"? How would you argue that AAVE is a

			valid and valuable dialect?
WK 4		African American Vernacular English (AAVE)—We will critically analyze stereotypes about AAVE through Hurston’s work showing why this is inaccurate and the consequences in terms of constraints (inequities) and affordances (rich culture).	
M 1-29	<p>Lecture/Discussion</p> <p>Audiovisual of AAVE We will watch some scenes from the movie adaptation of Their Eyes were Watching God, as well as listen to part of the audiobook</p> <p>How does Neale Hurston’s work help us understand the social inequities this African American community faced? What are the opportunities and constraints?</p>	Language and Identity in Their Eyes Were Watching God	
We d 1-31	<p>Discussion of themes in the literature.</p> <p>Students will be guided in a discussion of the themes and will use Neale Hurston’s depiction to discuss opportunities and constraints within this speech community.</p> <p>Discussion of identified features of AAVE in the book</p>	<p>Their Eyes Were Watching God discussion continued</p> <p>Reading 5: Read Chapters 1 and 2 of Neale Hurston pp. 32-39 and 39-51</p> <p>Reading Response 2 Due</p>	<p>Reading Response 3 on Reading 5: Hurston book chapters: Identify in your Reading Response: How/where does Neale Hurston tell</p>

			her readers what to expect in the language of the characters? What does this use of language suggest about the identities of the characters?
Fri 2-2	<p>Discussion</p> <p>Students will participate in a discussion of the following: What does it mean to be bidialectal? What are the advantages /disadvantages? How is a monolingualism ideology evident in U.S. society and preferred to bidialectalism/bilingualism?</p> <p>Personal connection: Are you/your family bidialectal or bilingual? How has this affected you?</p>		
WK 5		Chicano English: Spanish speakers in the U.S. come from many different countries, so we cannot cover all varieties. We will focus on Chicano English and codeswitching over two weeks to understand the sociopolitical, historical origins, its linguistic features, and how it is used in literature to express and convey identity. Spanish speakers' English is often maligned by some as a 'broken' form of English and thus speakers are often discriminated against (learn English; go home). We	

		will critically why this is inaccurate and the consequences in terms of constraints (inequities) and affordances (rich culture).	
M 2-5	Lecture/Discussion Students will be introduced to Chicano art and how Mexican American identity is expressed and the unique socio-political situations Mexican Americans.		
Wed 2-7	Lecture/Discussion Students will be introduced to various socioeconomic and historical migration patterns of Mexicans to the west of the U.S.	Reading 6: Read Chapter 11 from Finnegan and Rickford on Spanish in the Southwest PP. 205-229	Reading Response 4 to Reading 6 What do you find important in this reading?
Fri 2-9	Lecture/Practice Students will learn the characteristics of Chicano English in terms of sounds, grammar, and vocabulary. Students will work with dialect samples to understand how meaning is being made.		
WK 6			
M 2-12	Lecture/Discussion Students will be introduced to codeswitching Discussion includes how codeswitching is a way to express identity. Examples from the selected readings will be used to introduce these ideas. Students will	Codeswitching as a way to express identity	

	discuss how codeswitching is evaluated by monolingual English speakers in the U.S. as a threat to American identity.		
Wed 2-14	Lecture/Discussion Discussion of themes in literature. This discussion will respond to Ortiz Cofer's work: What are the themes in her writing? How does her depiction help us understand the social inequities this community faces/d? What are the opportunities and constraints? What examples of codeswitching do you notice and why do you think the characters codeswitch?	Reading 7: "My Lucy Friend Who Smells Like Corn" from Cisneros, S. (2013). <i>Woman hollering creek: and other stories</i> . Vintage.	Reading Response 5 to Reading 7 What are some examples of codeswitching and why do you think the characters code switch? How does this connect to their identity?
Fri 2-16	Small group activity Students will analyze examples of poetry for codeswitching in pair work and discuss with the class the purpose of codeswitching and its connection to identity	Poetry by Burciaga and Estevez distributed in class 2 pages	
WK 7		The influence of Spanish Spanish has influenced English in terms of many word being borrowed (loan words), yet it is not evident whether this borrowing has positive or negative associations, but it speaks to a dominate culture's ability to appropriate language. We critically address this issue during this week of instruction.	
M	Lecture/Discussion		

2-19	Students will analyze the following: How has Spanish been adopted in American language? Examples from music, memes, commercials		
Wed 2-21	Lecture/Discussion Students will critically discuss the nature of Spanish words adopted by English speakers in the U.S. and consider whether this misrepresents/maligns Spanish speakers.		
Fri 2-23	Small group work Students will use concepts learned in the course to determine the following: Is Miami English a dialect? Given that we are a part of Florida, we will consider the emergence of a possibly new dialect. Based on what you understand about language, is Miami English a dialect? What conditions made Miami English emerge? What is your personal experience with Miami English?	https://www.nytimes.com/2023/07/26/us/miami-dialect-english-spanish.html	
WK 8		Re-visiting our speech communities through the lens of gender and sexuality	
M 2-26	Lecture/Discussion Students will be introduced to the way	Reading 8: Read Chap. 22 of Finnegan and Rickford: "Language, Gender, and Sexuality" pp. 410-429	Reading Response

	gender has been addressed in sociolinguistics in response to the inequities of standard or normative language practices.		6 to Reading 8 What do you find important in this reading?
We d 2-28	Lecture/Discussion Students will be introduced to lavender linguistics as a way to address gender, sexuality, and identity as a response to normative linguistic analysis/practices.		
Fri 3-1	Linguistic analysis Students will analyze literature for how language expresses gender and sexuality.		
WK 9	Appalachian English		
		U.S. regional variety of Appalachian English : Appalachia covers a number of U.S. states and includes a variety of peoples. We are not able to cover all varieties of Appalachian English. We will spend two weeks covering the Appalachian English of its Scots-Irish immigrants and will critically analyze the social inequities that have resulted from its socioeconomic and geographic conditions. Stereotypes of Appalachian English convey negative views of people as backward and thus speakers are discriminated against. We will critically why this is inaccurate and the consequences in terms of constraints (inequities) and affordances (rich culture).	
M 3-4	Lecture/Discussion Students will be introduced to the quilting practices of Appalachia as art and consider how this reflects the material conditions of this speech community.		

	Students will reflect on what material artifacts embody a speech community to which they belong and what this says about identity, as well as the socioeconomic and political conditions.		
W 3-6	<p>Lecture/Discussion</p> <p>Students will be introduced to the historical origins of Appalachian English, especially as it relates to immigration, geographical conditions, and the economy of the U.S.</p> <p>Students will discuss attitudes, stigmas, social inequities, and cultural significance associated with Appalachian English</p>	<p>Reading 9: Read Appalachian English</p> <p>https://appalachian-english.library.sc.edu/sites/default/files/Montgomery_2006_-_Language.pdf</p> <p>pp. 1999-2005</p>	<p>Reading Response 7 to Reading 9</p> <p>What do you find important in this reading?</p>
Fri 3-8	<p>Lecture/Discussion</p> <p>Students will learn the characteristics of Appalachian English in terms of sounds, grammar, and vocabulary. Students will work with dialect samples to understand how meaning is being made.</p>		
WK 10	SPRING BREAK MARCH 11-15		
Wk 11		<p>Appalachian English: We will critically examine the stereotype of Appalachian English reflecting “backward” people in terms of a cookbook/biography/history, as well as the music of Appalachia.</p>	
M 3-18	Listening to excerpts from		

	<p>Bragg's <i>The Best Cook in the World</i> What's your reaction to this dialect?</p> <p>Discussion/Activity: How do we identify our own prejudices when we hear varied dialects of English? How do we overcome these prejudices when watching movies, talking to people? What actions can we take in our communication?</p>		
We 3-20	<p>Lecture/Discussion Students will critically analyze how Bragg portrays Appalachia. How does Bragg play with stereotypes of this dialect? What does Bragg show us about how food contributes to identity?</p>	Reading 10: Selected excerpts from Bragg's <i>The Best Cook in the World</i> pp. 57-77	Reading Response 8 to Reading 10 How does Bragg play with stereotypes of this dialect? What does Bragg show us about how food contributes to identity?
Fri 3-22	<p>Listening/Discussion Students will listen to and analyze examples of music from Appalachia, identifying themes and language and their connection to identity.</p>		
WK 12		Preparations for Group Presentations and Language and Identity in Literature Paper	
M 3-25	Lecture		

	Explanation of the following assignments: <i>Group presentation on a speech community</i> and <i>Language and identity in literature paper</i>		
W 3-27	Group Work: Students will work with group members to prepare for group presentation		
Fri 3-29	Partner Work: Students will work with a partner (doesn't matter if from group presentation members) to work through piece of literature for paper on Language and Identity in Literature		350 page abstract for final paper
WK 13		ASL	
M 4-1	Lecture/Discussion Students will be introduced to <i>Singing with Sign Language</i> as an art form for both ASL and Black ASL (BASL)	ASL: <i>American Sign Language (ASL)</i> is a complete, natural language that has the same linguistic properties as spoken languages, but many people do not understand it as such. In addition, ASL is predominately learned by deaf and hard of hearing people, who are often marginalized as a result of a shared means of communication with other people.	
W 4-3	Lecture/Discussion Students will be introduced to the historical origins of American Sign Language, and will critically analyze and evaluate how this language use	Reading: on Black ASL https://www.nytimes.com/2021/01/23/us/black-american-sign-language-tiktok.html	

	reflects social inequities concerning deaf and hard of hearing people. Students will also learn about BASL and why Black Americans felt the need for their own signing.		
Fri 4-5	Lecture/Discussion Students will be introduced to the features of ASL as a dialect, including signs, hand spelling, and use of facial expressions and gestures		
WK 14		Speech Group Presentations This week represents a culmination of your learning in terms of language and identity and the sociocultural, historical, and economic forces that empower or disempower dialects and speech communities. You also will be presenting your understanding of how this is evident in literature from your speech community.	
M 4-8	Group Presentation Meetings Students will finalize preparations for group presentations		
W 4-10		Group Presentations	
Fri 4-12		Group Presentations	
WK 15			
M 4-15		Group Presentations	

W 4-17	Small Group Work Students will discuss the knowledge gained throughout the semester and the group project to prepare to write their Self-Reflection paper.		
Fri 4-19	Small group activity Return to Linguistic portrait to discuss how it's been changed or not	How has what I've learned has made me consider my identity, language and identity, and me as a communicator? Do I consider how other dialects have been valorized or marginalized within U.S. society? How and why has my linguistic portrait (not) changed?	Draft of reflection paper due for feedback from instructor
WK 16			
M 4-22	Pair activity Students will analyze memes for codeswitching and internet language phenomenon	This is meant to be a fun day to apply what we have been learning to social media	
Wed 4-24	Group discussion	Last Day & Wrap Up	Reflection paper due
Fri		No Class (Reading Day)	Language and Identity in Literature paper DUE THE WEEK AFTER CLASSES END ON WEDNESDAY (5.1.24)

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.
 - Students will describe key concepts concerning dialects, identity, codeswitching, and dialect/language status in linguistic and literary/artistic terms, as well as explain how language and identity are evident in literature, poetry, and visual arts. **(Q1, H)**
 - Students will use the tools of linguistic analysis to identify and describe how specific speech communities/dialects in the United States are evident in literature and express identity **(Q1, H)**
 - Students will describe and explain the history and present reality/status of various speech communities/dialects in the United States. **(D)**
 - **Achievement of this learning outcome** will be assisted through class participation, and assessed through reading responses, two quizzes, a group presentation on a specific dialect, and language and identity in literature paper.
- **Communication:** Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.
 - Students will develop and present spoken and written responses to essential questions about how language expresses identity in literature, poetry, music, and art. **(Q1, H)**
 - Students will critically present in spoken and written responses how language and identity reflect affordances (cultural richness) and constraints (social inequities) of specific dialects/speech communities. **(Q1, D)**
 - **Achievement of this learning outcome** will be assessed through student discussions during class time, reading response posts, group presentations, self-reflection paper, and final position paper.
- **Critical Thinking:** Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.
 - Students will critically discuss the status of specific speech communities/dialects from historical, literary, artistic/aesthetic, and linguistic perspectives. In the process, they will critically analyze how concepts such as race, gender identity, class, and ethnicity shape dialects/speech communities and attitudes towards/ inequities concerning those communities. **(Q1, H, D)**
 - Students will critically discuss how identity is expressed in literature, poetry, music, and other material arts through dialects and speech communities. **(Q1, H)**
 - Students will be able to identify literature that embodies identity and language and make a strong case for their position through concepts from the course, selection of linguistic examples in the literature, and authorities from the course materials. **(Q1, H)**

- **Achievement of this learning outcome** will be assessed by reading responses, group presentation, self-reflection paper, and final language and identity in literature paper.
- **Connection:** Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond
 - Students will reflect on their attitudes towards specific speech communities/dialects and society's attitudes historically to understand how this shapes their identity, language, use, and their communication. **(Q1, D)**
 - Students will reflect on how their experiences with language has shaped their identity as speakers of English, possibly dialects of English, and as members of diverse speech communities and how they have been received by others. **(Q1, D)**
 - Students will identify and reflect on how literature reflects or challenges their conceptions of diverse speech communities and themselves. **(Q1, H, D)**
 - **Achievement of this learning outcome** will be assessed through linguistic identity profile, reading responses, group project, language and identity in literature paper, and final self-reflection paper.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

The Experiential Learning component of this course is the Group Presentation of a Speech Community. This assignment requires you and your group members to use the linguistic tools of analysis introduced in the course, including phonological (sound), lexical (word), and syntactic (grammar) analysis, of a dialect of a specific speech community. Although it is encouraged that you interview a member of this speech community, the instructor recognizes that students may not have access to community members. By using audio, audiovisual, and/or visual representations of the dialect, you will make the characteristics of your dialect evident and relevant to your classmates, especially through selection of fiction. Additionally, you will detail the evolution and current status of the dialect to show how attitudes towards the dialect have shaped its evolution and status.

2. Details of Self-Reflection Component

The major Self-Reflection component of this course is the Language and Identity Self-Reflection paper. You will reflect on what you have learned through your linguistic and historical analysis of a specific dialect in your Group Project, as well as your engagement with the other dialects/speech communities that have been discussed throughout the course. You should be considering what you have learned from the group project, as well as how what you learned over the course of the semester concerning the many languages of the USA shape/have changed your *attitudes toward language, your identity in your speech community, and your interaction with others?* The Reading Responses also provide opportunities for you to reflect on how your attitudes and understanding of language and self-identity connect with the course content.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.