

IDS 2935 Linguistic Prejudice

GenEd S, D, Quest 2



MWF 4th period (10:40-11:30) Fall 2024 FLG 270
Class #21584 Friday's 3rd (9:35-10:25am) WEIM 1092
Class #23559 Fridays 4th (10:40am-11:30am) WEIM 1092
Class #23560 Fridays 5th (11:45-12:35pm) WEIM 1092

Instructors

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Student/Office Hours:

Wiltshire: Wednesdays 11:45am-12:35pm (F2F in office), **Thursdays 3:15-4:30pm** (Zoom):
Thursday: <https://ufl.zoom.us/j/95228830287> (Meeting ID: 952 2883 0287)

I'm also available by e-mail and by appointment at other times; to ask questions or make an appointment: please email me directly at wiltshir@ufl.edu anytime

Dunn: Mondays 2:00-3:00pm, Tuesdays 10:45-11:45am (F2F in office)

I. Course Information

Course Description

Linguistic Prejudice is directed against people who speak with a “nonstandard” accent or grammar and is used to discriminate against groups based on perceived race, ethnicity, gender identity/orientation, geographic location, linguistic background, and socio-economic status. This course explores the relationships between language varieties and prejudice and their real-world consequences; a lack of awareness of linguistic prejudice can lead to discrimination in education, housing, careers, healthcare, interactions with the justice system, etc. We then address the pressing question “what can we do to mitigate the effects of Linguistic Prejudice?” To do so, students explore what linguistic prejudice is and who it affects; readings on research and methodologies from linguistics, sociology, and psychology provide students with the terms and tools to describe, analyze, and respond to linguistic prejudice. We examine the prevalence of linguistic prejudice and its impacts, reflect on our own beliefs and behaviors, interview others about their attitudes, and work together to develop potential techniques to reduce the pervasiveness of linguistic prejudice, mitigate its effects, and prevent such attitudes from infecting our institutions or affecting opportunities in our society.

E-learning site: <https://elearning.ufl.edu/> Find IDS2935 Linguistic Prejudice

II. Coursework & Schedule

1. Required Course Materials (to purchase/rent)

Barrett, Cramer, & McGowan. 2023. *English with an Accent*. (3rd ed.) London/NY: Routledge.

[Supplemental Readings available in Canvas (free); see course schedule for complete list.]

Materials and supplies fees: none

2. List of Graded Work

Assignment	Description	Points
Attendance	Attendance will be taken at the discussion section meetings (Fridays). You are allowed 1 “personal day” for the semester, after which each absence that does not meet university criteria for “excused” results in a 4-point deduction. Tardiness (>5 minutes) counts as late; two “late”s count as an absence.	40
Exercises (6)	Each exercise requires you to reflect on your own experience with and attitudes toward non-standard language/accents; some also require gathering information from other people or try an experiment. These also form the basis for discussion in class or section (250-300 words, 2-3 paragraphs)	300 (@50)
Tests (2)	Each test will be one class period, the first covering Weeks 1-6 (Sept 30 th) and the second covering weeks 1-12 (Nov. 8 th). Each will be composed of definitions, multiple choice questions, short answer questions, and/or a short essay.	270 (120+150)
Reading Response (1)	In the list of supplementary articles, 4 are marked RR; choose one and write a Reading Response, due by midnight the day before we discuss the article. Responses should be about 2 pages (500-600 words), and a) summarize the main point(s) b) discuss how it relates to material in the textbook or from class & c) provide reactions to the article (both personal and professional). You are expected to use the terminology from the class to discuss the article.	80
Discovering Examples (1)	You will find and document a new example of linguistic prejudice from real-life, such as a video/audio clip, article from written media (newspapers, blogs), or a narrative video describing a personal experience. Post the example to a discussion board on Canvas and provide a short (100-150 words) statement of how the example illustrates linguistic prejudice as discussed in the course. These can be posted any time but must be posted by WEEK 11 FRI, November 1 st .	50
Group Project/ Poster Presentation	Groups of 3-4 students identify a type of speech subjected to linguistic prejudice & some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I provide a list of topics; you can request your preferred topics and I’ll organize groups or you may propose your own topics & groups, with my approval]. Submit requests for topics/groups by Oct 28 th . Present Posters either during the final section meeting (Nov. 22 nd) and in class Monday (Dec. 2). Posters are due midnight before the first presentations (Nov 21 st).	80
Final project paper	Each student will individually write up their group project providing (a) the background on a documented prejudice and/or discrimination towards some type of speech (2-3 pages) (b) a proposal for reduction of prejudice or mitigation of its discriminatory effects (3-5 pages) and (c) a discussion of the relationship of the proposal to other proposals for mitigations and their ethical bases (1-2 pages) (d) appropriate references) Total: 8-10 pages plus references, 1800-2200 words). Due Dec 10 th , 10am	180

3. Weekly Course Schedule

Note: "EWAC" = *English with an Accent* textbook

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 1	Topic	Introduction to Linguistic Prejudice and the course	
Aug 23F	Summary Disc. Section	An introduction to Linguistic Prejudice, attitudes (positive & negative) towards speech varieties, and why it matters, as well as an overview of the course and its requirements	
	Req. Reading	Syllabus	
Week 2	Topic	Why & How Does Language Vary? Who has an Accent?	
Aug 26 M Aug 28 W	Summary	Introduction to findings of the discipline of linguistics that are important for understanding language & variation, including terminology for the describing and categorizing linguistic differences in accents & dialects based on race, ethnicity, geographical origin, linguistic background, gender & orientation; increase awareness of students' own accent & dialect features.	
	Req. Readings	EWAC: Chapter 3 "Things linguists know about language" pp. 42-62; Lippi-Green Ch 3 "The myth of non-accent" (pp. 44-54)	
	Assignment	Background Questionnaire Exercise #1: Ask four people ... (1 page, 250-300 words).	8/28W 8/29Th
Aug 30 F	Disc. Sect.	Who has an accent?, Ex. 1 discussion	
Week 3	Topic	Are some accents/varieties better than others? How do we document (linguistic) prejudice?	
Sep 2 Sep 4	Summary	After Monday's holiday (Labor Day), we discuss the role of an ideal Standard Language vs. natural language varieties, and introduce psychological, linguistic & sociological methods of documenting linguistic prejudice through methodologies including implicit attitude measures, sociolinguistic interviews, & language attitude studies.	
	Req. Readings	EWAC: Ch. 4 "Language subordination" (pp 64-77); Green (2014) video from Crash Course Psychology, Excerpts: Strangor (2009: 10-13); Loureiro-Rodriguez & Acar (2022: 185-189); Becker (2018: 99-101); Campbell-Kibler (2018: 144-147); Clopper (2018: 157-161)	
	Assignment	Exercise #2: Implicit Attitude Test ...(1 page, 250-300 words)	9/5 Th
Sep 6	Disc. Sect.	Techniques including Sociolinguistic Interviews & IATs, Exercise 2 discussion	
Week 4	Topic	Who is affected by linguistic prejudice? Racial/Ethnic groups	
Sep 9 M Sep 11 W	Summary	Discuss categorizations, including questions of what "race"/"ethnicity" are and how they are socially & linguistically constructed. Begin to examine research on individual & societal prejudicial attitudes towards the speech of perceived racial groups in America, including African- and Asian- Americans.	
	Req. Readings	EWAC Ch. 6 "Language, racialization, and racism" (pp. 102-129); Lo (2016) "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" (97-112) [RR]	
	Optional	Smedley & Smedley (2005) "Race as biology is fiction, racism as a social problem is real." (16-26)	
	Assignment	(Optional RR to Lo (2016): 500-600 words)	(9/12 Th)
Sep 13 F	Disc. Sect.	Asian Americans, Lo article	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 5	Topic	Who is affected by linguistic prejudice? Race/Ethnicity	
Sep 16 M Sep 18 W	Summary	Continue with research on individual and social prejudicial attitudes towards the speech of Native Americans, Hispanics, and bilinguals in the US.	
	Req. Reading	EWAC Ch. 7 "Language diversity in the US" (pp. 130-159)	
	Assignment	Exercise #3: your own linguistic history... (1 page, 250-300 words)	9/19 Th
Sep 20 F	Disc. Sect.	Hispanic Americans, Discuss Ex. 3	
Week 6	Topic	Who is affected by linguistic prejudice? The deaf/Deaf	
Sep 23 M Sep 25 W	Summary	Discuss American Sign Language and its role in the Deaf community; explore ramifications of the common assumption that spoken languages are preferable to sign languages and the deficiency approach to deafness.	
	Req Reading	EWAC Ch. 8 "American Sign Language and deaf culture pp. 161-185)	
Sep 27F	Disc. Sect.	Review for Test 1	
Week 7	Topic	Who is affected by linguistic prejudice? Geographic origins in US	
Sep 30 M Oct 2 W	Summary	After the test Monday, we begin to examine and discuss research documenting our prejudicial attitudes towards the speech of Americans based on geographic origins such as rural vs. urban or Southern vs Northern.	
	Req Reading	EWAC Ch. 9 "Putting language on the map" (pp. 186-209)	
	Assignment	Test 1 in class Monday	9/30 M
Oct 4 F	Disc. Sect.	Geographic dialects in the US	
Week 8	Topic	Who is affected by ling. prejudice? Geographic & linguistic origins	
Oct 7 M Oct 9 W	Summary	Continue to examine and discuss research documenting prejudicial attitudes towards the speech of US-born and foreign-born Americans based on their geographic and linguistic origins; examine the categories "native speaker" vs. bilingual vs. ESL speakers	
	Required Readings	Kinzler & DeJesus (2013) "Northern=smart and Southern=nice" (1146-1158); Subtirelu & Lindemann (2016: 765-783) "Teaching First Language Speakers to Communicate Across Linguistic Difference"	
	Optional	Luhman (1990: 331-348, Appalachian)	
	Assignment	(Optional RR to Kinzler & DeJesus (2013): 500-600 words) Exercise #4: Try changing one thing... (1 page, 250-300 words)	(10/6 Su) 10/10 Th
Oct 11 F	Disc. Sect.	ESL/International speakers of English	
Week 9	Topic	Who is affected by linguistic prejudice? Gender & Sexuality & Speech Patterns	
Oct 14 M Oct 16 W	Summary	Examine and discuss research documenting prejudicial attitudes towards speech perceived as feminine, "gay-sounding", etc.	
	Required Readings	Ko, Judd & Stapel (2009) "Stereotyping based on voice in the presence of individuating information" (198-211) [RR]; Zimman (2010) "Female to male transsexuals [transgender] and gay-sounding voices" (1-21)	
	Assignment	(Optional RR to Ko et al (2009): 500-600 words)	(10/13 Su)
Oct 18 F	No Disc. Sect.	Homecoming Holiday	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 10	Topic	How is Linguistic Prejudice spread?	
Oct 21 M Oct 23 W	Summary	Explore how linguistic prejudice, including the “Standard Language Ideology”, is manifested in educational approaches and the media, to understand how attitudes are perpetuated in both individuals and society	
	Required Readings	EWAC Ch. 11 “The communicative burden in education” (pp. 231-256); Ch. 12 “Language use, media stereotypes, and fake news” (pp. 258-280).	
	Assignment	Exercise #5: What accents do you ... (1 page, 250-300 words)	10/24 Th
Oct 25 F	Disc. Sect.	Children’s education & media, discuss Exercise 5	
Week 11	Topic	How does linguistic prejudice affect people in the real world? workplace, healthcare, education ...	
Oct 28 M Oct 30 W	Summary	We begin to examine the discriminatory effects of individuals acting with linguistic prejudice in real-world contexts, including the workplace, healthcare, and education, and discuss the ethical implications of such discrimination.	
	Required Readings	EWAC Ch. 13 “Language in the workplace” (pp. 281-300); Anderson et al (2014) “Vocal fry may undermine the success of young women in the labor market.” (1-8); Iheduru-Anderson (2020) “Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States” (1-15).	
	Assignment	Submit Group Presentation Project choice by Monday night Discovered Example due by Friday	10/28 M 11/1 F
Nov 1 F	Disc. Sect.	Healthcare	
Week 12	Topic	How does linguistic prejudice affect people in the real world? judicial system & housing	
Nov 4 M Nov 6 W	Summary	Continue the examination of the discriminatory effects of individuals acting with linguistic prejudice in real-world contexts, focusing on the judicial system and housing.	
	Required Readings	EWAC Ch. 14 “Examining the American judicial system and housing” (pp. 302-319); Purnell et al. 1999. “Perceptual and Phonetic Experiments on American English Dialect Identification” (pp. 10-30) [RR]	
	Optional	Rickford & King (2016: 948-988, AAVE in court, 1 st & last sections).	
	Assignment	(Optional RR to Purnell et al (1999): 500-600 words)	(11/5 Tu)
Nov 8 F	Disc. Sect	Test 2	11/8 F
Week 13	Topic	How can we reduce linguistic prejudice and mitigate its effects?	
Nov 11 M Nov 13 W	Summary	After Veteran’s Day, we begin to examine proposals for promoting individual, institutional, and societal strategies to reduce linguistic prejudice and/or prevent such attitudes from affecting our society. We’ll evaluate their potential and actual efficacy, along with their ethical basis, beginning with schools and healthcare.	
	Req. Readings	EWAC Epilogue (pp 320-323); Wolfram “Sound Effects” (27-30)	
	Optional	Gu, & Shah (2019: 378-396)	
	Assignment	Exercise #6: Describe a situation ... (one page, 250-300 words)	11/14 Th
Nov 15 F	Disc. Sect.	Discrimination in healthcare; Discuss responses to Ex. 6	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 14	Topic	How can we reduce linguistic prejudice and mitigate its effects, including Group Presentations projects	
Nov 18 M Nov 20 W	Summary	We continue to examine proposals for promoting individual, institutional, and societal changes to reduce linguistic prejudice and/or its ability to infect our systems, and discuss their potential and actual efficacy, along with their ethical basis; focus on university settings and employment	
	Required Readings	Dunstan et al. (2015) "Educating the Educated" (266-280); Lebrecht et al. (2009). "Perceptual other-race training reduces implicit racial bias." (1-7); HR Daily Advisor (2016) "Avoiding Language Discrimination in the Workplace" (≈2 pages)	
	Assignment	Group project poster submissions	11/21 Th
Nov 22 F	Disc. Sect.	Group project poster presentations	11/22 F
Nov 25-27-29	eat! relax! be thankful!	Holiday week (Thanksgiving)	
Week 15	Topic	Group Presentations on projects; final overview on Wednesday	
Dec 2 M Dec 4 W [no FRI]	Summary	Monday we'll continue group projects presentations; Wednesday we'll have time to answer any questions about the final write-up, along with a final discussion on whether and how the students feel the course has made any impact on them or their future lives, what we can do next, and how the course could be improved.	
	Readings	Individualized based on project	
	Assignment	Group project poster presentations	12/2M
Dec 10 Tu	Final	Final write up assignment due (8-10 pages, 1800-2200 words)	12/10 10 am

Required Articles: (available on Canvas) Readings marked [RR] can be used for the Reading Response assignment (choose **one** and remember it must be done **by its deadline** to count)

Week 2 Who has an Accent?

Lippi-Green, Rosina (2012). Chapter 3: "The myth of non-accent", *English with an Accent* (2nd edition), pp. 44-52. Routledge.

Week 3 How do we document linguistic prejudice? (Excerpts combined into one file)

video: Crash Course Psychology #39 Prejudice and Discrimination: Hank Green, 2014, available at: <https://www.youtube.com/watch?v=7P0iP2Zm6a4>

Strangor, Charles. 2009. "The Study of Stereotyping, Prejudice, and Discrimination Within Social Psychology: A Quick History of Theory and Research", in *Handbook of Prejudice, Stereotyping, and Discrimination*, ed. by Todd D. Nelson. New York: Taylor & Frances, pp. 1-12

Becker (2018) "The Sociolinguistic Interview" (pp. 99-101); Campbell-Kibler (2018) "Language Attitude Surveys" (pp. 144-147); Clopper (2018) "Experiments" (pp. 157-161) are all from *Data Collection in Sociolinguistics: Methods and Applications*, New York/London: Routledge.

Loureiro-Rodríguez, V., & Acar, E. (2022). The Matched-Guise Technique. In R. Kircher & L. Zipp (Eds.), *Research Methods in Language Attitudes* (pp. 185-89). Cambridge: Cambridge University Press.

Week 4 Who is affected? Race/Ethnicity

Lo, Adrienne. 2016. "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" in Slim, Rickford & Ball, eds., *Raciolinguistics*. Oxford: Oxford University Press (pp. 97-111) [RR by 9/12]

Week 8 Who is affected? Geographic & linguistic origins

Kinzler, Katherine D. & Jasmine M. DeJesus (2013) Northern = smart and Southern = nice: The development of accent attitudes in the United States, *The Quarterly Journal of Experimental Psychology*, 66:6, 1146-1158, DOI: [10.1080/17470218.2012.731695](https://doi.org/10.1080/17470218.2012.731695) [RR by 10/6]

Subtirelu, Nicholas Close and Stephanie Lindemann. 2016. "Teaching First Language Speakers to Communicate Across Linguistic Difference: Addressing Attitudes, Comprehension and Strategies", *Applied Linguistics* 37/6: 765-783

Week 9 Who is affected? Gender & LGBTQ (and intersections)

Ko, Sei Jin, Charles M. Judd & Diederik A. Stapel. 2009. Stereotyping based on voice in the presence of individuating information: Vocal femininity affects perceived competence but not warmth. *Personality and Social Psychology Bulletin* 35, no. 2: 198-211. [RR by 10/13]

Zimman, Lal. 2010. Female to male transsexuals* and gay-sounding voices: A pilot study. *Colorado Research in Linguistics*. Vol 22: 1-21. [*Note: the current term is transgender]

Weeks 11-12 How does linguistic prejudice reflect/reinforce prejudice? workplace, judicial, health care, & housing

Anderson, Rindy C., Casey A. Klofstad, William J. Mayew & Mohan Venkatachalam. 2014. Vocal fry may undermine the success of young women in the labor market. *PloS one* 9.5 (2014): e97506: 1-8.

Iheduru-Anderson, Kechi. 2020. Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States. *Nursing Inquiry* 2020: 1-15. (DOI: 10.1111/nin.12355)

Purnell Thomas, William Idsardi & John Baugh J. 1999. Perceptual and Phonetic Experiments on American English Dialect Identification. *Journal of Language and Social Psychology*. 18.1: 10-30. doi:[10.1177/0261927X99018001002](https://doi.org/10.1177/0261927X99018001002) [RR by 11/5]

Week 13-14 Mitigation

Wolfram, Walt. 2013. Sound Effects. *Teaching Tolerance* 52.43: 29-31. at:

<https://www.tolerance.org/magazine/spring-2013/sound-effects> or Wolfram, Walt. 2013. Sound effects: Challenging language prejudice in the classroom. *The Education Digest* 79.1: 27-30

Lebrecht, S., L. J. Pierce, M. J. Tarr & J. W. Tanaka. 2009. Perceptual other-race training reduces implicit racial bias. *PloS one*, 4.1: 1-7.

HR Daily Advisor. 2016. "Avoiding Language Discrimination in the Workplace" (approx. 2 pages):

<https://hrdailyadvisor.blr.com/2016/03/14/avoiding-language-discrimination-in-the-workplace/>

Dunstan, Stephany Brett, Walt Wolfram, Andrey J. Jaeger, and Rebecca E. Crandall. 2015. Educating the educated: Language diversity in the university backyard. *American Speech* 90. 2: 266-280.

Optional Articles: (available on Canvas)

Week 4 Who is affected? Race/Ethnicity

Smedley, A., & B.D. Smedley B.D. 2005. Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist* 60.1: 16-26.

Week 8 Who is affected? Geographic origins with the US

Luhman, R.. 1990. Appalachian English stereotypes: language attitudes in Kentucky. *Language in Society* 19.3: 331-348.

Week 12 How does linguistic prejudice reflect/reinforce prejudice? workplace, judicial,healthcare

Rickford, J.R. & S. King, 2016. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language*, 92.4: 948-988.

Week 13 How can we reduce linguistic prejudice and mitigate its effects?

Gu, Y. & A. P. Shah. 2019. A Systematic Review of Interventions to Address Accent-Related Communication Problems in Healthcare. *Ochsner Journal* 19.4: 378-396.

III. Grading

Statements on Attendance and Participation

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/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken at the discussion section meetings (Fridays). You are allowed one (1) “personal day” for the semester, after which each absence that does not meet university criteria for “excused” results in a 4-point deduction from your attendance grade. Two tardy (>5 minutes) arrivals = one absence.

Participation: is expected and will enhance your experience of the course. While not directly counted in your grade, actively participating in class will contribute to your understanding of the material and will enable you to improve your performance on the tests, reading responses, and final projects.

Diversity Statement: “I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.” (borrowed from the American Society for Engineering Educations Committee on Diversity, Equity, and Inclusion).

Note: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Individuals acquire their ways of speaking from the communities around them and are not pre-determined characteristics of their birth, identity, or membership in any group. Linguistic prejudice is often directed at individuals based on their perceived membership in a group (e.g., “Southerners”, “female”, “immigrant”), and this course therefore touches on topics germane to identity. This course does not treat inequalities or injustice as inherent, but instead critically discusses theoretical perspectives on whether and how social structures may create or reproduce inequalities. Discussions are based on research that is case- or data-driven rather than driven by an ideology or advocacy. Grading of all assignments focuses on understanding of content rather than adopting a specific opinion.

Lateness Policy

If you fear that you will be late with an assignment, please get in touch with us as soon as possible. If late without permission, assignments are subject to a 4% penalty per hour and are not accepted beyond 24 hours after they are due.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading:	930-1000 = A	900-929 = A-	870-899 = B+	830-869 = B
	800-829 = B-	770-799 = C+	730-769 = C	700-729 = C-
	670-699 = D+	630-669 = D	600-629 = D-	Below 599=E

A minimum grade of C is required for Quest and General Education credit. Courses taken for satisfying Quest and General Education requirements cannot be taken S-U.

IV. Required Policies

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.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. To read the conduct code and process, click here: <https://sccr.dso.ufl.edu/process/student-conduct-code/> . If you have any questions or concerns, please consult with the instructor or TAs in this class.

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/>.

Counseling and Wellness Center

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

UF Policy on Recording

"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."

V. GenEd and Quest: Objectives & Learning Outcomes

This Course in the Quest 2 Curriculum Fulfills the Social & Behavioral Science (S) and Diversity (D) General Education Requirements.

Quest 2 Course Objectives & Learning Outcomes: <https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext>

General Education Social & Behavioral Science, Diversity Objectives & Outcomes: <https://catalog.ufl.edu/UGRD/academic-programs/general-education/#objectivesandoutcomestext>

VI. This course: Objectives & Learning Outcomes

At the end of this course, students are expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

Gen Ed S: Identify, describe, & explain the history, underlying theory and methodologies

Gen Ed D: Identify, describe, & explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

Quest 2: Identify, describe, & explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences incorporated into the course.

This course:

- At the end of this course, students will be able to
 - Identify, describe, and explain the historical development of linguistic variation and how linguistic prejudices develop based on that variation, with attention to the intersections of race, ethnicity, gender, geography and other categories.[S, D]
 - Identify, describe, and explain linguistic diversity as a dynamic concept related to human differences and their intersections, such as race, ethnicity, gender identity, sexual orientation, and geographic and linguistic origins [S, D, Q2]
- Achievement of these learning outcomes will be assessed through:
 - Reading responses, exercises, discovering examples, tests , group project presentation, final project paper

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

Gen Ed S: Identify & analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

Gen Ed D: Analyze & evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

Quest 2: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.

This course:

- At the end of this course, students will be able to
 - Analyze and evaluate methodologies from linguistics, sociology, anthropology and psychology used to document how linguistic variation is used for linguistic prejudice. [S, D]
 - Analyze and evaluate how social inequities are constructed, as linguistic prejudice impacts discrimination against groups in the US in a variety of circumstances. [S, D, Q2]

- Analyze and reflect on the way different linguistic ideologies mediate understandings of an increasingly linguistically diverse US society. [D, Q2]
- Achievement of this learning outcome will be assessed through:
 - Reading responses, tests, group project presentation, final project paper

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Gen Ed S: Communicate knowledge, thoughts and reasoning clearly and effectively.

Gen Ed D: n/a

Quest 2: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.

This course:

- At the end of this course, students will be able to
 - Develop and present, both in writing and orally, proposals to reduce linguistic prejudice and mitigate its effects on some part of our society. [D, Q2]
- Achievement of this learning outcome will be assessed through:
 - Group project presentation, Final project paper

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

Quest 2: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

This course:

- At the end of this course, students will be able to
 - Connect course content with their own personal, intellectual and professional development through critical reflection on their own linguistic prejudice and how the prejudices of others impact their lives, society, and professions. [Q2]
- Achievement of this learning outcome will be assessed through:
 - Discovering Examples, exercises, reading responses