

FYSE 1405: Language and Social Justice

Fall 2013

Dr. Shawna Shapiro

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Office Hours (in Voter 109) : Mon 3-4pm; T/Th 11-12pm, or by appt.

Course Description

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 artistic works, including writings by Julia Alvarez, James Baldwin, Deborah Cameron, Lisa Delpit, William Labov, Rosina Lippi-Green, Thomas Ricento, Richard Rodriguez, Amy Tan, and many 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

- Develop a greater understanding of how language and power intersect at micro and macro levels
- Engage deeply and critically with a variety of course readings
- Contribute extensively to in-class discussion and build oral presentation skills
- Practice finding, evaluating, synthesizing, and citing sources
- Write and revise a variety of academic essays, and offer feedback to peers
- Use technology to contribute to course learning
- Gain familiarity with academic culture at Middlebury
- Build confidence and self-awareness in regards to speaking, reading, writing, research, etc

Reading List

Lippi-Green, R. (2011). *English with an Accent: Language, Ideology & Discrimination in the United States* (2nd Ed) – (available at Bookstore).

Rodriguez, R. (1982). *Hunger for Memory: The Education of Richard Rodriguez*—(available at Bookstore).

*Additional electronic readings will be uploaded to Moodle—Visit [go/coursehub](#) for link.

** Please keep all readings and handouts in an organized notebook or binder!!

*** See Course Calendar for specific dates and readings.

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.

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, and discuss 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 a *new* online tutorial on academic honesty, available at [go/aht](#) (and in Coursehub), by the end of Week 1 of class.

Assignments

You will complete a total of four papers, as well as some shorter reflection and response assignments. For longer papers, you will write at least two drafts—sometimes completing a third or fourth draft as well. Much of the work will be due to me electronically, although you may be asked to bring copies to class for peer review.

Grading

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

20% of your grade will be based on the cover letters and other evidence of growth in the midterm and final portfolio (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, early drafts of papers, short assignments (including free writes) and other class work.

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 are feeling overwhelmed or frustrated, I hope you will let me know as soon as possible, so I can help you get the support you need.

If you have learning issue 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 (writing tutors): Caroline Zitin- czitin@middlebury.edu & Ali Lewis- atlewis@middlebury.edu

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

CTLR: <http://www.middlebury.edu/administration/ctrl> (Peer tutors for all subjects, including drop-in writing tutors Sun-Th evenings. Also professional tutors available for writing, quantitative skills, and time management/ learning resources)

Course Overview: Major Papers

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

Paper 1- Summary/Response (2-3 pp.)

Choose one of the four chapters we have read thus far, and write a short formal paper that includes a summary of the author's main points (with occasional examples/illustrations from the text), an evaluation of whether or not you think the argument is valid (with supporting evidence), and a discussion of the overall significance/implications of the article for our understanding of language and social justice (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 a 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 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- Language and Social Justice: A Critical Reflection (~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?

Final Portfolio- Revision of Paper 3 or Paper 4 (or both), plus Cover Letter.

COURSE CALENDAR

Sept 3 (T, 9-11am): Introductions, overview, begin exploring course material. In-class, preview Lippi-Green Preface and Introduction.

Sept 10 (T): Lippi-Green Ch 1 (focus on key terms list). **Due: HW #1** (Online “scavenger hunt”)

Sept 12 (Th): Lippi-Green Ch 2 (and continue discussing Ch 1). Visit from Carrie M. (library liaison).

Due by Fri 9/13: Complete online tutorial on academic honesty (see Coursehub)- approx 30 min.

Due by Sun 9/15 at midnight on Moodle: HW #2, ~2pp. (HW # 2: Offer an extended definition in your own words of one of the concepts from HW #1. Describe an event or aspect of your personal life, in which you have seen that concept at work. Conclude with a few implications and/or lingering questions)

Sept 17 (T): Lippi-Green Ch 3 and 4. Also follow-up from tutorial.

Possible evening meeting.

Sept 19 (Th): Prof. S. away. In-class screening of *American Tongues* + online discussion (Moodle).

Begin working on Paper 1- Summary/Response.

NOTE: *Sept 20 (Fri) is last day to add classes. Talk to Prof S ahead of time if you will need a signed add card.*

All week: Meet with mentor about Paper 1

Sept 24 (T): Peer review workshop for Paper 1 (bring 3 paper copies to class). Also discuss Lippi-Green Ch 5 (and follow-up on *American Tongues* online discussion).

Sept 26 (Th): Lippi-Green Ch 7 and Ch 11. **Due by Sun 9/29 (midnight):** Draft 2 of Paper 1 due, via Moodle.

All week: Check-in meetings w/ SS.

Oct 1 (T): Lippi-Green Ch 9. Also explore related links online. Discuss Paper 2 (Sociolinguistic Analysis).

7:30pm film screening (AXN 104)- (possibly assign different films by group?). Discuss online.

Oct 3 (Th): Lippi-Green Ch 17 and Baugh.

FYI: **Oct 7 (M), 7:00 p.m.** in Dana Auditorium: “No Time to Think: Balance, Technology, & Academic Life.”

Oct 8 (T): Initial research workshop (**in MBH 161- Armstrong Library**). Also read Lippi-Green Ch 15.

Oct 10 (Th) Writing Workshop. Also read Tan (and continue discussing Lippi-Green Ch 15).

Note: *Register for JusTalks Oct 9-16.*

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

Oct 15 (T) - Peer review for Paper 2 (bring 3 copies to class). Also read poetry by Alvarez.

Dinner at Wonnacott House: 6-7:30pm.

Oct 17 (Th) - Lippi-Green Ch 14. Also read prologue to Rodriguez.

Due by Sun Oct 20 (midnight): Draft 2 of Paper 2, via Moodle.

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

Oct 22 (T)- FALL BREAK- NO CLASS

Oct 24 (Th)- Writing Workshop for Midterm Portfolio. Also discuss Paper 3 (Research Paper) and generate possible ideas.

Due Sun 10/27 (midnight)- Midterm Portfolio (final drafts of Paper 1 and 2, plus cover letter), via Moodle.

Oct 29 (T)- Research Workshop #2 (in MBH 161- Armstrong Library). Also prepare to discuss “language rights/linguistic human rights (LHR)” movement.

Oct 31 (Th)- Rodriguez Ch 1-2. Also follow-up from research workshop.

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

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

Nov 5 (T)- Rodriguez Ch 3-4.

Possible evening gathering.

Nov 7 (Th)- Rodriguez Ch 5-6.

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

Nov 12 (T)- Peer review for Paper 3 (Bring 3 copies of introduction/outline to class).

Nov 14 (Th)- Begin oral presentations.

Due Sun 11/17 at midnight: Post full draft of Paper 3 on Moodle forum for peer review (due via email by Wed Nov 20).

Nov 19 (T)- Lippi-Green Ch 10 and Baldwin. Continue oral presentations.

7:30pm film screening (AXN 104)- TBD.

Nov 21 (Th)- Lippi-Green Ch 16. Finish oral presentations.

Due Sun 11/24 at midnight: Draft 2 of Paper 3, via Moodle.

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

Nov 26 (T)- Writing Workshop for Paper 4. Also read Lippi-Green Ch 6 OR Delpit.

Nov 28 (Th)- NO CLASS- THANKSGIVING

Due by Mon Dec 2 at midnight (or earlier!!)- Draft 2 of Paper 4.

Dec 3 (T)- Writing workshop. Additional readings/film, related to language rights.

Dec 5 (Th)- Wrap-up. Course evaluations.

Due Mon, Dec 9th (midnight)- End-of-term Portfolio (final drafts of Paper 3 and 4, plus cover letter), via Moodle.