

# FYSE 1405: Language and Social Justice

Fall 2018

Dr. Shawna Shapiro

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Office Hours (in Carr Hall 201) Mon 11am-12pm, T/Th 3:00-4:00pm, 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 literary works, including writings by Julia Alvarez, James Baldwin, John Baugh, Lisa Delpit, Rosina Lippi-Green, Richard Rodriguez, Amy Tan, and others. Students will develop a range of reading, writing, and oral presentation skills, and will receive frequent feedback on their work throughout the semester. (AMR, SOC).

NOTE: Class meets **T/Th 9:30-10:45am in Chateau 109**.  
We **sometimes** have meetings Tues 7:30-10pm in AXN 104)

## Learning Outcomes: In this course, students will develop...

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

## Reading List

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

\*\*See Course Calendar for specific reading assignments.

## Expectations

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

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

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

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

Finally, you may have opportunities for **community engagement in Burlington or Winooski** connected to this course. I’ll be sharing more in class, but please contact me if you’re interested.

## Formatting for Written Work

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

In class, we will talk more about academic integrity, including ways to use sources appropriately. For now, please remember that **plagiarism** usually involves using someone else’s words or ideas as if they were your own. It can have very serious consequences, including academic suspension or even expulsion. For more information on plagiarism and how to avoid it, please visit [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/overview.html](https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/overview.html). You will also be completing an online tutorial on academic integrity, available at [go/ait](#) early in the semester.

## Assignments and Grading

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

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

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

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

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

## Communication and Support

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

If you have a disability or learning issue of any kind that might impact your studies, please communicate with me as soon as possible. For formal accommodations, please be sure to contact Student Accessibility Services (formerly “ADA”), directed by Jodi Litchfield- ([litchfie@middlebury.edu](mailto:litchfie@middlebury.edu)) See <http://www.middlebury.edu/campuslife/diversity/ada/> for more information. All conversations with SAS are confidential.

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

**FYS Mentors** (for support with writing, time management, and oral presentations)  
Rose Adams ([radams@middlebury.edu](mailto:radams@middlebury.edu)) and Vee Duong ([vduong@middlebury.edu](mailto:vduong@middlebury.edu))  
\*NOTE: You may also work with other peer or professional tutors from CTLR- see [go/writingcenter](#) for info.

**Library Liaison:** (for help with finding, evaluating, and incorporating secondary sources, using library resources, and more!) **Carrie Macfarlane-** [cmacfarl@middlebury.edu](mailto:cmacfarl@middlebury.edu) (x 5018). More info and online appointments at <http://go.middlebury.edu/carrie>

**CTLR** ([go/CTLR](#)): Peer tutoring for all subjects, including drop-in writing tutors Sun-Th evenings. Professional staff available for writing, math/quant, time management, and other learning issues.

**Digital Media Services** ([go/dmt](#)): Assistance using a variety of digital tools. Available for drop-in and scheduled appointments

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

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

## Overview of Major Assignments

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

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

You will choose Lippi-Green Ch 3, 4, or 5 as the focus for this paper. Write a short, formal paper that a) **summarizes** the author's main points, using occasional examples/ quotations from the text (with appropriate citation) and b) **offers** your own evaluation of the argument (i.e., Is it valid/logical/well-supported? What are the implications?) \*NOTE: The "response" section of this paper is an academic, rather than personal, response. We'll talk more about this in class.

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

In this paper, you will analyze a novel, film, or television show (i.e., a cultural artifact), focusing on how it illustrates or challenges key concepts related to language and social justice. You will develop an argumentative essay in which you reference at least 2 outside sources in your Intro/Rationale, explaining why this cultural artifact is worth analyzing. You will also reference at least 1 course reading as the theory/framework for 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, including evidence from the work you are analyzing.

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

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

For this paper, you will develop a narrow research question to explore related to our course theme. Your goal will be to synthesize (not just summarize) the research on that question, and to discuss why the findings are significant to our understanding of language and social justice. Possible topics for this assignment will be provided in class. This project will allow you to build up your research skills, including skills in finding and evaluating sources, incorporating quotes and examples effectively into your writing, and citing appropriately (APA style). You will complete a number of smaller assignments to help "scaffold" the writing process, including a project proposal, an annotated bibliography, 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- Critical Reflection on Language and Social Justice (~5 pp.)**

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

1. How have I experienced and/or perpetuated language-based discrimination? How does this deepen or complicate my understanding of language and social justice?
2. What is one question or tension from class that remains unresolved for me? Why is it so difficult to resolve?
3. What is a problem related to language and social justice, for which I would like to propose and defend a particular solution or critique existing solutions?

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

## COURSE CALENDAR

**Sept 4 (Tues, 8:30-10:30am):** Introductions, overview, begin exploring course material. In-class, preview Lippi-Green Preface and Introduction. Discuss academic reading strategies. Discuss reading and HW 1, due for next class at 9:30am on Tues 9/11.

**HW 1 Prompt:** What is one way in which language and social justice are linked? After explaining this linkage, provide one or more examples (e.g., from your life experience or from literature, media, news, etc.) that illustrate this linkage. If you cite external sources (e.g., definition of “social justice”) be sure to cite them appropriately in APA or using footnotes! (~2pp, double spaced- bring paper copy to class on Tues 9/11)

**Sept 11 (T):** Lippi-Green Ch 1 (Basics of Linguistics- focus on key terms list).

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

**Sept 13 (Th):** Lippi-Green Ch 2 (Linguistic variation). Continue discussing Ch 1.

Visit from Carrie MacFarlane (our library liaison) at end of class

**Due by Sun 9/16 (midnight):**

1. Complete online tutorial on academic honesty at [go/aht](#)- (takes approx. 30 min).
2. Watch *American Tongues* with 2+ classmates (DVD at Davis Library Reserve or Kanopy streaming: <https://middlebury.kanopy.com/video/american-tongues> )
3. Read and respond to online discussion about both #1 and #2.

**Sept 18 (T):** Lippi-Green Ch 3 and 4 (“Non-accent” and Standard Language Myth).

Continue discussing online tutorial and *American Tongues*.

**Sept 20 (Th)** Lippi-Green Ch 5.(Language Subordination) Preview Ch 6 and Delpit.

**NOTE:** *Sept 21 (Fri) is last day to add classes. Talk to Prof S ahead of time if you will need a signed add card.*

**Sept 20-22:** Clifford Symposium E.C. opportunity!

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

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

*All week: Meetings with peer mentors about Paper 1*

**Sept 25 (T):** Peer review workshop for Paper 1 (bring 3 paper copies to class).

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

**\*\*\*7:30pm in AXN 104:** Time management workshop with peer mentors (required)

**Sept 27 (Th):** Lippi-Green Ch 11 (“Southern” American English) and

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

**Due by Sun 9/30 (midnight):** Revised draft of Paper 1 (on Canvas).

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

**Oct 2 (T):** Lippi-Green Ch 7 (Linguistic prejudice in media). Explore related links online.  
Discuss Paper 2- Sociolinguistic Analysis; brainstorm ideas

**\*\*\*Evening 6pm: Dinner at Ross House ☺**

**Oct 4 (Th):** Jigsaw reading- choose Lippi-Green Ch 8 (Language and power/politics) OR Ch 9 (Language discrimination in workplace/judicial system)

**Due Oct 5 (Fri):** Email Prof. S. your latest plan and outline for Paper 2.

**Oct 9 (T): (Meet in Wilson Media Lab).** Research Workshop: Finding credible sources online. Also read Lippi-Green Ch 15 (Linguistic prejudice and Asian Americans).

**Oct 11 (Th):** Writing Workshop- practice with integrating and citing sources in an introduction. Also read Tan, and continue w/ Lippi-Green Ch 15.

Over weekend: meetings available with mentors re: Paper 2

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

**Oct 16 (T) -** Peer review for Paper 2 (bring 3 copies to class). Also read Lippi-Green Ch 14 (Linguistic prejudice and Latino Americans) and poetry by Alvarez.

**Oct 18 (Th) –**Writing Workshop/General check-in (no additional reading assigned)

**Due by Sun Oct 21 (midnight):** Revised draft of Paper 2, via Canvas.

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

[On or before Mon Oct 22- small group film screening/podcast listening on topic of interest:

- 1) Bilingual and heritage language instruction ([Speaking in Tongues](#))
- 2) Endangered languages ([The Linguists](#))
- 3) Podcasts –e.g., Backstory on [PC language](#) ;  
[Codeswitch](#) episodes on the “word gap” or on “talking American”

*[All week: Meetings w/ SS]*

**Oct 23 (T)-** Jigsaw discussion of films (see above). Discuss Midterm Portfolio and look at sample cover letters.

**Oct 25 (Th)-** In-class Writing Workshop and briefly discuss Paper 3 (Research Paper) and brainstorm ideas (**bring device to class!**). 10am Skype w/ Prof. Netta Avineri (MIIS).

**Due Sun 10/28 (midnight)-** Midterm Portfolio: final drafts of Paper 1 and 2, plus cover letter (Canvas).

**[Over weekend: read Rodriguez]**

*All week: Short meetings w/ SS about research topics.*

**Oct 30 (T)**- Rodriguez Ch 1-2 (student-led discussion). More discussion of research paper (crafting research questions). Possible visit from Oratory Now coach.

**Nov 1 (Th)**- Rodriguez Ch 3-4. (Student-led discussion).

**Due Sun 11/4 (midnight):** Research question, rationale, and annotated bibliography of 3-5 sources for Paper 3, via Canvas.

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

**Nov 6 (T)**- **(Meet in Wilson Media Lab!)** Research Workshop #2: Broadening your search/ outlining sub-questions.

**Nov 8 (Th)**- Rodriguez Ch 5-6 (student-led discussion.) Also follow-up from research workshop.

**Due Sun Nov 11<sup>th</sup>:** Update on research paper (in-person or email to SS)

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

**Nov 13 (T)**- Workshop for Paper 3. (Bring 3 copies of intro + outline or full draft for peer review). Also discuss Lippi-Green Ch 10 (Linguistic prejudice and Black English) and Baldwin (possible student-led discussion).

**Tues 11/13, 7:30pm:** Oral presentations workshop with [Oratory Now!](#) (required)

**Nov 15 (Th)**- Oral presentations I.

**Due Sun 11/18 at midnight:** Draft of Paper 3 (Canvas).

**Nov 20 (T)**- Oral presentations II.

**Nov 22 (Th)**- **NO CLASS- THANKSGIVING**

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

**Due on or before Mon 11/26 (midnight, on Canvas):** Revised draft of Paper 3, via Canvas. Also post to online discussion about plans for Paper 4.

**Nov 27 (T)**- Read Lippi-Green Ch 17 (Linguistic profiling in housing) and Baugh article (student-led discussion). Talk through ideas for Paper 4 in small groups- bring quotes, examples, and other details you want to include in your paper.

**Nov 29 (Th)**- Peer review/Workshop for Paper 4. Continue discussing previous readings.

*All week: Meetings w/ SS, as needed.*

**Due by Mon Dec 3 at midnight (or earlier!)**- Revised draft of Paper 4.

**Dec 4 (T)**- Mini-presentation or excerpt reading for Paper 4 (4 min MAX). Course response forms.

**Dec 6 (Th)**- Course wrap-up, including “warm and fuzzy” activity.

**Due Mon, Dec 10<sup>th</sup> (midnight)**- End-of-term Portfolio (final drafts of Paper 3 and 4, plus cover letter), via Canvas.