

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
City University of New York

**Department of Academic Literacy and Linguistics**

**LIN100H.052W**  
**Spring 2021**  
**Language & Culture**

**Instructor:** Cynthia S Wiseman, EdD

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**Phone:** 212-220-8393

**Office:** N499C

**Office Hours:** Mon 12-3 via zoom or by apt

**Class Hours:** 3

**Credits:** 3

**Days/Time/Rooms:** Online/Asynchronous

**Academic Calendar**

Fri Jan 29	Classes begin
Fri Feb 5	Verification of Enrollment (VOE) period begins
Fri Feb 12	Lincoln's Birthday: No classes
Mon Feb 15	President's Day: No classes
Thurs Feb 18	VOE period ends
Sat-Wed, Mar 27-31	Spring Break: No classes
Thurs-Sun, Apr 1-4	Spring Break: No classes
Mon May 17	Last Day to Withdraw with grade of W
Mon May 17	Last Day of Class
Tues May 18	Reading day
Wed-Tues, May 19-25	Final Examinations
Fri May 28	Grades Submitted
Tues Jun 1	Honors Convocation
Fri Jun 4	BMCC Graduation/Convocation

**Course Description**

This course will introduce the student to the study of language in multicultural urban settings. The course will introduce related topics, such as bilingual/bidialectal families and bilingual education, language and gender, literacy in a changing, technological society, child language acquisition, and different dialects and registers of English. The readings will draw on works in linguistics, literature and related fields. Students will work on critical reading and produce writing based on the readings in connection with their own experiences and backgrounds.

**WRITING INTENSIVE COURSE**

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for the largest portion of your grade and will include opportunities for revision.

**Basic Skills**

Students must have passed or placed out of ESL62, ENG88 and ACR94 in order to register for LIN100/ANT115.

**Prerequisites**

This is an Honors course. Students must have taken at least 12 credits at BMCC, have a 3.5 cumulative GPA, and be exempt from remedial math, reading, and writing.

<b><u>Core Student Learning Outcomes</u></b>	<b><u>Measurements</u></b>
To be able to define language and its components and describe how it functions in society (including: multiculturalism, bilingualism, language varieties, gender differences, discourse, and contemporary language use).	<ul style="list-style-type: none"> <li>• Observed class discussions</li> <li>• Graded exam items</li> <li>• Topically-guided writing/ homework assignments</li> </ul>
To be able to analyze linguistic phenomena.	<ul style="list-style-type: none"> <li>• Graded exam items</li> </ul>
To be able to collect real-world sociolinguistic data (including appraising linguistic identities and language use).	<ul style="list-style-type: none"> <li>• Data collection reports (interview and observation notes, recordings of talk, transcripts) connected with the Language Observation Project</li> </ul>
To analyze sociolinguistic phenomena and to use prior research findings and literature in the interpretation of data.	<ul style="list-style-type: none"> <li>• Data Analysis (Language Observation Project)</li> <li>• Topically-guided writing/homework assignments</li> <li>• Graded exam items</li> </ul>
<b><u>Writing Intensive Learning Outcomes</u></b>	<b><u>Measurements</u></b>
Students will be able to complete (a) formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g., research paper, content-related report, and essay).	<ul style="list-style-type: none"> <li>• Short papers /essays/ data collection report</li> <li>• Research Proposal</li> <li>• Annotated bibliography</li> </ul>
Students will be able to generate pieces of informal writing in response to a variety of prompts, concepts, situations, or reading assignments.	<ul style="list-style-type: none"> <li>• Blog discussions</li> <li>• Journal assignments</li> </ul>

<b><u>General Education Learning Outcomes</u></b>	<b><u>Measurements</u></b>
<b>Communication Skills-</b> Students will be able to write, read, listen and speak critically and effectively.	<ul style="list-style-type: none"> <li>• Language/Discourse Observation Project summary of findings</li> <li>• Topically-guided writing/homework assignment</li> </ul>
<b>Social and Behavioral Sciences-</b> Students will be able to apply the concepts and methods of the social sciences.	<ul style="list-style-type: none"> <li>• Language/Discourse Observation Project summary of findings</li> </ul>

<b><u>Honors Courses Outcomes</u></b>	<b><u>Measurements (means of assessment for honors courses outcomes)</u></b>
Communicate clearly, knowledgeably, and effectively in written, spoken, visual, oral and technological modes for a variety of purposes, with different audiences in various contexts, using appropriate formats and technologies.	<b>Written Analysis</b> of Linguistic Data in language observation projects & <b>Oral Presentation</b> of at least 1 Project; quizzes & exams

Conceive, plan and execute a high quality (multi) disciplinary research, creative, or applied project, using multiple modes and technologies, including qualitative methods and other modes of inquiry and research.	<b>Linguistics ePortfolio:</b> Publish an ePortfolio of all language observation projects, including an essay on My Linguistic Profile. Published papers will be revised to reflect feedback on research and written paper. <b>Quizzes &amp; exams</b>
Demonstrate an ability to give constructive criticism and accept feedback as part of the process of peer review.	<b>Peer Feedback:</b> Critique and provide peer feedback for oral presentations and ePortfolios using rubric

**USE OF TECHNOLOGY**

Although this class meets face-to-face, we will be using Bb in this class to submit all assignments. Please go to eLearning Center in S500 if you need assistance in registering on [www.cuny.edu](http://www.cuny.edu) (CUNY portal) to have access to Bb. They will also help you become familiar with Bb.

**REQUIRED TEXT**

Clark, V., Eschholtz, P., Rosa, A., & Simon B.L. (Eds.) (2007). Language: Introductory Readings. 7th ed. New York, NY: Bedford/St Martin’s Press. ISBN-13: 978-0-312-45018-2 [\$56.98]. Out-of-print but available used from Amazon.

**TOPICS COVERED IN THIS COURSE**

- Introduction to Linguistics and Language - Component parts of language and linguistics (phonetics, phonology, morphology, syntax, semantics)
- Learning language
  - First and second language acquisition
  - Bilingualism and bilingual education
  - Multilingualism
- Language varieties: African American English, Caribbean English, Pidgins & Creoles, World Englishes, nonnative varieties of English, American Sign language
- Language attitudes & Language and social class
- Language and gender: differences in speech style of and about women and men.
- Contemporary Language Use

**EVALUATION**

Homework and in-class participation	20%
Exams (Midterm & Quizzes)	10%
Language Observation Projects	40%
Final ePortfolio Project: rewrite of one project ePortfolio & .ppt presentation	20%
Critique & Feedback of Peer Observations/Projects & ePortfolios	10%

**Grade Definition Index**

A	93-100%	<b>4.0</b>	If you receive a C- or lower, see the <a href="#">F/C-grading policy</a> on the
A-	90-92%	<b>3.7</b>	
B+	87-89%	<b>3.3</b>	
B	83-86%	<b>3.0</b>	
B-	80-82%	<b>2.7</b>	
C+	77-79%	<b>2.3</b>	
C	73-76%	<b>2.0</b>	
C-	70-72%	<b>1.7</b>	
D+	67-69%	<b>1.3</b>	

D	63-66%	1.0	BMCC website.
D-	60-62%	0.7	
F	Failure	0.0	

## ASSIGNMENTS

**Unit Responses:** There are 12 low stakes writing assignments (Discussion Board) designed to help you engage with the lecture material in a meaningful way. They will be paragraph-length answer responses and together are worth 15% of your grade.

**Discussion/Participation:** You will be using the Discussion Boards on the class Blackboard site to respond to prompts I write regarding the Learning Unit's readings and other activities. The posts you make are supposed to replicate as closely as possible the experience of having a spirited discussion in a face-to-face class. Participation is worth 15% of your grade and is not broken down into a Learning Unit by Learning Unit basis.

**Language Observation Projects & Essay:** During the term, there are four separate field-study type observation assignments (which can be carried out first-hand or through watching special videos online). Each project will entail making a detailed report on a particular facet of sociolinguistics. These four projects combined are worth 40% of the term's grade.

**Midterm Paper:** The Midterm takes the form of a short response paper on specific concepts and definitions raised by the topics covered. The Midterm is worth 15% of your final grade.

**Final ePortfolio Project:** Rewrite and posting language observation project(s) on ePortfolio & .ppt presentation of project in class. (Note: You will create a course ePortfolio to submit some assignments. Unlike Blackboard, an ePortfolio allows you to take your work with you after the semester, enabling you to build a shareable online academic portfolio.. There will be resources available to you as you build your ePortfolio.)

## Guidelines for Required Assignments

Regular class **participation** is required. Active participation in an online course includes regular weekly postings on Discussion Board, submission of requirement reading assignments, completion of quizzes and exams and midterm and final projects as well as presentations.

All assignments must be submitted on their **due date**. If you have any problems meeting the deadlines or submitting the work (e.g., access to internet, etc.), please communicate this to me ASAP. I am willing to work with you but you must contact me and discuss the situation. Otherwise, please note: Any late work may receive a lower **grade** than it would get if submitted on time.

## Discussion Board Posts

Please remember the following points for Discussion Board posts:

1. Original post must be submitted early in the week. You must create a thread and post before you can read and respond to other posts on the forum. Please develop responses to answer the suggested question(s). Elaborate with explanation and examples. Include a bibliographic citation. (You may go online and find additional information from other sources besides the textbook.)
2. Post at least 2 substantive responses to other posts to get the full 5 points for a DB forum. A substantive response means that you are explaining the idea expressed in the original post and then further developing that idea. A substantive response is not "I agree with you." or "I like what you said." or "You are right." You have to address a particular point made in the original post. In your response, explain what the original post said, what was right or correct if you agreed and why you

think it was correct or what was not accurate or aligned with your perspective and why and how you disagree and then add something to that point -- develop it, perhaps with additional information or an example.

### Reading Assignments

1. Please submit reading responses via Assignments.
2. Copy and paste the question that you are answering into the document and then write the response in answer to the question.
3. Answer the required number of questions thoroughly. This assignment is the opportunity for you to demonstrate that you have read the articles and that you are attempting to understand the concepts presented in the reading. Explain and provide language examples to illustrate the concepts.
4. Write in Standard Academic English. Please proofread your writing. (no fragments, run-on sentence, misspellings, errors in punctuation, etc.)
5. Provide citations for each of the articles/sources that you are citing or writing about. (Note: I have provided citations for most of the readings so that you just have to copy and paste that citation into your document.)
6. Upload the saved document in Assignments. (Note: I cannot insert comments into your response on Assignments if you copy and paste your work into the textbox but I can if you upload a .doc)
7. **IMPORTANT!!!!!! DO NOT** copy and paste your responses into the Comment box. The Comment box is for a message like, "Dear Prof., Please find my homework attached." All formatting is lost if you copy and paste it into the comment box. I cannot make comments and respond to your work if you paste it there.

### Citations: APA format.

Linguistics is a social science and in this discipline, we use the American Psychological Association (APA) guidelines for citations. Please refer to the Purdue Owl website for guidelines on in-text citations and bibliographic citations (APA style).

<https://owl.english.purdue.edu/owl/resource/560/02/>  
<https://owl.english.purdue.edu/owl/resource/560/03/>  
<https://owl.english.purdue.edu/owl/resource/560/05/>  
<https://owl.english.purdue.edu/owl/resource/560/06/>  
<https://owl.english.purdue.edu/owl/resource/560/07/>  
<https://owl.english.purdue.edu/owl/resource/560/08/>  
<https://owl.english.purdue.edu/owl/resource/560/09/>  
<https://owl.english.purdue.edu/owl/resource/560/10/>  
<https://owl.english.purdue.edu/owl/resource/560/11/>

**All written assignments must be proofread and edited to meet academic writing guidelines/standards.**

### COURSE POLICIES

*Deadlines:* If you have a serious reason or emergency that prevents you from completing an assignment, you must email me before the deadline and I will consider your request on a case-by-case basis.

*Extra Help:* I am available for extra help during my posted office hours. You may drop in, but setting up a time in advance guarantees that I will save the time just for you.

*Online & Email Etiquette:* Please be respectful in your discussion board posts, in your communication with classmates and your professor. If you want to send an email to me, please refer to the article I have given the class to represent yourself in the best possible way.

### **Class Participation**

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

**BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.**

**Single Stop** [www.bmcc.cuny.edu/singlestop](http://www.bmcc.cuny.edu/singlestop), room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

**Counseling Center** [www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling), room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

**Office of Compliance and Diversity** [www.bmcc.cuny.edu/aac](http://www.bmcc.cuny.edu/aac), room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email [olevy@bmcc.cuny.edu](mailto:olevy@bmcc.cuny.edu), or [twade@bmcc.cuny.edu](mailto:twade@bmcc.cuny.edu). If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

**Office of Accessibility** [www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

## **LEARNING UNITS (subject to change)**

### **Unit 1: What is Language -- Part One**

Week 1

- Read syllabus and course procedures.
- Read Lecture 1.
- Read "Language: An Introduction," by Bolton (Clark, 21-33).
- Read "Nine Ideas about Language," by Daniels (Clark, 3-19).
- Post on week 1 Discussion Board Forum.
- Answer week 1 unit reading questions

## **Unit 2: What is Language -- Part Two**

### Week 2

- Read "What is Language?" by Chaika
- Read "Phonetics," by Callary (Clark, 87-107).
- Read "The Minimal Units of Meaning: Morphemes," (Clark, 147-156).
- Post on week 2 Discussion Board Forum.
- Answer week 2 unit reading questions

## **Unit 3: Language and Linguistics -- Animal vs. Human Communication**

### Week 3

- Read Lecture 2.
- Read "Signals, Signs, and Words: From Animal Communication to Language," Kemp & Smith (Clark, 591-612).
- Read "Alex the Parrot."
- Read "Deciphering the Chatter of Monkeys and Chimps."
- View Human Language Series Video .
- Post on week 3 Discussion Board Forum.
- Answer week 3 unit reading questions

## **Unit 4: Child Language Acquisition -- Part One**

### Week 4

- Read Lecture 3.
- Read "The Acquisition of Language," Moskowitz (Clark, pp. 613-639).
- Read "Developmental Milestones in Motor and Language Development," Lennenberg (Clark, pp. 640-642).
- Read "The Development of Language in Genie," Fromkin, et al. (Clark, pp. 652-671).
- View excerpts from "Fragments of Genius."
- Read "The 'Thinking Cap' that Could Unlock Your Inner Genius and Boost Creativity" OR "The Key to Genius."
- Post on week 4 Discussion Board Forum.
- Answer week 4 unit reading questions.
- Preview Language Observation Project 1 (in Assignments).

## **Unit 5: Child Language Acquisition -- Part Two**

### Week 5

- Read Lecture 4.
- Read "How Children Learn Words," Miller & Gildea (Clark, pp. 643-651).
- View "How Children Ask Questions"

- Post on week 5 Discussion Board Forum. – Analyze “Eve Data”
- Answer week 5 unit reading questions.
- Submit Language Observation Project 1 (in Assignments).

### **Unit 6: Bilingualism**

#### Week 6

- Read Lecture 5.
- Read: "Double Identity" Texier; "Mute in an English-only World," Lee; "Spanglish," Galan; starred excerpts from The Interpreter.
- Read "Rearing Bilingual Children in a Monolingual Culture: A Louisiana Experience," by Caldas & Caron-Caldas (Clark, pp. 473-479).
- Post on week 6 Discussion Board Forum.
- Answer week 6 unit reading questions.
- Preview Language Observation Project 2 (in Assignments).

### **Unit 7: Midterm**

MIDTERM ASSIGNMENT POSTED AT THE START OF WEEK 7, DUE BEFORE END OF WEEK 7.

### **Unit 8: Immigration/Bilingualism and Bilingual Education**

#### Week 8

- Read Lecture 6.
- Read "From English Language Learners ... ," Garcia et al. (Clark, pp. 18-33).
- Read "The Bilingual Debate," NY Times articles on bilingual education.
- Post on week 8 Discussion Board Forum.
- Answer week 8 unit reading questions.
- Submit Language Observation Project 2 (in Assignments).

### **Unit 9: Language Varieties**

#### Week 9

- Read Lecture 7.
- Read “Speech communities,” Roberts, (Clark, pp. 373-382).
- Read “Regional dialects and social class,” Macaulay (Clark, pp. 383-397).
- Read “Pidgins and Creoles,” Crystal (Clark, pp. 451-457).
- Visit PBS website “From Sea to Shining Sea”.
- Post on week 9 Discussion Board Forum.
- Answer week 9 unit reading questions.
- Preview Language Observation Project 3 (in Assignments).

### **Unit 10: Language Varieties -- African American Vernacular English**

#### Week 10

- Read Lecture 8.
- Read "Oakland School Board Resolution" (Clark, pp. 410-413).
- Read "Suite for Ebony and Phonics," (Clark, pp. 414-423).
- Read "Dialects," Pederson (Clark, pp. 341-354).
- Read "It Bees Dat Way Sometimes," Smitherman
- Post on week 10 Discussion Board Forum.
- Answer week 10 unit reading questions
- Submit Language Observation Project 3 (in Assignments).

**Unit 11: Gender and Language -- Part One**

Week 11

- Read (**LECTURE 9**)
- Read “**Language and Gender**,” Talbot (Clark, 507-516).
- Read “**Discourse Patterns of Males and Females**,” Johnson (Clark, 517-530).
- Read “**The Double X**,” Epstein.
- Answer questions on readings. Preview Language Observation Project 4 (in Assignments).

**Unit 12: Gender and Language -- Part Two**

Week 12

- (**REREAD LECTURE 9**)
- Read “**I’ll Explain it to You**,” Tannen (Clark, 531-544).
- Read “Ethnic Style,” Tannen (course documents)
- Read “**Black Queer Youth**”
- Post on week 12 Discussion Board Forum.
- Answer week 12 unit reading questions
- Submit Language Observation Project 4 (in Assignments).

**UNIT 13: Contemporary Language Use**

Week 13

- Read (**LECTURE 10**).
- Read [Texting](#), New Yorker article.
- Read [The N-Word](#), Village Voice article.
- Answer questions on readings.
- Post of Discussion Board
- Presentations of revised language observation projects.

**UNIT 14: Contemporary Language Use**

Week 14

- Read “**Why a Global Language?**” in Clark (pp. 693-716) and Bailey and Johnson and post responses to questions on Discussion Board.
- In-class presentations of final project.
- Revise 1 language observation project and post on ePortfolio by end of week 15.
- Make-up: you can submit 1 late assignment for partial credit

**UNIT 15: Reflections & Final ePortfolio Project & Presentation****Week 15-16:**

Final ePortfolio project due by last day of the term. PPT Presentation last 2 weeks of class. No late submissions accepted.

[Note: Course schedule subject to change at the discretion of the professor.]