COVER SHEET

Changes for the Interdisciplinary Linguistics Minor

I am submitting the following forms for additions to the Interdisciplinary Linguistics Minor in the School of LCWA:

- Proposal to change Degree requirements for the Minor
- FACULTY CURRICULUM COMMITTEE MINOR FORM FOR LING 490/ENGL 309
- NEW COURSE FORM FOR LING 490
- Syllabus for LING 490

Additions:

- ENGL 309: English language: Grammar and History. This course has been approved by the Faculty Senate in spring 2011. The English Dept. has approved this course to be listed as an option for Linguistics Minors. This course may count in any of the three requirement areas (Language and Society, Structured Linguistics or History of the Language) or an elective. Each student may make their own decision and inform the Director of the program, so the information can be passed on to the registrar. An e-mail from Dr. Trish ward is included with these documents indicating the approval from the English Dept.

- LING 490: Special Topics in Linguistics. Appropriate syllabus and FCC forms are included.
FACULTY CURRICULUM COMMITTEE MINOR FORM

Contact Name: Elizabeth Martinez-Gibson Email: martineze@cofc.edu Phone: 953-8066

Department or Program Name: Linguistics/LCWA Name and Acronym of Minor: Interdisciplinary Linguistics Minor/LING

Date (Semester/Year) new minor first available to students or change will take effect: Fall 2012

I. CATEGORY OF REVIEW (Check all that apply)

☐ New (attach details) Total # of hours:

☐ Terminate Minor (if checked, skip sections III, IV, and VIII below)

☒ Change Request (attach details; if checked, skip sections below that do not apply)

☐ Add existing course or courses to requirements or electives

☒ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)

☐ Delete courses from requirements or electives

☒ Interdisciplinary (attach evidence of compliance with guidelines and acknowledgement from relevant departments. Guidelines can be found: http://currencomm.cofc.edu/guidelines-interdisc/index.php)

II. DESCRIPTION OF MINOR: If change of minor, please list the specific changes here.

Addition of existing course, ENGL 309: English Language: Grammar and History that will either satisfy one of the requirements under Language and Society, Structured Linguistics, or History of the Language, or it will satisfy the elective requirement for the Interdisciplinary Linguistics Minor.

Students may choose whether they want this to count for the requirement under Language and Society, Structured Linguistics or History of the Language, or as an elective. The Program Director will inform the Registrar on an individual basis.

Addition of LING 490: Special Topics in Linguistics for the Interdisciplinary Linguistics Minor

III. RATIONALE or JUSTIFICATION: For changes or termination, please provide a detailed justification. For a new minor, briefly address the goals/objectives for the new minor, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the minor supports the liberal arts tradition and the mission of the institution.
The content for **ENGL 309** is linguistics and it provides students another course option for their minor.

The Linguistics Committee believes that a Special Topics course is needed at the 400-level to provide offerings for more advanced linguistics students. Having a **LING 490** also makes it easier to cross list with the 400-level Anthropology Seminar or some of the graduate linguistics courses for the M.Ed. program.

**IV. CURRICULUM**

A. Provide the COMPLETE curriculum for the proposed minor, distinguishing between required and elective courses, and listed EXACTLY as it should appear in the catalog, including the catalog description to be included in the new minor. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program. Attach the completed COURSE FORM and a sample syllabus for each NEW course.

**ENGL 309 may count for a course in Language and Society, Structured Linguistics or History of the Language.**

**Description:** A study of the fundamental concepts of language and linguistics in relation to English past and present, through grammatical analysis and a survey of the history and development of English focused on phonology, morphology, and vocabulary. **Prerequisite:** ENGL 110 or equivalent.

**LING 490 may count for a course in Languages and Society, Structured Linguistics or History of the Language depending on the topic.**

**Description:** Ling 490, Special Topics in Linguistics, is designed for students who are interested in pursuing an in-depth study of any topic or area of linguistic research. Prerequisite: LING 125 or the permission of the instructor.

**Linguistics Courses**

**LING 125 Introduction to Language and Linguistics (3)**

As an interdisciplinary course, it provides an introduction to language, and the scientific and social aspects of linguistics such as phonology, morphology, syntax, language acquisition, evolution, variation and other applied linguistic topics.
LING 290 Special Topics in Linguistics (3)

Studies designed to research different linguistic topics. Topics may cover any area of linguistics.

LING 490 Special Topics (3)

This course is designed for students who are interested in pursuing an in-depth study of any topic or area of linguistic research. **Prerequisite:** LING 125 or the permission of the instructor.

LING 498 Independent Study (1-3)

Research on a linguistic issue/topic to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the number of credit hours to be assigned. A proposal must be submitted and approved by the department prior to registration. **Prerequisites:** Permission of the instructor and departmental approval prior to registration.

LING 499 Bachelor’s Essay (6)

A year-long research and writing project done in English, during the senior year under the close supervision of a tutor. A project proposal must be submitted and approved. May apply to the minor in linguistics. A proposal must be submitted and approved by the department prior to registration. **Prerequisite:** Permission of the instructor.

Requirements

Minor Hours: 18

Students will take the following sequence of courses for a total of eighteen (18) credits:

**Introduction to Language and Linguistics (3 credits)**

**Two courses from "Languages and Society" (6 credits):**

ANTH 205 Language and Culture

COMM 210 Introduction to Communication Theory

COMM 220 Interpersonal Communication

COMM 221 Intercultural Communication
COMM 380 Studies in Communication (when appropriate to the area of
language and linguistics)

ENGL 309 English Language: Grammar and History
HIIST 272 Pre-Colonial Africa

INTR 510 Language and Culture (Spanish specific, permission of the
instructor required for undergraduates)

LING 490 Special Topics (when topic is appropriate to Language and Society)
PSYC 358 Non-Verbal Communication

PSYC 378 Psychology of Language

SPAN 447 Spanish Dialectology

SPAN 448 Spanish Sociolinguistics

SPAN 590 Spanish Linguistics – Special Topics (with special
permission)

Note: Any new courses, additional courses, or special topics in the area of
socio- or psycholinguistics will be considered on an individual basis.

One course from "Structured Linguistics" (3 credits):

CSCI 325 Declarative Programming Languages

CSCI 410 Automata and Formal Languages

ENGL 303 Modern English Grammar

ENGL 309 English Language: Grammar and History
FREN 342 Advanced Grammar

FREN 341 Phonetics and Advanced Language Study

GRMN 341 Advanced Grammar and Syntax

LALE 601 Applied Linguistics (with special permission)

LING 490 Special Topics (when topic is appropriate to Structured Linguistics)
SPAN 344 Spanish Grammar and Lexicon

SPAN 381 Introduction to Spanish Linguistics

SPAN 443 Spanish Morphology
SPAN 445 Spanish Phonetics and Phonology

SPAN 590 Spanish Linguistics – Special Topics (with special permission)

PHIL 120 Symbolic Logic

PHIL 335 Philosophy of Language

Note: Any new courses, additional courses, or special topics in the area of descriptive language will be considered on an individual basis.

One course from "Historical Linguistics" (3 credits):

ENGL 307 Introduction to Old English

ENGL 309 English Language: Grammar and History

ENGL 312 History of the English Language

HIST 272 Pre-Colonial Africa

LING 490 Special Topics (when topic is appropriate to Historical Linguistics)

SPAN 446 History of the Spanish Language

SPAN 447 Spanish Dialectology

NOTE: Any new courses or special topic courses related to the history or evolution of language will be considered on an individual basis.

One elective from any of the above areas or an independent study based on the approval of the director of the minor program, the department chair, and the faculty member involved (3 credits).

***LING 290 is a Special Topics course, which can be used to introduce a linguistic course of interest.

***FREN 630 Seminars in French Language Studies (with special permission); Director must approve topic for the minor.

This program will benefit the following programs:
• All language students

• SNAP program, by providing additional alternative courses for language.

• The School of Education, Health, and Human Performance, in the area of ESL and Special Education.

NOTE: Courses transferred to the College that count for requirements in different departments, must contain one-third linguistic content (similar to those courses taught here), to satisfy the minor requirement.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Reinforcement of the English sound system that was introduced in LING 125: Introduction to language and Linguistics</td>
<td>Three semester exams, which will include class discussions, readings and videos.</td>
</tr>
<tr>
<td></td>
<td>One Comprehensive Final Exam</td>
</tr>
<tr>
<td>2. Learn of the migration patterns and settlements that created regional dialectal differences</td>
<td>Video Reaction Papers: A one-page paper about film and how it relates to the class discussions.</td>
</tr>
<tr>
<td>3. Differentiate the regional dialects of American English</td>
<td>Presentation: a 10 minute presentation on a topic of language variation, which must include historical information and examples of the dialect at different linguistic levels.</td>
</tr>
<tr>
<td>4. Learn of the social influences in the development of dialects, such as ethnic groups and religious groups); and society effects on generational and gender dialects.</td>
<td>Final Project: a 7-10 page paper on a topic related to the material presented in the course.</td>
</tr>
</tbody>
</table>

Additional Outcomes or Comments:

Skills will be reinforced and demonstrated.

Since ENGL 309 already exists in the Dept. of English, the Learning Outcomes and Assessment Methods have already been addressed by that department. The contents of this course are grammar, dialects and history of the language. These are areas that address the requirements of the minor with courses in Language and Society, Structures Linguistics and History of the Language.

VI. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted minor on other programs and courses; if deleting a minor—list all programs that will be impacted (and how); if adding or changing a minor—explain any overlap with existing programs in the same or different departments.
VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:
   ______________________________ Date: 9/29/2011

2. Signature of Academic Dean:
   ______________________________ Date:

3. Signature of Provost:
   ______________________________ Date: 10/2/11

4. Signature of Curriculum Committee Chair:
   ______________________________ Date:

5. Signature of Budget Committee Chair:
   ______________________________ Date:

6. Signature of Academic Planning Committee Chair:
   ______________________________ Date:

7. Signature of Faculty Senate Secretary:
   ______________________________ Date:

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Martinez-Gibson, Elizabeth A

From: Martinez-Gibson, Elizabeth A
To: Wright, Jen; Ford, Lynne E
Cc: Ward, Trish
Subject: FW: ENGL 309
Attachments:

Here is the e-mail from Trish Ward that indicates English is OK with ENGL 309 being added as an option for the Linguistics Minor.

Liz

Elizabeth A. Martinez-Gibson, Professor of Spanish &
Director of the Interdisciplinary Linguistics Minor
College of Charleston
Dept. of Hispanic Studies-JC Long 141
66 George St.
Charleston, SC 29401

843-953-8066
martinez@cofc.edu

From: Martinez-Gibson, Elizabeth A
Sent: Thu 9/8/2011 8:41 AM
To: Wright, Jen
Subject: FW: ENGL 309

Here is the e-mail from the English Dept. indicating that they are alright with this course being listed for the LING Minor.

Elizabeth A. Martinez-Gibson, Professor of Spanish &
Director of the Interdisciplinary Linguistics Minor
College of Charleston
Dept. of Hispanic Studies-JC Long 141
66 George St.
Charleston, SC 29401

843-953-8066
martinez@cofc.edu

From: Ward, Trish
Sent: Wed 8/10/2011 8:28 AM
To: Martinez-Gibson, Elizabeth A
Subject: RE: ENGL 309

Liz,

I will send you a draft syllabus this afternoon. The department is definitely OK with it counting toward the minor.

Trish
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Elizabeth Martínez-Gibson Email address martineze@cofc.edu Phone 953-8066

1. Department: Interdisciplinary Linguistics Minor-LCWA

2. Course number and title: LING 490: Special Topics
   Number of Credits: 3 Total hrs/week: 3
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2012

4. Catalog Description (please limit to 50 words):
   Description: Ling 490, Special Topics in Linguistics, is designed for students who are interested in pursuing an in-depth study of any topic or area of linguistics research. The prerequisite is LING 125 or the permission of the instructor.

5. CIP Code: 16.0102 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   No

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

b) Please explain overlap with any existing courses.
None

8. Prerequisites (or other restrictions):
LING 125

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
The objective of Language Variation in American English is to enlighten students of the variety of English dialects that exist within the United States based on region, gender, ethnic background, or social class. By the end of this class students will be made aware of the English varieties in the U.S. and the historical settlements, languages, and social influences that have affected the development of these dialects.

b) How does the course support the mission statement of the department and the organizing principles of the major?
This course reinforces and demonstrates the principles of linguistics. It addresses the concepts learned in the introduction class and other related classes.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This would benefit students in different languages with an emphasis on linguistics.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
The course would be considered a Social Science.

11. Method of teaching:
Lecture and Discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
None

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
None

c) Frequency of offering:
each fall: ☐  each spring: ☐
every two years: ☐  every three years: ☒
Proposal for a New Course

other □ (Explain):

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      None

   b) Budget:
      None

   c) Library:
      None

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Linguistics

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
      LING 490: Language Variation in American English

COURSE OBJECTIVE:

The objective of Language Variation in American English is to enlighten students of the variety of English dialects that exist within the United States based on region, gender, ethnic background, or social class. By the end of this class students will be made aware of the English varieties in the U.S. and the historical settlements, languages, and social influences that have affected the development of these dialects.

TEXT/MATERIALS:

Proposal for a New Course

ATTENDANCE:

Attendance is important for class and group participation. There are no "excused" absences under any circumstances. Two points will be deducted from the final grade for each absence after the third one. After the fifth absence, for whatever reason, the student will automatically be dropped from the class with a WA, which is the equivalent of an F. The last day to withdraw from a class is October 7th.

Classroom Etiquette:

Classes begin and end on time according to the College of Charleston's official course schedule. Entering late and leaving early is a lack of respect for both the professor and the rest of the class. Entering more than five minutes late will be counted as an absence. Leaving early will count as an absence. Please inform the instructor if you have a class prior to this one and where it is located. Three late occasions of less than five minutes will result in an absence.

Entering and exiting the classroom during class time will not be tolerated. The classroom intends to promote a learning environment. In order to do this, respect for the professor and the other students is required. Please use the restrooms before and after class, eating in classroom is not permitted, and cell phones must be turned off.

These requests for classroom etiquette will help provide a more successful learning environment and will help all of us to focus our attention on the class lesson.

CLASS PARTICIPATION/HOMEWORK:

The reading assignments are indicated on the syllabus. Homework exercises will be assigned on a daily basis. These will be discussed and reviewed in class. It is the student's responsibility to come to class prepared. This means all readings and written exercises must be completed prior to class discussion and they must be done individually. Homework is not a group effort, unless specifically assigned as such. However, students are encouraged to discuss assignments with classmates to ensure understanding of material and assignments. Students are also welcome to contact the professor either during office hours, through e-mail, or by setting up an appointment. Other assignments will be done in class as part of group and class discussions.

EXAMS:

There will be three exams as indicated on the syllabus. These exams will consist of the material covered in class discussions (including videos), readings, assignments, and homework. The exam dates are indicated on the syllabus. These dates will not be changed and no make-ups will be given. If a student misses an exam and provides a documented medical excuse from a physician (this must be submitted immediately
Proposal for a New Course

upon return to class, otherwise it will not be accepted), upon the discretion of the professor, the final exam grade will count twice.

VIDEO REACTION PAPERS:

For each video presented in class, students will write a one-page typed (250 words minimum) reaction paper including the title of the video, the dialects discussed, a summary of the issues presented in the video, and how it relates to what was learned or read in the class. Reaction Papers are always due the day after the video is shown in class. No late papers will be accepted. Video contents will appear on exams.

PRESENTATION:

Each student will give a 10-minute presentation on a topic of language variation of his/her choice. This presentation is based on the student’s final paper topic. It should include: an overview of the final paper, focusing on the historical background of the dialect chosen, and a summary of what the student has found for his/her study. There are no make up dates.

FINAL PAPER:

Students will select a topic for their final paper by the end of September. At that time a title, outline, and a one hundred word abstract must be submitted. These must be approved by the instructor and suggestions will be made. By the time of the presentation, a bibliography must be submitted. The final paper must be turned in on the last day of classes. Ten points will be taken off for each day the assignment is late (including Saturdays and Sundays). The grade for the final paper includes the outline, abstract, and bibliography.

FINAL EXAM:

Based on the Exam Schedule set by the College of Charleston, the Final Exam is scheduled to take place on XXX from XXX in the classroom. The exam will cover all of the material presented in class. This includes information from videos, presentations, readings, lectures, homework, and portfolios.

HONOR CODE:

Please remember to review the College of Charleston Honor Code in the Undergraduate Catalog: cheating of any kind will not be tolerated.

FINAL GRADE DISTRIBUTION:  GRADING SCALE:

| Class Participation/Homework | 10% | 93-100=A | 77-79=C+ |
| Exams                        | 30% | 90-92=A- | 73-76=C  |

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Reaction Papers</td>
<td>10%</td>
<td>87-89= B+</td>
<td>70-72= C-</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>83-86= B</td>
<td>67-69= D+</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
<td>80-85= B-</td>
<td>65-66= D</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>63-65= D-</td>
<td>0-62= F</td>
</tr>
</tbody>
</table>

DATE CLASS CONTENT  HOMEWORK DUE ON DATE INDICATED BELOW

Readings
Introduction/English

The Reality of Dialects

The Reality of Dialects

Why Do Languages Have Dialects?

Levels of Dialect

Dialects in the United States: Past, Present, and Future

EXAM 1

Regional Dialects

American Tongues/Review

The South

The South

The Upper South

The Upper South

The North

New England

EXAM 2

NYC and the Mid-Atlantic

AE Ch. 1 (pp. 1-23)
AE Ch. 2 (pp. 24-55)
AE Ch. 3 (pp. 56-89)
AE Ch. 4 (pp. 91-113)
AE Ch. 4 (pp. 113-122)
AE Ch. 5 (pp. 125-149)
HWT (pp. 1-24)
HWT (pp. 24-39)
HWT (pp. 39-46)
HWT (pp. 46-53)
HWT (pp. 55-62)
HWT (pp. 62-79)
HWT (pp. 79-93)
Proposal for a New Course

Inland North

West/Mountain West/Far West

Social & Ethnic Dialects

HWT (pp. 93-117)

HWT (pp. 119-154)

AE Ch. 6 (pp. 151-183)

African American English

Black on White

HWT (pp. 156-166)

Latino English/Others

Mapa del Corazón

HWT (pp. 166-176)

PRESENTATIONS

FINAL REVIEW/FINAL PROJECT DUE

FINAL EXAM

This Class Schedule is subject to change at the discretion of the professor. Exams, Presentations, and due dates for Reports and Assignments will only change in the event of a natural disaster.
Proposal for a New Course

16. Signature of Department Chair or Program Director:
   [Signature]
   Date: 9/29/2011

17. Signature of Dean of School:
   [Signature]
   Date: __________________

18. Signature of Provost:
   [Signature]
   Date: 10/3/11

19. Signature of Curriculum Committee Chair
   ______________________
   Date: __________________

20. Signature of Faculty Senate Secretary:
   ______________________
   Date Approved by Senate: __________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

This form was approved by FCC on 8/17/2010 and replaces all others.
FACULTY CURRICULUM COMMITTEE **ADDENDUM** to FCC OLD FORMS

Contact Name: Elizabeth Martinez-Gibson  Email: martineze@cofc.edu  Phone: 953-8066

Department or Program Name: **Interdisciplinary Linguistics Minor**  School name: LCWA

- [X] New or [ ] Changed  COURSE -- Prefix, Number, and Title:  **LING 490: Special Topics: Language Variation in American English**

- [ ] New or [ ] Changed  MINOR -- Name and Acronym of Minor:

- [ ] New or [ ] Changed  PROGRAM -- Name and Acronym of Major:

**STUDENT LEARNING OUTCOMES and ASSESSMENT**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course/minor/program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Reinforcement of the English sound system that was introduced in LING 125: Introduction to language and Linguistics

   - Three semester exams, which will include class discussions, readings and videos.
   - One Comprehensive Final Exam

2. Learn of the migration patterns and settlements that created regional dialectal differences

   - Video Reaction Papers: A one-page paper about film and how it relates to the class discussions.

3. Differentiate the regional dialects of American English

   - Presentation: a 10 minute presentation on a topic of language variation, which must include historical information and examples of the dialect at different linguistic levels.

4. Learn of the social influences in the development of dialects, such as ethnic groups and religious groups); and society effects on generational and gender dialects.

   - Final Project: a 7-10 page paper on a topic related to the material presented in the course.

If a course/minor, how does it align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

**Skills will be reinforced and demonstrated.**
LING 490: Language Variation in American English

Professor: Dr. Elizabeth A. Martínez-Gibson
Office Hours: E-mail: martineze@cofc.edu

Telephone: (843) 953-8066
Office: JC Long 141

COURSE OBJECTIVE:

The objective of Language Variation in American English is to enlighten students of the variety of English dialects that exist within the United States based on region, gender, ethnic background, or social class. By the end of this class students will be made aware of the English varieties in the U.S. and the historical settlements, languages, and social influences that have affected the development of these dialects.

TEXT/MATERIALS:


ATTENDANCE:

Attendance is important for class and group participation. There are no “excused” absences under any circumstances. Two points will be deducted from the final grade for each absence after the third one. After the fifth absence, for whatever reason, the student will automatically be dropped from the class with a WA, which is the equivalent of an F. The last day to withdraw from a class is October 7th.

Classroom Etiquette:

Classes begin and end on time according to the College of Charleston’s official course schedule. Entering late and leaving early is a lack of respect for both the professor and the rest of the class. Entering more than five minutes late will be counted as an absence. Leaving early will count as an absence. Please inform the instructor if you have a class prior to this one and where it is located. Three late occasions of less than five minutes will result in an absence.

Entering and exiting the classroom during class time will not be tolerated. The classroom intends to promote a learning environment. In order to do this, respect for the professor and the other students is required. Please use the restrooms before and after class, eating in classroom is not permitted, and cell phones must be turned off.

These requests for classroom etiquette will help provide a more successful learning environment and will help all of us to focus our attention on the class lesson.
CLASS PARTICIPATION/HOMEWORK:

The reading assignments are indicated on the syllabus. Homework exercises will be assigned on a daily basis. These will be discussed and reviewed in class. It is the student's responsibility to come to class prepared. This means all readings and written exercises must be completed prior to class discussion and they must be done individually. Homework is not a group effort, unless specifically assigned as such. However, students are encouraged to discuss assignments with classmates to ensure understanding of material and assignments. Students are also welcome to contact the professor either during office hours, through e-mail, or by setting up an appointment. Other assignments will be done in class as part of group and class discussions.

EXAMS:

There will be three exams as indicated on the syllabus. These exams will consist of the material covered in class discussions (including videos), readings, assignments, and homework. The exam dates are indicated on the syllabus. **These dates will not be changed** and **no make-ups** will be given. If a student misses an exam and provides a documented medical excuse from a physician (this must be submitted immediately upon return to class, otherwise it will not be accepted), upon the discretion of the professor, the final exam grade will count twice.

VIDEO REACTION PAPERS:

For each video presented in class, students will write a one-page typed (250 words minimum) reaction paper including the title of the video, the dialects discussed, a summary of the issues presented in the video, and how it relates to what was learned or read in the class. Reaction Papers are always due the day after the video is shown in class. **No late papers will be accepted.** Video contents will appear on exams.

PRESENTATION:

Each student will give a 10-minute presentation on a topic of language variation of his/her choice. This presentation is based on the student’s final paper topic. It should include: an overview of the final paper, focusing on the historical background of the dialect chosen, and a summary of what the student has found for his/her study. **There are no make up dates.**

FINAL PAPER:

Students will select a topic for their final paper by the end of September. At that time a title, outline, and a one hundred word abstract must be submitted. These must be approved by the instructor and suggestions will be made. By the time of the presentation, a bibliography must be submitted. The final paper must be turned in on the last day of classes. Ten points will be taken off for each day the assignment is late (including Saturdays and Sundays). The grade for the final paper includes the outline, abstract, and bibliography.

FINAL EXAM:

Based on the Exam Schedule set by the College of Charleston, the Final Exam is scheduled to take place on XXX from XXX in the classroom. The exam will cover all of the material presented in class. This includes information from videos, presentations, readings, lectures, homework, and portfolios.
HONOR CODE:

Please remember to review the College of Charleston Honor Code in the Undergraduate Catalog: cheating of any kind will not be tolerated.

FINAL GRADE DISTRIBUTION:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Video Reaction Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-85</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>65-66</td>
<td>D</td>
</tr>
<tr>
<td>63-65</td>
<td>D-</td>
</tr>
<tr>
<td>0-62</td>
<td>F</td>
</tr>
<tr>
<td>DATE</td>
<td>CLASS CONTENT</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Introduction/English</td>
</tr>
<tr>
<td></td>
<td>The Reality of Dialects</td>
</tr>
<tr>
<td></td>
<td>The Reality of Dialects</td>
</tr>
<tr>
<td></td>
<td>Why Do Languages Have Dialects?</td>
</tr>
<tr>
<td></td>
<td>Levels of Dialect</td>
</tr>
<tr>
<td></td>
<td>Dialects in the United States: Past, Present, and Future</td>
</tr>
<tr>
<td></td>
<td>Dialects in the United States: Past, Present, and Future</td>
</tr>
<tr>
<td></td>
<td>EXAM 1</td>
</tr>
<tr>
<td></td>
<td>Regional Dialects</td>
</tr>
<tr>
<td></td>
<td>American Tongues/Review</td>
</tr>
<tr>
<td></td>
<td>The South</td>
</tr>
<tr>
<td></td>
<td>The South</td>
</tr>
<tr>
<td></td>
<td>The Upper South</td>
</tr>
<tr>
<td></td>
<td>The Upper South</td>
</tr>
<tr>
<td></td>
<td>The North</td>
</tr>
<tr>
<td></td>
<td>New England</td>
</tr>
<tr>
<td></td>
<td>EXAM 2</td>
</tr>
<tr>
<td></td>
<td>NYC and the Mid-Atlantic</td>
</tr>
<tr>
<td></td>
<td>Inland North</td>
</tr>
<tr>
<td></td>
<td>West/Mountain West/Far West</td>
</tr>
<tr>
<td></td>
<td>Social &amp; Ethnic Dialects</td>
</tr>
<tr>
<td>DATE</td>
<td>CLASS CONTENT</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>African American English</td>
</tr>
<tr>
<td></td>
<td>Black on White</td>
</tr>
<tr>
<td></td>
<td>Latino English/Others</td>
</tr>
<tr>
<td></td>
<td>Mapa del Corazón PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>FINAL REVIEW/FINAL PROJECT DUE</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

This Class Schedule is subject to change at the discretion of the professor. Exams, Presentations, and due dates for Reports and Assignments will only change in the event of a natural disaster.
# STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course/minor/program?</td>
<td></td>
</tr>
</tbody>
</table>

1. Reinforcement of the English sound system that was introduced in LING 125: Introduction to language and Linguistics
   - Three semester exams, which will include class discussions, readings and videos.
   - One Comprehensive Final Exam

2. Learn of the migration patterns and settlements that created regional dialectal differences
   - Video Reaction Papers: A one-page paper about film and how it relates to the class discussions.

3. Differentiate the regional dialects of American English
   - Presentation: a 10 minute presentation on a topic of language variation, which must include historical information and examples of the dialect at different linguistic levels.

4. Learn of the social influences in the development of dialects, such as ethnic groups and religious groups; and society effects on generational and gender dialects.
   - Final Project: a 7-10 page paper on a topic related to the material presented in the course.

If a course/minor, how does it align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Skills will be reinforced and demonstrated.