

The Language of Exclusion

Course description

Language is common to all humans, yet it also serves as a divisive factor, separating “good” speakers from “bad” speakers, native from non-native speakers, northerners from southerners, and so on. We are aware of visible forms of discrimination (e.g. race, gender, socioeconomic status), yet woefully unaware of linguicism: discrimination based on language. Linguicism affects educational and professional opportunities, reinforces existing stereotypes and pushes speakers to conform to linguistic standards at the expense of their identity.

Course outcomes

- (1) You will develop a formal understanding of the basic components and function of human language
- (2) Via discussion and analysis of scientific, humanistic and personal perspectives, you will develop an understanding of the intersection of language and various components of identity
- (3) You will discuss and research forms of linguicism to confront and correct your linguistic biases

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WFU Honor Code:	5

FYS 100

Class sessions: M/W 5:00-6:15pm Greene 512
Course information: Syllabus and Canvas

Spring 2022 Wake Forest University

Office hours: on Zoom via appointment
Contact: judyte@wfu.edu

Structure of the course

Class sessions will largely consist of discussion of the assigned material listed in the Course Calendar. You are expected to actively participate (~4 times per class) in exercises, as this promotes deeper understanding and engagement with the topics presented in class materials and allows you to ask questions to clarify doubts. Daily attendance and thorough preparation are necessary. Some class sessions may begin with “pop” quizzes to gauge your preparation.

Assignments

1. Experiments (5%) & Reflection (10%)

During the first week of the semester, you will complete a series of linguistic experiments. Later, and drawing on class materials, you will compose a reflection paper (2-4 pages) analyzing their results.

2. Attendance and Class Work (20%)

Related to each day’s material, we will do a variety of exercises in class for which *active* participation is expected. This includes thoughtful contributions to the discussion in the form of questions, counterpoints, comment, provision of personal examples, respectful listening and active engagement for the entirety of each class session (e.g. use of cell phones and computers is prohibited unless directed, you should remain in class for the entirety of the period, etc.). You will collaborate to create a safe space to share experiences and unpack sensitive topics.

3. Discussions (25%)

Most weeks, you will post 2 brief discussions (~200 words) related to the assigned materials on Canvas. One discussion will consist of an original post directly commenting on the assigned material, and will end with 1-2 questions for the class. The other discussion will consist of a relevant reaction to a classmate’s or my post. Specific guidelines are found on Canvas. **No late submissions.**

4. Presentation (10%)

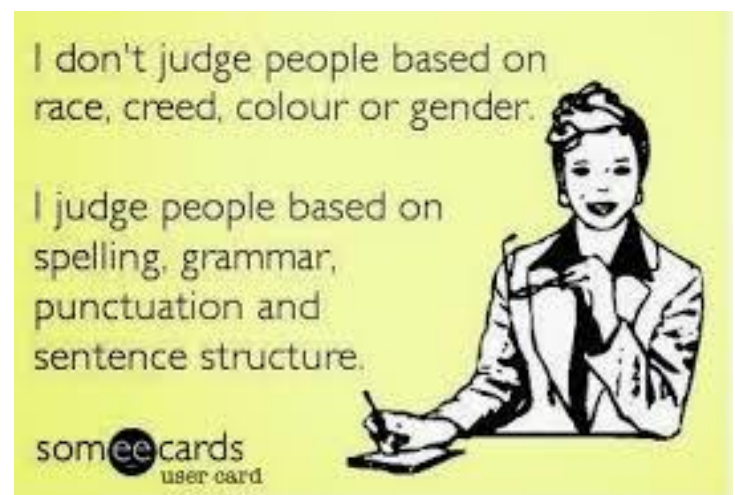
To add nuance to our weekly materials, you will give one ~15 minute presentation to the class that complements that day’s materials. Sign up early!

5. Exploratory Research Paper (30% total)

You will research and write a paper (8-12 pages) exploring linguicism. You are encouraged to explore topics that interest you; any intersectional topics are fair game! While you are not constrained by topic, certain expectations must be met and deadlines are provided throughout the course to ensure this. Regardless of the specifics of each topic, thesis, background literature, importance/contribution, and conclusions must be clearly defined.

Great papers are built incrementally and with much thought and revision, not at the last minute the first go around. Therefore, on separate dates indicated in the Course calendar, you will submit (a) thesis or research questions (5%), (b) an abstract (3%), (c) two annotated bibliographies (5%), and (d) the paper (20%).

You must meet with me within the first 4 weeks of the semester to discuss potential topics for the exploratory research paper. Specific expectations for each component will be provided when appropriate. Start early!













Course calendar















The columns below outline the date, materials and assignments to turn in for each class session. Specific readings/audio/audio-visual materials and activities to be prepared **before** class are shown in the center column. The rightmost indicates assignments to be turned in **via Canvas** (@) before class (see date and time specifics in Canvas). No late submissions will be accepted for daily Discussions. In special instances, late submission of other assignments will be accepted with the penalty of one letter grade (i.e. A → B) per day late. This course plan is *ideal*, but may not reflect the reality of the semester. When changes are necessary, they will be communicated as far in advance as possible.

 Written material

 Podcast

 Video

Date	Material to prepare	Turn in @
Experimental Tasks & Introduction		
M Jan 10	Experimental Tasks	
W Jan 12	Introduction and ZSR Library Liaison Carol Cramer	Preliminary Survey
F Jan 14		Experiments
M Jan 17	NO CLASS – Dr. Martin Luther King, Jr. Day	
W Jan 19		Reflection 1: Learning Strategies & Objectives Reflection 2: Creating Community
Module 2: Language & Identity		
M Jan 24	 <i>The Linguistic Facts of Life</i>	
W Jan 26	 <i>The Identity of Identity</i> Your Linguistic Identity	
M Jan 31	 <i>Shifts in Linguistic Identities in a Global World</i>	
W Feb 2	 <u>Voices of North Carolina: Language, dialect, and identity in the Tarheel State</u>	
F Feb 4		Meet with Dr. Judy about ERP
M Feb 7	 <i>Teaching Children How to Discriminate</i>	
Module 3: Language & Ethnicity		
W Feb 9	 <i>What is Ethnicity?</i>	
M Feb 14	 <i>Language and the Construction of Ethnic Identity</i>	
W Feb 16	 <i>Are White People Ethnic? Whiteness, Dominance & Ethnicity</i>	
F Feb 18		Thesis / RQs
Module 4: Language & Race		
M Feb 21	 <u>The E-Word: Ebonics, Race, and Language Politics</u>	
W Feb 23	 <i>Latino Groups</i>	
F Feb 25		Reflection 3: How's it going?

M Feb 28	 <i>The New American Revolution: Indigenous Language Survival and Linguistic Human Rights</i>	
W Mar 2	 <i>The Unassimilable Races: What it means to be Asian</i>	
F Mar 4		Annotated Bibliography 1
Spring Break – March 5th-13th		
Module 5: Regional Dialect		
M Mar 14	Exploratory Research Project/Experiments Reflection Workshop	
W Mar 16	 <i>Down in the Holler</i>	
M Mar 21	 <i>Means Doesn't Rhyme with New Orleans</i>	
W Mar 23	 <i>Hillbillies, Hicks, and Southern Belles: The Language Rebels</i>	
F Mar 25		Annotated Bibliography 2
Module 6: Language, Gender & Sexuality		
M Mar 28	Exploratory Research Project/Experiments Reflection Workshop	
W Mar 30	 <i>The Totally “Destructive” (Yet Oddly Instructive) Speech Patterns of... Young Women?</i>  <i>Young women, Give up the Vocal Fry and Reclaim your Strong Female Voice</i>  <i>The Just Not Sorry app is Keeping Women Trapped in a Man’s World</i>	
M Apr 4	 <i>Finding the Words</i>	
W Apr 6	 <i>Do I Sound Gay?</i>	
M Apr 11	Exploratory Research Project/Experiments Reflection Workshop	
W Apr 13	Exploratory Research Project/Experiments Reflection Workshop	
F Apr 15		Experiments Reflection
Module 7: Native vs. Non-native Accents		
M Apr 18	 <i>Don't be an Accenthole</i>	
W Apr 20	 <i>Children’s Sociolinguistic Evaluations of Nice Foreigners and Mean Americans</i>	
F Apr 22		Abstract
M Apr 25	 <i>The Other in the Mirror</i>  <i>Help! My Professor (or Doctor or Boss) doesn’t Talk English!</i>	
W Apr 27	Semester Wrap-up	
Finals Week		
F May 6		Paper (7pm)

Resources

Required materials for this course:

Files or links for all required material (written, audio, audio-visual) for this course can be found here or on Canvas.

Presentation and Exploratory Research Paper resources:

--General class information: you're looking at it! Also, check Canvas!

--Library: [Carol Cramer](#)

--[Do You Speak American?](#)

--[From Sea to Shining Sea](#)

--[The Power of Prose](#)

--[What Speech do We Like Best?](#)

--[Speech Accent Archive](#)

--[The Sounds of Spoken Language](#)

--[International Dialects of English Archives](#)

--[The Language and Life Project](#)

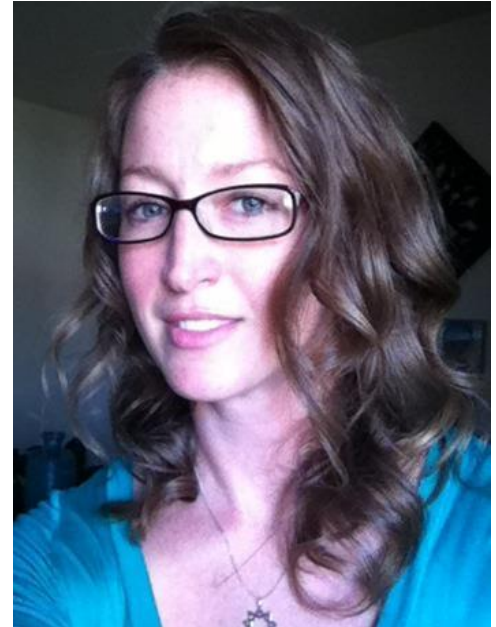
--[Lakhota Language](#)

--[Cherokee Nation](#)

--[UNESCO Cultural and Linguistic Diversity](#)

Me

Please email or see me during office hours!



You must meet with me during the first 4 weeks of the semester to discuss their Exploratory Research Paper topic.

The Honor Code

You are responsible for familiarizing themselves with Wake Forest University's Honor Code. If you have questions, please contact me.

Special accommodations

If you require special accommodations, please speak with me and the [Class](#) as early as possible in the semester.

Grading scale (no rounding!)

100-93=A, 92.99-90=A-

89.99-88=B+, 87.99-83=B, 82.99-80=B-

79.99-78=C+, 77.99-73=C, 72.99-70=C- 69.99-68=D+, 67.99-63=D, 62.99-60=D-
<60=F

"Wisdom outweighs any wealth." Sophocles