



Course Syllabus

# The Power of the Tongue: Linguistic Profiling, Dialect and Education

**EDCI**

**288C**

**Fall 2018**

## Course Overview and Objectives

This course emerged from content, research, and issues in linguistics and language education. The course includes literature both Sociolinguistics and Critical Race Theory. From Sociolinguistics, the learner will examine the intersection of language and society; and from Critical Race Theory, the learner will examine the role of race in language and society. Students will reflect on their social and academic language experiences, as well as examine language experiences of various populations, from the perspectives of multiple subgroups. We will also discuss equity and social justice throughout the course.

The purpose or objectives for the course meet Carillon Community, iSeries and Cultural Competence requirements and include the following:

- Students will use auto-ethnography to begin understanding their own dialect identity in relation to the larger society.
- Students will compare how various cultures experience linguistic profiling (Baugh, 2000) based on their dialect. (Assignment #1)
- Students will examine a standardized assessment of their choice, and determine the role of dialect and register in assignment design, scoring and responses. (Assignment #2)
- Students will explore, document and present examples of the implications of dialect in academic and non-academic settings. (Assignment #3)

## Carillon Purpose & Mission

*"To teach emergent problem solvers strategies to drive academic success and tackle wicked problems."*

-Carillon Purpose

Carillon Communities creates an inspiring and supportive living and learning environment for first year students. Carillon promotes an environment where students develop a sense of belonging and trust to support their academic success and innovative thought. In Carillon, students consider their own interests and knowledge, and become more active agents in their own education.

\*There are three communities within the Carillon Community: Entrepreneurship, Science, and Social Justice. This course is part of the Social Justice community:

<http://www.carillon.umd.edu/linguistic.html>

## Campus Policies

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

**Dr. Ebony Terrell**

**Shockley**

[eterrell@umd.edu](mailto:eterrell@umd.edu)

### Class Meets

(Mondays - ESJ 2309)/

(Wednesdays - online)

### Office Hours

2304B

Benjamin Building

Mon:-12pm-1pm

Wed: 12:30pm-1:30pm

### Teaching Assistants

Cachanda Orellana

[corellan@umd.edu](mailto:corellan@umd.edu)

### Prerequisites

N/A

### Course Communication

Please email me and copy the Teaching Assistant with any questions throughout the course and include TLPL288C in the subject line of your email. I will respond between 24 and 48 hours. A sample of a professional email is: (ter.ps/email).

## Campus Policies continued:

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

## iSeries Big Question – What is a dialect? What are the implications of speaking with a dialect?

iSeries courses offer an opportunity for students to address, discuss, and explore contemporary problems.

The course meets the iSeries requirements in the following ways:

- Identify the major questions and issues in their I-series course topic.
  - Each week Essential Questions are listed for student-teacher and student-student dialogue.
- Describe the sources the experts on the topic would use to explore these issues and questions.
  - The discussions highlight the experts in language education and linguistics each week. For example, Baugh (2000) receives wide recognition for his work on linguistic profiling and econolinguistics. Baugh's work examines the implication of dialect in the housing and employment market when callers who speak differently contact agencies and potential employers. Students replicate this work with media files and sound files. Solano-Flores (2006) receives positive analyses throughout education assessment literature for his work in the field of dialect and register. They examine written dialect in assessments. Students will replicate this work by selecting a test of their choice to examine dialect and register.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in dealing with these issues.
  - Students will examine their own dialect and dialect history; including econolinguistics, code-switching, and register.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
  - Students will compose a document that demonstrates that they investigated the impact and role of dialect in culture and society
- Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
  - Students will create and present a digital portfolio of what they have learned about dialect education and the implications.
- Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.
  - Students will create and present a digital portfolio of what they have learned about dialect education and the implications.

## Course Assignments

In order to engage students, these evaluations and observations of dialect will occur with sound files, vlogs and other digital tools, local and international news, commercials, and movie clips. Additionally below are statements about class time:

- Class time will include group discussions of the weekly questions.
- Class time will include ideal solutions and ways to talk about different perspectives.
- Class time will include benefits and challenges of each topic.
- Class time will include norms and expectations.
- Class time will include written reflections.
- Class time will include interactive technologies and futuristic technology.
- Class time will include invented dialogues.

Assignments \*Indicates Group assignments and working in teams

Topic	Description	Points
<b>#1-Linguistic Profiling Media Summary*</b>  Due 10/1	<p><b>Overview:</b> Groups will examine the role of dialect in socioeconomic, political, geographical economic and racial groups different then their own.</p> <p><b>Additional Details:</b>                      The self-selected group should listen and/or watch a media clip from a popular source: a news anchor, a blog, a wiki, a vlog or other source where you confirm that an individual was linguistically profiled. You may also compare and contrast two incidents. Use reading selections for the course to examine the absence or presence of linguistic profiling and econolinguistics.</p>	20 points
<b>#2-Standardized Assessment Analysis*</b>  Due 11/5	<p><b>Overview:</b> Groups will review a standardized assessment and identify examples of issues that may occur as a result of dialect and register.</p> <p><b>Additional Details:</b> After reading selections for the course, students will begin to evaluate the role of dialect in written language.</p> <ol style="list-style-type: none"> <li>1) Select a publicly available test or test sample with your group. (Suggestions will be available in class but students can select their own test)</li> <li>2) Follow course instructions to examine individual and group responses using linguistic analysis methodologies covered in the lecture.</li> </ol>	25 points
<b>#3-e/Portfolio</b>  Due 12/3	<p><b>Overview:</b> Students will collect artifacts throughout the class that are examples of course topics illuminated in other spaces, both non-academic and academic. Inquiring minds can identify these incidents and points of information in books, journals, newspapers, classes, signage, assessments, museums, and beyond.</p> <p><b>Additional Details:</b> Students will begin collecting artifacts that align with course topics, including but not limited to: images, brochures, media clips, sound files, and personal reflections. These artifacts (minimum of 10) will create a portfolio. Students will be shown how to create an eportfolio and a sample and rubric will be provided.</p>	25 points
<b>Participation</b>	There is an expectation that students participate verbally and in writing both in face-to-face classes and in online classes. A brief class reflection is due each week. Participation includes 1 point per session from the weekly reflection.	15 points
<b>Tests</b> Due 10/15 & 12/10	There will be a mid-term and final exam. The average of the two exams will be converted into points.	15 points

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## Technical Requirements

- Please complete the Student Orientation of the learning management system used at UMD (i.e. Canvas). The link is: <https://myelms.umd.edu/courses/1157772>
  - To log into your course online the link is: <https://www.elms.umd.edu/>
  - Please refer to the Canvas Student Guide throughout this hybrid course: <https://community.canvaslms.com/docs/DOC-10701>
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## Course Schedule

The course will convene with Essential Questions that anchor our work. Each Theme covers a one to two-week period. The major question is: What does it mean to have a dialect? How does dialect influence culture? What are the implications of having a dialect? The readings and assignments will align with the following themes:

**\*\*Mondays are face-to-face/Wednesdays are online asynchronously.**

**(Please note: An asynchronous session is a self-paced session online, which means that you may move through the online work at your own pace but you must submit the work before the due date for full credit.)**

### Week #1 – 8/27

**Essential Question 1:** What is culture? How does culture inform us? How does culture inform others? What is linguistic profiling?

**Readings:** Baugh, J. (2003). Linguistic Profiling. In Makoni, S. *Black linguistics: Language, society, and politics in Africa and the Americas*. London: Routledge.

Howard, T. C., & Rodriguez-Scheel, A. (2017). Culturally Relevant Pedagogy 20 Years Later: Progress or Pontificating? What Have We Learned, and Where Do We Go?. *Teachers College Record*, 119(1), 1-32.

### Week #2 – No Class Monday 9/3 – Online/asynchronous session 9/5

**Essential Question 2:** How does language inform us? How does language inform others? How does language impact teaching and learning?

**Readings:** Abedi, J. & Levine, H. (2013)

**Media Files via Canvas**

### Week #3 – 9/10

**Essential Question 3:** What is sociolinguistics? Who am I as a speaker of English? What are the implications for individuals who do not speak English? What is my literacy past?

**Readings:** Gumperz, J. & Cook-Gumperz (2008). Studying language, culture, and society: Sociolinguistics or linguistic anthropology? *Journal of Sociolinguistics*, 12(4). 532- 545.

### Week #4 – 9/17

**Essential Question 4:** What is dialect? How is dialect influenced by culture? Do I have a dialect?

## Media Files via Canvas

### Week #5 – 9/24

**Essential Question 4:** What is dialect? How is dialect influenced by culture? Do I have a dialect?

**Readings:** Bucholtz, M., Bermudez, N., Fung, V., Edwards, L., & Vargas, R. (2007). Hella nor cal or totally so cal? The perceptual dialectology of California. *Journal of English Linguistics*, 35(4), 325- 352.

### Week #6 – 10/1

**Essential Question 5:** In what ways are language and culture (demographics, race, socioeconomic status, etc.) inter-connected?

**Readings:** Case, R. & Taylor, S. (2005). Language Difference or Learning Disability? *The Clearing House*, 78 (3), 127-130.

**Readings:** Ladson-Billings, G., & Tate IV, W. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68.

### Assignment #1 due

### Week #7 - 10/8 – meeting with the T/A

**Essential Question 6:** How do you feel when you hear someone who sounds like you? How do you feel when you hear someone who sounds like the examples provided? What impact does the way you speak have on others?

## Media Files via Canvas

### Week #8 - 10/15 – Mid-term

**Essential Question 7:** What is a standard language? What is academic language? What is register?

**Readings:** Solano-Flores, G., & Li, M. (2006). The use of generalizability theory in the testing of linguistic minorities. *Educational Measurement: Issues and Practice*, 25(1), 13-22.

### Mid-term Exam

### Week #9 – 10/22

**Essential Question 8:** Why do people code-switch? What does it mean to be bi-dialectal? What is African American English Vernacular? What is Patwa? What is Creole? Is dialect linked to socioeconomic status?

**Readings:** Eberhardt, M. (2008). The low-back merger in the steel city: African American English in Pittsburgh. *American Speech*, 83(3), 284-311

## Media Files via Canvas

### Week #10 – 10/29

**Essential Question 8:** Why do people code-switch? What does it mean to be bi-dialectal? What is African American English Vernacular? What is Patwa? What is Creole? Is dialect linked to socioeconomic status?

**Readings:** Sampson, R. J., Sharkey, P., & Raudenbush, S. W. (2008). Durable effects of concentrated disadvantage on verbal ability among African-American children. *Proceedings of the National Academy of Sciences of The United States of America*, 105(3), 845-852.  
doi:10.1073/pnas.0710189104.

### Week #11 – 11/5

**Essential Question 9:** How is literacy related to spoken language? How is literacy related to written language? How is dialect included or excluded in written language?

**Media Files on Canvas**

**Assignment #2 due**

**Week #12 – 11/12**

**Essential Question 10:** How are race, region, and socioeconomic status related to dialect?

**Readings:** Hart, B., & Risley, R. T. (1995).

**Readings:** Pang, V., Han, P. P., & Pang, J. M. (2011). Asian American and Pacific Islander students: Equity and the achievement gap. *Educational Researcher*, 40(8), 378-389.

<http://pareonline.net/getvn.asp?v=8&n=6>

**Week #13 – 11/19 – Meeting with T/A**

**Essential Question 10:** How are race, region, and socioeconomic status related to language and dialect?

**Readings:** Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters.

**Week #14 - 11/26 – Preparation for Assignment #3**

**Essential Question 11:** What are the implications of race, language, and dialect education?

**Readings:** Coutino, M., Oswald, D. and Best, A. (2002). The influence of sociodemographics and gender on the disproportionate identification of minority students as having learning disabilities. *Remedial and Special Education*, 24(1), 49-59.

**Readings:** Wong, P., Chienping, F., Nagasawa, R., & Tieming, L. (1998). Asian Americans as a model minority: Self-perceptions and perceptions by other racial groups. *Sociological Perspectives*, 41(1), 95-118.

**Week #15 – 12/3**

**Essential Question 11:** What are the implications of race, language and dialect education?

**Assignment #3 due**

**Week #16 – 12/10 - Final**

**Final Exam**

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**Course Policies**

**Grades** are assigned according to the following scale:

A+ = 97-100%	A = 93-96%	A- = 90-92%	B+ = 87-89%
B = 83-86%	B- = 80-82%	C+ = 77-79%	C = 73-76%
C- = 70-72%	D+ = 67-69%	D = 63-66%	D- = 60-62%
F = 0-59%			

**Honor Pledge:**

Please be sure to follow the Honor Policy as described on the UGST Campus Policy Page by writing, “*I pledge on my honor that I have not given or received any unauthorized assistance on this examination*” on each paper submitted.

### Written Assignments:

The following guidelines also apply to written assignments for this course.

- Unless otherwise specified, written assignments are to be submitted online on or before the day they are due. As identification, they should include your name, course title, assignment title and date on top of page.
  - Include page numbers and use a traditional 12-point font such as Times New Roman.
  - Double space and use one-inch margins.
  - Use in-text citations and references when necessary, **following the 6<sup>th</sup> edition of APA format.**
  - Reflection papers do not require APA formatting.
  
- In addition, be sure to check your work to make sure it is free of errors.

### Coursework:

\*\*Lectures may not be recorded, please turn cell phones and other mobile devices “off.”

- **Late work will be penalized five percentage points a day except in the case of a serious emergency or illness.** If you know in advance that you will not be able to turn something in on the due date due to religious observances or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work prior to the due date.
  - In the case of an emergency or serious illness, late work will only be accepted if you contact me ahead of time or as soon as possible following the incident.