

## English 4371 Language and Community

### I. Basic Information

|               |                                                                                           |
|---------------|-------------------------------------------------------------------------------------------|
| Class time:   | Tuesdays & Thursdays: 11:00 – 12:20 PM                                                    |
| Location:     | English/Philosophy Rm 450                                                                 |
| Instructor:   | Dr. Min-Joo Kim                                                                           |
| Office:       | English/Philosophy Rm 480 ( <b>E</b> ast Wing of the English/Philosophy Bldg.)            |
| Office hours: | Tue & Thurs 3:40-5:00 PM (and by appointment)                                             |
| E-mail:       | <a href="mailto:min-joo.kim@ttu.edu">min-joo.kim@ttu.edu</a> (best way to get hold of me) |

### II. Information on the Course

#### A. Course Description

What is your attitude toward people with an “accent”? Why is it “wrong” to speak with an accent? What does it mean to speak “Standard” English? More globally, how is language a vehicle for empowerment for marginalized groups? How do ideologies about race play out in language?

In this course, we will theorize about such controversial questions and others, as we learn about multiculturalism and language in the Southwest U.S. and perform internships in the community. This course has a service-learning component, and this means that students will apply what they learn in the classroom to what they actually do in a community-based teaching project sponsored by Literacy Lubbock, whose goal is to create a more literate community.

More specifically, students will form teams of tutors to teach Second Language (ESL) or General Education Degree (GED) Language classes offered by Literacy Lubbock and in so doing will serve individuals in the community who are in (dire) need of language related skills. In addition, students will also have classroom meetings with the professor and other students. Such meetings will be devoted to learning more about theoretical concepts/notions in sociolinguistics and discussing, debriefing, and debating over theory versus practice. To this end, students will (i) keep weekly journals of reflection, planning, critique, and evaluation of the tutoring session; (ii) write two short reflective essays; (iii) submit a final research paper and (iv) make an in-class oral presentation on it. They will also be evaluated on their tutoring performances by the lead teachers, teammates, and/or the students receiving tutoring.

This course offers a great way to contribute to our community, to experience diversity in Lubbock, to work on communication skills, and to work for a more just and equitable society.

#### B. Textbooks

- *Introducing Sociolinguistics*. 2006. Miriam Meyerhoff. 2<sup>nd</sup> Ed. Routledge: NYC, New York. **(required)**
- *American English: History, Structure, and Usage*. 2009. Julie S. Amberg & Deborah J. Vause. Cambridge University Press: NYC, New York. **(recommended as a supplementary read)**

#### C. Learning Outcomes

Upon successful completion of the course, students should be able to do the following:

- Demonstrate awareness, appreciation, and respect for the multitude of languages and cultures in the U.S. by studying relevant linguistic literature and working directly with different immigrant groups or individuals who are linguistically challenged.
- Demonstrate an understanding of the basic concepts and terms used in analyzing language and social variation.
- Differentiate between descriptive and prescriptive approaches and attitudes toward language.

- Collect linguistic phenomena for description and analysis and conduct basic research.
- Demonstrate accountability, flexibility, and the ability to work as a member of a team of tutors and as a partner with one or more ESL/GED students.
- Reflect on different experiences of diversity and multiculturalism.
- Develop and expand knowledge of language as a system essential to the human condition and the expression of human culture. [Humanities]

**D. Assessments and Criteria for Assigning Grades**

**Grade Range**

| Letter | Point Range |
|--------|-------------|
| A      | 90 - 100    |
| B      | 80 - 89     |
| C      | 70 - 79     |
| D      | 60 - 69     |
| F      | 0 - 59      |

| Assignments                                             | Due Dates                                                                                                                                       | Percentage               | Notes                                                                                                                                                                                                                    |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (i) Pre-service reflection essay                        | Tue, August 30                                                                                                                                  | 5 %                      | 1 paged, single-spaced (*12 fonts in Times New Roman: this applies to all writing assignments).                                                                                                                          |
| (ii) Mid-term service reflection essay                  | Tue, October 11 <sup>th</sup>                                                                                                                   | 10%                      | 3 paged, single-spaced.                                                                                                                                                                                                  |
| (iii) Participation and attendance for tutoring         | Continuously when ESL classes start                                                                                                             | 25%                      | N/A                                                                                                                                                                                                                      |
| (iv) Class meetings                                     | Weekly                                                                                                                                          | 10%                      | Active participation required, based on reading assignments.                                                                                                                                                             |
| (v) Weekly journal                                      | From September 6 <sup>th</sup> through December 3 <sup>rd</sup> :<br>13 entries altogether.<br><br>*twice: Thurs, October 13 & Tue, December 6. | 15%                      | Half-paged, single-spaced: 7 pages in total.<br><br>Half of the journal is from the textbook and class discussions and the other half is from the tutoring experience. The date for each week must be clearly indicated. |
| (vi) Final project paper                                | 4:00 PM, Thurs, December 8 <sup>th</sup> at Instructor's office.<br><br>Topics to be approved by Tue, November, 1.                              | 25%                      | 5-6 pages, single-spaced.<br><br>About a specific topic relevant to the course, drawing on the weekly reflective essays, in-class discussions, tutoring sessions.                                                        |
| (vii) presentation on final project                     | To be scheduled on the last two class dates                                                                                                     | 10%                      | *More specific instructions to be given later.                                                                                                                                                                           |
| (viii) Evaluations by the lead teacher and the students | Twice: mid-term and final.                                                                                                                      | *Not graded but required |                                                                                                                                                                                                                          |

**Note:** In addition to these, students must attend Literacy Lubbock's Orientation on September 3<sup>rd</sup>, from 10 to 12:00 AM, and any other relevant meeting held by Literacy Lubbock or by the professor.

**Weekly journal:** Every week, students must make at least one entry about the tutoring experiences. Format for this is flexible, but students should bring this record to every Tuesday's class. You will obtain a signature from me on your journal for the preceding week, and when you turn in your journal for the mid-term evaluation, my original signatures should be found there; journals without my signature will not be given the same credit points as those that have it.

**Reflective activities:** There are reflective activities of various types throughout the semester. Some focus on less emotional aspects of the learning process, including questions that integrate the readings into service experiences; that ask students to evaluate what they have learned about English, other languages, and linguistics; that lead to self-evaluation of their teaching and pedagogical strategies; and that assess what students learn from the ESL students, as well as how students learn. Other prompts will focus on emotional aspects of the tutoring experience, such as personal identity, feelings of discomfort and anxiety, and other potentially uncomfortable feelings. Research shows that reflection is an important way to learn, and that students may need guided reflective activities in order to realize this method's efficacy. So you must keep your journal in a timely fashion.

**Evaluations:** Each tutor will be evaluated at the midterm by a site supervisor (and possibly by team members). The mid-semester evaluation gives an opportunity for skills to grow in terms of communication, teamwork, flexibility, and tutoring methods. There will also be a final evaluation by a site supervisor, team members, and the ESL students who worked with the tutor. Many tutors wonder if they make a difference; ESL student evaluations show that they do.

**Class meetings:** For the in-class meetings with the professor, students are expected to have completed the assigned readings and to bring the book(s) and their weekly journals. Students are encouraged to draw from their tutoring experiences (both intellectually and emotionally) for class discussions.

**Final paper and presentation:** Students will turn in a paper which combines research (based on the textbook and other scholarly works) and reflective components appropriately, including, for example, a candid self-critique of one's own tutoring experiences. There is some flexibility for this assignment, and students are encouraged to produce something that is a good match with their own interests, gifts, and skills and something that will be informative to the ESL/GED tutors at the Lubbock Literacy in the future. **Whatever they choose to work on in the end, the final paper has to draw on some credible, peer-reviewed scholarly works such as journal articles, book chapters, and books, whether they are published in print or online.**

**Attendance:** Attendance will be taken in the TTU classroom and at the tutoring sites. Failure to attend will result in direct negative consequences to grades: -1 point off of the final grade. Students who attend tutoring, but fail or refuse to participate in tutoring will be counted as absent. Every tutoring absence must be accompanied by notification to the site supervisor, ESL tutees, and the instructor. More than three absences will lower your grade by one letter; five absences by two letters. More than five absences will result in an automatic F, be they in the TTU class or in the tutoring site.

**Tutoring sites:** Students will rank their choices from the following sites. Based on availability, preference, and team skills, students will be assigned to sites. These sites are run by ESL/GED teachers working for the Literacy Lubbock. Tutoring will start Sept 6 and run until December 16. TTU holidays are also holidays for the tutoring site.

**Literacy Lubbock ESL Classes**

Class A: Mahon Library ESL Class (1306, 9<sup>th</sup> street, 2<sup>nd</sup> floor), Monday & Wednesday, 3pm-5pm. Danny Norris: lead teacher. Multi-level

Class B: St. John Methodist Church (15<sup>th</sup> and University), Monday & Thursday, 5:30pm-7pm. Sandra Torrez: Lead teacher. Multi-level

Class C: Ramirez Charter School (702, Avenue T), Monday & Thursday 6pm-7:30. Lilly Hubbard: lead teacher. Intermediate/advanced level

Class F: Premier High School Class (Waylon Plaza, 19<sup>th</sup> & W. Loop 289), Monday & Wednesday, 9am-11am. Jennifer Zavaleta lead teacher.

Class G: Redbud Baptist Church Class (8<sup>th</sup> and Slide) Wednesday & Friday, 9:30am-11am. Marcy Bateman: Lead teacher.

**Literacy Lubbock GED Reading Classes**

Class #1: Language Reading (Mahon Library, Conference room, 1306, 9<sup>th</sup> street, 2<sup>nd</sup> floor), Tuesday & Wednesday, 6pm-8pm. **Sharon Hornsby: lead teacher.**

**E. Schedule (Subject to Change with a prior notice)**

| Date            | Topic                                                                 | Reading    | Notes                                                         |
|-----------------|-----------------------------------------------------------------------|------------|---------------------------------------------------------------|
| R, 8/25         | Introduction and overview                                             | Ch. 1      |                                                               |
| T, 8/30         | Overview cont.                                                        | Ch. 1      | Pre-service essay due                                         |
| R, 9/1          | The nuts and bolts of tutoring: Ms. Nyla Wesner from Literacy Lubbock |            |                                                               |
| <b>Sat, 9/3</b> | <b>Lubbock Literary Orientation</b>                                   | <b>N/A</b> | <b>Not a regular class day<br/>At Mahon Library: 10-12 AM</b> |
| T, 9/6          | Variation and language                                                | Ch. 2      |                                                               |
| R, 9/8          | Cont.                                                                 |            |                                                               |
| T, 9/13         | Variation and style                                                   | Ch. 3      |                                                               |
| R, 9/15         | Cont.                                                                 |            |                                                               |
| T, 9/20         | Language attitudes                                                    | Ch. 4      |                                                               |
| R, 9/22         | Cont.                                                                 |            |                                                               |
| T, 9/27         | Being polite as a variable in speech                                  | Ch. 5      |                                                               |
| R, 9/29         | Cont.                                                                 |            |                                                               |
| T, 10/4         | Multilingualism and language choice                                   | Ch. 6      |                                                               |
| R, 10/6         | Cont.                                                                 |            |                                                               |
| T, 10/11        | <b>No class: Student Holiday</b>                                      |            |                                                               |
| R, 10/13        | Mid-term debriefing                                                   |            | Mid-term reflective essay due & Weekly journal submit         |
| T, 10/18        | Real time and apparent time                                           | Ch. 7      |                                                               |
| R, 10/20        | Cont.                                                                 |            |                                                               |
| T, 10/25        | Social class                                                          | Ch. 8      |                                                               |
| R, 10/27        | Cont.                                                                 |            |                                                               |
| T, 11/1         | Gender                                                                | Ch. 10     | <b>Paper proposal due</b>                                     |
| R, 11/3         | Cont.                                                                 |            |                                                               |
| T, 11/8         | Catch-up                                                              |            |                                                               |
| R, 11/10        | Language contact                                                      | Ch. 11     |                                                               |
| T, 11/15        | Cont.                                                                 |            |                                                               |
| R, 11/17        | <b>No class: Research Day</b>                                         |            | Instructor conference travel                                  |

|          |                                                                         |        |                            |
|----------|-------------------------------------------------------------------------|--------|----------------------------|
| T, 11/22 | Preview on the final paper presentations                                |        |                            |
| R, 11/24 | <b>No class: Thanksgiving Holiday</b>                                   |        |                            |
| T, 11/29 | Wrap-up & big picture issues                                            | Ch. 12 |                            |
| R, 12/1  | Student presentations                                                   |        |                            |
| T, 12/6  | Student presentations                                                   |        | <b>Last day of classes</b> |
| R, 12/8  | <b>Final paper due:</b> 4 PM at the instructor's office (No final exam) |        |                            |

### III. Course Policies

#### A. Basic Course-Related Requirements

- To earn a passing grade, students must successfully complete all course requirements stated in the syllabus and in e-mail correspondences. In addition, students must demonstrate that they are fully in charge of their own learning.
- No late submission will be accepted.
- All paper submissions (i.e., essays, journals, and final papers) have to be printed and stapled, with page numbers and clear section headings if relevant.
- In the event of missing the class, students must inform the instructor as soon as possible. See what is stated above under *Attendance*.
- Students must be punctual to respect other students' and the instructor's time. Being late for class more than three times without proper documentation for the reason will lead to lowering the course grade by one level (e.g., an A becomes a B).
- Announcements will be made both in class and via e-mail. E-mail announcements will be sent to students' TTU e-mail account. Therefore it is students' responsibility to check their TTU e-mails every day in order to not miss out on any important announcements.
- Students are encouraged to set up appointments with the instructor when issues regarding this course come up or just to clear up any confusion about the course content. Constructive feedback about the course is encouraged at any time.

#### B. E-mail Rules

- I check e-mail throughout the day from Monday through Friday, but please allow 24 hours for a response from me during business days. Between Friday evenings and Sunday nights, I rarely check e-mail. So if you send me an e-mail over the weekend, you will most likely receive a response from me the following Monday morning.
- To ensure that your e-mail reaches me safely, please put ENGL 4371 or Language and Community in the "subject" header at all times. In addition, please provide your full names (both first and last names) in the e-mail text, so that I will know who the sender is; non-Tech email accounts usually do not provide such important information.
- Remember to be polite and respectful, and be careful and attentive to how the email is written. Think of it as a good opportunity to display the knowledge learned from this course in terms of social interactions and language use. Students are expected to use professional language and tone in all communications with the instructor, including e-mail correspondences. I also request that they limit the use of e-mail to just quick questions or requests; that is, they must use office hours and appointments to discuss more complex questions and concerns about the course.
- If you do not receive an e-mail response from me within the specified response times above, then take another look at the construction of your e-mail. The tardiness or lack of a response on our part may be the result of an inattention to the prescribed method of professional e-mail correspondence. In that case, please revise with proper attention to e-mail etiquette and resend the e-mail.

### C. Civility in the Classroom

- Students are expected to help maintain a classroom environment that is conducive to learning. Appropriate student behavior (whether online, in person, or over the telephone) creates a better environment for both teaching and learning.
- Students are not allowed to chat with someone in class creating disruption, to text-message, to talk on the phone, nor to respond rudely to someone's remarks including the instructor. Such inappropriate behavior will minimally result in a request to leave class. In extreme cases, it may even lead to lowering of the grade by more than one level.
- Students are encouraged to participate actively in class but no one should dominate the entire class discussion. Such behavior will be considered inappropriate and hence will be subject to the same set of rules applied to inappropriate behavior outlined above.

### D. Academic Integrity

- This course follows the University's statement on academic integrity, namely, "It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity" (*Bulletin of Texas Tech*, p. 82).
- It also abides by the Code of Student Conduct as laid out in the Student Affairs Handbook (<http://www.studentaffairs.ttu.edu/campuslife/handbook.pdf>). Failure to uphold such guidelines may result in one or more of the following penalties, depending on the instructor's assessment of the seriousness of the violation: e.g., failing grade on an assignment or for the entire course, reporting to the Dean of Students, referral for disciplinary action to the Student Mediation Center or other relevant disciplinary action.
- This class has no tolerance for cheating or plagiarism: plagiarism or cheating will result in an automatic F regardless of the reason.
- **What counts as cheating:**
  - dishonesty on examinations, quizzes, and written assignments,
  - illegal possession of examinations,
  - use of unauthorized notes during an examination or quiz,
  - obtaining information during an examination from the examination paper or otherwise from another student,
  - help others to cheat,
  - alteration of grade records,
  - illegal entry to or unauthorized presence in an office
- **What counts as plagiarism:**
  - Plagiarism means using other people's work as if it were his/her own without proper acknowledgments.
  - Therefore, any student will be guilty of plagiarism if he or she fails to give credit for quotations or use essentially identical expressions of material taken from other sources including books, encyclopedias, magazines, the Internet, and the writings of other people.

### E. Students with Disabilities

- Any student with disabilities who needs special arrangements to minimize the effects of their disabilities should contact the instructor as soon as possible to make any necessary accommodations. But students must present appropriate verification from TechAccess first.