APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Arts and Sciences Date 16 September 2001

Department/Division offering course English/ Linguistics

2. Changes proposed:
   (a) Present prefix & number LIN 510  Proposed prefix & number LIN 310
   (b) Present Title American English
       New Title
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 3 Proposed credits: no change
   (e) Current lecture:laboratory ratio 3/0 Proposed: no change
   (f) Effective Date of Change: (Semester & Year) Fall 2002

3. To be Cross-listed as: ENG 310 (Prefix & Number)
   (Signature: Dept. Chair)

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):

The study of the varieties of modern American English: regional, social, and ethnic varieties, gender differences in communication, creoles and pidgins, stylistic variation. History and methods of American dialect study. Prereq: ENG/LIN 211 or consent of instructor.

   (b) New description:

The study of the varieties of modern American English: regional, social, and ethnic varieties, gender differences in communication, creoles and pidgins, stylistic variation. History and methods of American dialect study.

   (c) Prerequisite(s) for course as changed: no prerequisite for course as changed

5. What has prompted this proposal?

Currently there are no LIN courses at the 300 level; we teach the introductory course (ENG/LIN 211) and then a variety of 500-level courses open to both undergraduates and graduate students. In response to a strong demand across campus for 300-level Linguistics courses, and in response to helpful suggestions stemming from our 2000-2001 periodic review of the linguistics program, the linguistics program is reviewing its entire set of course offerings, and has identified this course (and 2 others) as courses that could fruitfully be taught at the undergraduate (300) level. Due to staffing constraints, of course, we would not be able to add to the list of courses taught on campus without eliminating some others.

It is unfortunate that graduate students will no longer be able to receive credit for this course. In the past several years we have had at most 2-4 graduate students enrolled in ENG/LIN 510 per semester. However, there are other courses taught in the English department that do cover or could cover related material at the graduate level (eg. ENG 618: History of the English Language; ENG/LIN 617: Studies in Linguistics), which would be available to graduate students. ENG/LIN 510 is invariably oversubscribed with undergraduates, and we anticipate no trouble whatsoever in filling this course with undergraduates only on an annual basis.

By changing the proposed course to a 300-level course, we anticipate the following benefits: students pursuing an undergraduate BA/BS in Linguistics will have a more reasonable program of courses in their field, including 200-level, 300-level, and 500-level courses; students across campus taking linguistics courses to fulfill a language requirement will be able to take a lower-level course rather than a 500-level class; finally, students majoring in related areas (psychology, philosophy, anthropology, sociology, the foreign languages) will be able to choose a linguistics class to fulfill their “field of concentration” requirements. Currently students avoid linguistics courses in part because these courses are only offered at the 500-level.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
The only changes involved will be a slight decrease in the amount of writing required in the course: the final research paper will be 8-10 pages, rather than 10-12 pages; there will be four rather than five 3-4 page homework assignments. Also, we will eliminate the additional requirements for graduate students (who will no longer be enrolling in the course).

7. What other departments could be affected by the proposed change?
Students in the colleges of Communications and Education currently may enroll in ENG/LIN 510 to fulfill requirements; undergraduate advisors in both these colleges have informed me that the change to a 300-level class will be a welcome change from their perspective.

8. Will changing this course change the degree requirements in one or more programs? *
   Yes  No
   If yes, attach an explanation of the change.

Currently Linguistics courses play a role in the Language requirements (Option B, Bulletin p112) of the College of Communication and Information Studies. The requirement currently reads as follows:
One course may be chosen from the following list: “Group II: ANT/ENG/LIN 515, ANT/ENG/LIN 516, ANT 518, ANT/LIN 519, ENG 418, ENG 510, ENG 512, or PSY 529.” The proposed ENG/LIN 310 will substitute for the current listing of ENG 510.

ENG 510 is also a required course for the Teaching English as a Second Language Support Area for the BA in Education with a major in Secondary Education (Bulletin, pp 134, 136). The proposed course, ENG/LIN 310, will fulfill this requirement.

9. Is this course currently included in the University Studies Program?  Yes  No X
   If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
11. Is this a minor change?  Yes  No  X
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

Name/e-mail: Anna Bosch, bosch@pop.uky.edu  Phone Extension: 7-1416

Signatures of Approval:

Linguistics Program Director

English Department Chair

Dean of the College

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council

*If applicable, as provided by the Rules of the University Senate

Date of Notice to the Faculty

Date of Notice to Univ. Senate

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]
After looking at the proposed linguistics courses, we feel that these would greatly benefit our students in the College of Communications and Information Studies. The current courses that we now accept for our students (mostly 500-level) for the most part quite challenging. These proposed courses at the lower-level will give a smoother transition from one to the other. With the new courses students will have more choices, especially the 211 and 212 concept.
This class will focus on spoken American English in all its variety. How does your speech differ from mine? How is it similar? Can language change in the space of a generation? What’s the difference between "good" English and "bad" English? Can we (or do we) speak more than one dialect? What do northerners say if they don't say "y'all"?

Goals of the course:
The goals of this class can be divided into two categories: the subject, and the student. In terms of the subject ("American English"), I hope you will become more aware of the language spoken around you on a daily basis--there is a wealth of interesting data all around you. In terms of you, the student, this class will give you practice writing, speaking, arguing, presenting a position, discussing it, testing a hypothesis, and following an idea through to its conclusion.

Readings:


There will also be additional required readings during the course of the semester. They will be provided by the instructor or available on 2-hour reserve in the WT Young Library.

Requirements:
This course is organized around a series of assignments, small research projects, and one larger final project. Together these assignments illustrate the topics discussed in our text (W&SE), in other reading assignments, and in class.

Homework:
Four 3-4pp. typewritten assignments (double-spaced) will be collected at the end of class on the day due. Since these projects will be the focus of class discussion that day, late assignments will be accepted, but downgraded by one letter grade. One of these assignments will be the first draft for your final research project. You may discuss homework assignments with a classmate, but all written work must be your own (see note on plagiarism, below). Together these homework assignments are worth one-half of your final grade.
Class participation:
You are expected to attend each class, and you are expected to have done the reading assigned for that day. I recommend that you take notes on the readings, and come prepared with a question or a comment to contribute to class discussion. More than 3 unexcused absences will lower your final course grade by one full letter-grade. Only the following absences will be excused: illness (with note from Health Service) or family emergency. Other absences, such as a required field trip for another class, will count as one of your 3 permitted absences. If you have more than 6 absences of any kind you may petition to withdraw from the course.

In addition, there may be a few quizzes during the course of the semester. These quizzes will consist of brief essay questions based mainly on the assigned readings. Possible questions may be provided in advance of the quiz.

Each student is required to lead one group discussion on a homework assignment. You will come prepared for this responsibility with a brief, one-page outline of the reading, and a list of questions for discussion; these will be handed in to me at the end of the class period.

Quizzes, class participation, brief in-class writing assignments, and leadership of one small-group discussion will account for 20% of your final grade.

Research project:
An 8-10 page, double-spaced, typewritten copy of your final project will be due on the Wednesday of exam week, May 2, by 4:30 pm, in my office or room 1215 POT. You should begin searching for a topic as soon as the semester is underway. On February 20 you will hand in a one-page written proposal for this project; on March 6 a 5-item annotated bibliography. On March 20, a four-page project draft will be due, and will be graded as your final homework assignment. During the last 3 weeks of the semester you will give a 10-15 minute oral presentation of your research project. Your final oral presentation will be worth 10% of your grade; the written version of this research project will be worth 25%.

Summary of requirements:

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<th>Quizzes/Class participation:</th>
<th>25%</th>
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<tr>
<td>(Attendance, participation, in-class writing assignments, leading group discussion)</td>
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<tr>
<td>4 homework assignments:</td>
<td>40%</td>
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<td>Oral presentation:</td>
<td>10%</td>
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<tr>
<td>8-10 page research project:</td>
<td>25%</td>
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<td>(total:</td>
<td>100%)</td>
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Syllabus:

Regional differences in dialects

Thursday Jan. 11: Introduction to the course.

Tuesday Jan. 16: W&SE 1, The Reality of Dialects

Tuesday Jan. 23: W&SE 2, Why Do Languages Have Dialects?
  Homework #1 due: “Influences On Your Idiolect”

Tuesday Jan. 30: W&SE 3, Levels of Dialect.
  Homework #2 due: “Lexical Dialectology: Comparing Two Regional Dialects”

Tuesday, Feb. 6: W&SE 4, Dialects in the United States

Social, ethnic, and gender differences in dialects

Tuesday, Feb. 13: W&SE 5, Regional Dialects
  Homework #3 due: Review of an article

Tuesday, Feb. 20: W&SE 6, Social and Ethnic Dialects.
  One page type-written proposal for final project due.

Thursday, Feb. 22: “Suite for Ebony and Phonics”, John Rickford:
  Found at www.stanford.edu/~rickford/papers

Tuesday, Feb. 27: “Can Reading Failure be Reversed?” William Labov;
  Optional: “Academic Ignorance and Black Intelligence”,
  Found at www.ling.upenn.edu/~labov/papers
  Homework #4 due: “Transcription and Discussion of Natural Speech”

Thursday Mar. 1: Tannen, Gender and Discourse, chapters 1-3

Tuesday Mar. 6: Tannen, chapters 4-6
  5-item annotated bibliography relating to your research project due.

Thursday Mar. 8: W&SE 7, Gender and Language Variation

Week of March 12: Spring Break—No Classes
Speech, Style, and Recording Data

Tuesday Mar. 20: W&SE 8, Dialects and Style
   Homework #5 due: 4 page research project draft due.


Dialect Differences and Educational Issues

Tuesday Mar. 27: W&SE 10, On the Applications of Dialect Study

Thursday Mar. 29: W&SE 11: Dialect Awareness in the School and Community

The "English-Only" question

Tuesday Apr. 3: Readings from Language Loyalties, James Crawford:
   Read Crawford’s Introductions to parts I and II of this book:
   I. Historical Roots of U.S. Language Policy
   II. The Debate over Official English
   Found at http://ourworld.compuserve.com/homepages/JWCRAWFORD
   --click on “Language Loyalties” and then scroll down to the table of contents.
   Also visit Crawfords English Only website:
   Read Crawford’s introduction here, then visit (and read some of) the websites of the
   organizations US English and English First.

Thursday Apr. 5: Read Crawford’s introduction to Part III of Language Loyalties:
   III. Symbolic Implications of Language Conflict
   Also visit Dennis Baron’s website and read the article “Language Legislation and
   Language Abuse? The English-Only Movement through the 1990’s”
   Found at www.english.uiuc.edu/baron

Oral presentations of research projects, April 10–24.

Thursday April 26: Final class and wrap-up.

Wednesday May 2: Final projects due
   4:30 pm, my office, 1249 Patterson Office Tower or 1215 POT.