Course Information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>CLAS</th>
<th>Department</th>
<th>Subject</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ENG</td>
<td>312</td>
<td>English in its Social Setting</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No

Is this a shared course? Yes

Course description: Introduces the sociolinguistic study of the English language.

Requested designation: (Choose One)

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Karen Adams
Phone: 480-965-3013
Mail code: 0302
E-mail: kladams@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Mark James
Date: Feb. 11/2015
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 2/11, 7/12, 5/14
Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

HUMANITIES, ARTS AND DESIGN [HU] courses must meet either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a central and substantial portion of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
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<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
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<tr>
<td></td>
<td></td>
<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
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<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
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<tr>
<td></td>
<td></td>
<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
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<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<tr>
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<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Emphasizes the values and ideologies held about different ways of speaking and writing. Discusses how these ideologies develop and how they are maintained in institutional and media settings, and interpersonal interactions. Such ideologies can carry heavy penalties for those who are found wanting.</td>
<td>Syllabus/including readings associated with the weeks listed: Weeks 1&amp;2 that discuss language myths and standardization and the ideologies associated with this. Student assignment gathers examples. Video Week 6 has additional examples. Weeks 3&amp;4 present the descriptive analytic approach of why and how language use varies among speakers. Weeks 9-12 and 15 cover varieties of English with characteristics that are often devalued. Discussion of related ideologies. Week 14 covers how knowledge gleaned from a descriptive approach can be used to change such myths and ideologies previously held.</td>
</tr>
<tr>
<td>2</td>
<td>Covers the interpretation of written texts and the history of their development. It covers how different grammatical and lexical choices come into texts, both standard and non-standard ones historically. Also covers stylistic choices are related to our language/dialect background.</td>
<td>Syllabus/including readings associated with the weeks listed. Weeks 1&amp;2 covers the tradition of standard and non standard perspectives. Weeks 3&amp;4 discuss historical developments that affect these choices. Specifics on issues of history are discussed in weeks 7, 9, 10 &amp; 11. Week 13 discussion stylistic choices and 14 discusses how to apply this understanding in contexts where reception and interpretation of texts occurs.</td>
</tr>
<tr>
<td>4a</td>
<td>Language is considered one of the identifying characteristics of the human species. Our innate capacity for its development is something that unites us all. By bringing the logic of language structure into the discussion of linguistic variation, students can begin to challenge beliefs that are used to set individuals and communities apart. Our understanding of linguistic structure has grown tremendously over the last 100 years, and for linguists the times when a particular 'standard' variety was associated with religious texts and their purity should be past. However, there continues to</td>
<td>Syllabus and related readings: Weeks 1,2,4, 5,6 all address the logic of linguistic structure and use and shared structures across the human race. Once introduced, these issues are repeated during the course in the discussions about dialect differences. Weeks 12 (language and gender) and 14 again are points where the development of human thought is squarely addressed.</td>
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</table>
exist an association of certain varieties of language with lack of human moral and intellectual development that is held with fervor by some.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>DNG 112</td>
<td>English 111: Social Setting</td>
<td>Introduces the sociolinguistic study of the English language. Allows multiple enrollments for no primary course component. Lecture. Requires credit for English 111. New College of Interdisciplinary Arts and Sciences – School of Humanities, Arts, and Cultural Studies. Prerequisite: DNG 110, 110A or 110B or 110C or 110D or 110E. College of Liberal Arts and Sciences – Department of English. Prerequisite: DNG 110, 110A or 110B or 110C or 110D or 110E.</td>
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<tr>
<th>Units</th>
<th>Divisional Studies</th>
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<tr>
<td>3</td>
<td>L or M1 or S1</td>
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</tbody>
</table>
ENG 312: English in its Social Setting  
Spring 2015, MW 10:30-11:45, LL10  
Karen L. Adams, LL211B, kladams@asu.edu, 480-965-3013  
Office Hours: T 10:30-12:30, W 12-1 and by appointment

This course meets both the HU and SB General Studies requirements. Its goal is for you to understand that language use and our attitudes towards language are a part of everyday social practice. We will look at the varieties of speech patterns among speakers of American English and how they relate to issues of location and history, second language contexts, social expectations and identity. We will also consider how speakers alter their language for different social purposes.

2) Postings to Blackboard (BB)

1/12-1/21 (Monday, 1/19: MLK Day, no classes)  
Weeks 1 & 2: Introduction to Language Variation and Standardization. A discussion on the myths that we hold about the different ways people speak and the use of the terms dialect, language, standard usage and prescriptive norms.  
   Wolfram and Schilling-Estes: Chapter 1  
   BB: Lippi-Green, R. Language subordination: Chapter 5 in English with an Accent.  
   Mapping activity due for discussion 1/26 and to turn in

1/26-2/4  
Weeks 3 & 4: How do dialects develop? A discussion about the historical and social reasons behind language variation as well as the features of language structure and learning that also affect language differences.  
   Wolfram and Schilling-Estes: Chapter 2  
   BB: R. Bailey: Chapter 9: Los Angeles, in Speaking American

2/9-2/18  
Weeks 5 & 6: Levels of dialects: What varies and how? More in-depth discussion about what can vary among dialects in terms of the words we use, the way we pronounce words, our grammatical choices and how we structure our conversations and work at being polite.  
   Wolfram and Schilling-Estes: Chapter 3, Phonetic Symbols  
   Video/film: American Tongues [This film has examples of speakers using derogatory ethnic and social class terms. You will be offered alternatives should you choose.]

2/23-25  
Week 7: Dialects in the USA: Specifics about the history of English dialects in the USA and the possible future of dialects.  
   Wolfram and Schilling-Estes: Chapter 4  
3/2-4
Week 8: Regional Dialects and how they are studied. Discussions on the research methods used to study dialects including how to elicit unedited usages, how to map them and different types of dialect studies.
   Wolfram and Schilling-Estes: Chapter 5
   Mapping activity for discussion and to turn in

[Spring Break: March 8-15]

3/16-3/25
Weeks 9 & 10: Social and Ethnic Dialects in the USA: A discussion of how dialects vary due to ethnicity and social status. Includes discussions of Chicano and other Latino Englishes, Native American Englishes, variation according to social class and other markers of social status.
   Wolfram and Schilling-Estes: Chapter 6;
   BB: Scollon and Scollon.

3/30-4/1
Week 11: African American English: Discussion of a historically important dialect and the linguistic attitudes that accompany it.
   Wolfram and Schilling-Estes: Chapter 7
   Video/films: Black on White: The Story of English

4/6-4/8
Week 12: Language and Gender: How and why does language vary according to gender identity, ethnicity, social status and linguistic context? Includes discussions of widely held and often incorrect stereotypes.
   Wolfram and Schilling-Estes: Chapter 8
   Questionnaire about language reference for discussion 4/15 and to turn in

4/13-4/15
Week 13: Dialects and Style: Why and how does language change depending on our audience and the identity we want to convey?
   Wolfram and Schilling-Estes: Chapter 9

4/20-4/22
Week 14: Applying Dialect Study: What use can we make of all this knowledge?
   Wolfram and Schilling-Estes: Chapter 10
   BB: Lippi-Green, R. The educational system, Chapter 6 in English with an Accent.

4/27-4/29
Week 15: World Englishes:

Grading: Your grades will be based on a standard percentage scale, 90-100% = A, 80-89% = B,
70-79% = C, etc. I do give pluses and minuses for final grades.

Assignments:
1) Reflections: 25% (50 pts each) There will be two 500 word reflections, one due week 6, one due week 12. Instructions will be posted.
2) Assignments and participation: 18.75% (75 pts for written assignments and discussion). There are 3 of them.
3) Midterm: 25% (100 pts.) Your midterm will be a take-home, and there will be time for review questions before you take it home. Due date will be before or after spring break. (To be discussed.)
4) Final exam and proposal: 25% (100 pts.) This also will be a take home and there will be time for review questions.
5) Attendance: 6.25% (25 pts for attendance)

Assignments and participation: Your grades are based on your sincere attempt to apply the concepts we have been discussing and on your participation in the discussion. Your grade is not based on whether you ‘got it right or wrong’ but on your effort and involvement.

Reading and Attendance: You are expected to attend class regularly and to keep up with readings and assignments. If you have to miss class for extenuating reasons, please inform me as early as possible, preferably within 1-2 days after your absence. We will want to arrange for any help with make-up as quickly as possible.

Please review the following classroom policies:
1) Please no texting or cell phone use in class, and any use of a laptop must be related to class information.
2) If you request accommodation for a disability you must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.
3) For the policy requiring academic integrity and against plagiarism, please see Student Academic Integrity Policy. Plagiarism means presenting someone else’s ideas and words as though they were your own – and this includes (but is not limited to) copying and pasting material from the Web into your own work without properly quoting, paraphrasing, and/or citing them. Instances of plagiarism will be reported.
4) Observance of Religious Holidays: Students should notify me at the beginning of the semester about the need to be absent from class due to religious observances.
5) Academic, Professional, and Personal Support Resources: I want you to enjoy this class and succeed in your learning. If you experience difficulty in this course for any reason, please talk to me or send me an email right at any time.

Student Support Services available here at ASU:

Writing Support: If you need support for your writing, please talk to me and I will work with you on some issues and direct you to good resources on campus to support you as a writer.
ASU Writing Resources: https://studentsuccess.asu.edu/writing/resources

Other Helpful Writing Resources for Teaching and Learning:
http://studentsuccess.asu.edu/node/19
**Counseling and Career Services:** This center offers counseling for personal and career concerns, self-help information, and connections to off-campus mental health resources. See [https://eoss.asu.edu/counseling](https://eoss.asu.edu/counseling)

**Disability Resource Center (DRC):** DSP provides academic support services to eligible students with temporary and permanent disabilities. Please inform me, if you require special classroom accommodations due to a disability. (480-965-1234). [http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/)

**Commitment to a Positive and Safe Learning Environment:**
In the rare event that there is a disruptive, threatening, or violent individual in class or in proximity of class, it is important to understand that all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students.
ENG 312: General directions for doing the three assignments involving maps and linguistic usages

Your assignments ask you to gather examples of language use from other speakers of English. When you gather these examples from people, it is important for you to be sensitive about several issues. First, please don't give me or your colleagues the names of the people who volunteer to help you. Let them remain anonymous. What affects the choices they make has to do with where they were raised, their social identity, their age, etc. In your assignments you will often be asked to keep track of that information because it will affect a speaker’s responses, but that is all you need to know in order to understand their usage.

Second, please also be aware of something called the observer's paradox. People change their language choices when they are being observed and when they think that you might be making judgments about the way they speak. You shouldn't suggest usages or answers to those who help you or comment on what they are saying or doing as they do it. Lastly, when you are finished gathering the information you need, if your volunteers have questions go ahead and answer them, but try to remain 'objective.' These people, friends, family members have been kind enough to help you, and they are probably interested in what you have learned, but they aren’t looking to be critiqued.

Please remember as people are volunteering if they say they are too busy, find someone else who has the time.
Required Readings for ENG 312

Required Text:


Additional Required Readings:


Publishing
6

Blackwell

Nahla Schilling-Efis
and
Wall Wolfram

Second Edition

Dialects and Variation

American English
Contents

1. Why Disabilities?
   1.1 Defining Disability
   1.2 The People with Disabilities
   1.3 Standards and Requirements
   1.4 Vicarious Disabilities
   1.5 Disability Rights
   1.6 Disability Discrimination
   1.7 Why Study Disabilities
   1.8 A Tradition of Study
   1.9 Further Reading

2. Disability, Standards, and Vocations
   2.1 Vocational Symbols
   2.2 Placement
   2.3 Placement and Placement

3. Social Integration
   3.1 Group and Individual Identity
   3.2 Social Integration, Social Policies, and Social
   3.3 Social Integration, Social Policies, and Social

4. Employment
   4.1 Employment
   4.2 Employment

5. Education
   5.1 Education
   5.2 Education

6. Communi...
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    - 69 Chinese English
    - 60 Luneberg English
    - 59 Further Reading
  - 68 Further Reading
  - 67 The Range of Lanto English
  - 66 Chinese English
  - 65 Lanto English

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  - 211 Further Reading
  - 209 66 Chinese English
  - 209 Chinese English
  - 202 The Range of Lanto English
  - 196 The Range of Lanto English

## 3. Levels of Dialect

- 21.3 Further Reading
  - 23 The Final Product
  - 22 Further Reading

## 4. Dialects in the United States: Past, Present

- Further Reading
  - American English
  - The Status of American English
  - The Status of American English
  - American English
  - American English

## 5. Regional Dialects

- American English

## 6. Social and Ethnic Dialects

- 6.1 Further Reading
  - American English
  - American English
  - American English
  - American English

## 7. Levels of Dialect

- 68.2 The Range of Lanto English
  - 54 Pronunciation Phenomena
  - 54 Pronunciation Phenomena
  - 54 Pronunciation Phenomena
  - 54 Pronunciation Phenomena

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### Further Reading

- \( \frac{9.7}{9.8} \) The Status of American English
  - 9.7 American English
  - 9.7 American English
  - 9.7 American English
  - 9.7 American English
Series Editors' Preface

Peter Trudgill

They have obtained their data—so these authors.

work in order best to improve the body of the community from which
who have done so much of this type of work— and the results of their
have been out there and done their best work with real human beings
There is nothing quite like the Winnipeg dialectologists
insight into the world of dialectology. Speech dialects and dialectological research
do with modern-urban education, speech therapy, and dialectological research
not, and many other issues, as well as for practical purposes in issue to
they, in addition, can be used to work for problems in the learning of African American English.
will also be useful for students with
Not only will it be essential for any non-American educators to learn more
very considerable importance and interest; this is the English
is obviously more prominent in America, but it will also be of
The book is full of important new theoretical contributions and insights.
The book is very much in the tradition of, and rather in the

II Dialect Awareness: Extending Application

10 On the Applications of Dialect Study

10.1 Applied Linguistics
10.2 Dialect and Ethnicity
10.3 Dialects and Language
10.4 Dialect Awareness
10.5 Dialects and the Law
10.6 Dialects in the Media

Appendix: An Inventory of Distinguishable Dialect Features

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