



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit CLAS Department English
Subject ENG Number 312 Title English in its Social Setting Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? Yes If so, list all academic units offering this course New College West
Course description:

Introduces the sociolinguistic study of the English language.

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

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): [Handwritten Signature]

**Arizona State University Criteria Checklist for**

**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus and required readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top; text-align: center;">all in someways</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	all in someways	Syllabus and required readings
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	all in someways				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus and assignments		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus and readings		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
ENG	312	English in its Social Setting	SB and HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Addresses how in the process of social interaction we interpret linguistic differences found in dialects which are associated with social status, ethnic and gendered identities and identities of locale and place. These interpretations may end in liking and affiliation, in neutrality or in distancing and diminution.	Syllabus and related readings: All weeks.
2	Emphasizes the study of human interaction. The field of sociolinguistics including the study of dialect variation and identity creation through linguistic choices has used research from the social behavioral sciences for theoretical framing and methodological approaches. It looks at social networks, communities of practice, determination of status, ethnographies of place and identity and compares findings from these studies to linguistic choice and indexing.	Syllabus and related readings. Weeks 3 &4, and 7 emphasize findings from related fields and what they tell us about corresponding linguistic varieties and usages. There are discussions about linguistic regional boundaries and their association with other cultural patterns of economic ecology, etc. Weeks 9-12 in particular take into consideration work on social networks, communities of practice, ethnographies using linguistic variation to index social identities.
3	Sociolinguistic methodologies though adapted to linguistic research relies heavily on qualitative and even quantitative approaches to studying social interaction among individuals and groups.	Syllabus and related readings, 3 assignments and research proposal. Week 8 addresses research methods and analysis and reporting of findings. Under assignments, #2, there are three questionnaires that the students use to gather data. The final one on language and gender issues, they will also help design. The General statement about approaching consultants and gathering information is included with the syllabus and required readings. As part of their final exam, they also have to write a 3 page research proposal using the methods we have discussed.

**Social And Behavioral Sciences [SB]**

**Page 4**

4	The course illustrates throughout the use of social and behavioral perspectives and data.	Syllabus, readings and assignments. See in particular weeks, 3 &4, 7,8,9,10,11,12.
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### course catalog & class search

Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1

Collapse

Term: Summer '15  
Search: Course catalog  
Subject: ENG Num: 312  
Level: [dropdown]  
Gen Studies: [dropdown]  
Keywords: [input]  
Offerings: in-person & IC  
**Search**  
Clear  
Advanced Search

Course	Title	Units	General Studies
ENG 312	<b>English in its Social Setting</b> Introduces the sociolinguistic study of the English language. Allow multiple enrollments: No Primary course component: Lecture Repeatable for credit: No Grading method: Student Option Offered by: New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts, and Cultural Studies College of Liberal Arts and Sciences -- Department of English Prerequisite(s): ENG 102, 105 or 108 with C or better Prerequisite(s): ENG 102, 105 or 108 with C or better	3	L or HU or SB

Feedback

**ENG 312: English in its Social Setting**

Spring 2015, MW 10:30-11:45, LL10

Karen L. Adams, LL211B, [kladams@asu.edu](mailto: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.

Required Texts: 1) Walt Wolfram and Natalie Schilling-Estes, *American English: Dialects and Variation*. Second Edition, 2004. Blackwell Publishers.  
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

BB: Wolfram and Ward, Chapters 23-26 in *American Voices*.

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:*

BB: Kachru, B. 2006. English: World Englishes. In *Encyclopedia of Language and Linguistics*, 2<sup>nd</sup> Edition, pp.195-202.

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>

**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/>

**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:

Walt Wolfram and Natalie Schilling-Estes. 2004. *American English: Dialects and Variation*. Second edition. Malden MA: Blackwell Publishers.

### Additional Required Readings:

Lippi-Green, Rosina. 2012. Language subordination: Chapter 5 in *English with an Accent: Language, Ideology and Discrimination in the United States*, pp. 56-77. New York: Routledge: Taylor and Francis Group.

Bailey, Richard. 2012. Chapter 9: Los Angeles, in *Speaking American: A History of English in the United States*, pp. 161-182. Oxford: Oxford University Press.

Bowie, David, and Morkel, Wendy. 2006. Desert Dialect (Utah). In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 144-148. Malden MA: Blackwell Publishers.

Conn, Jeff. 2006. Dialects in the Mist (Portland, OR). In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 149-155. Malden MA: Blackwell Publishers.

Hall-Lew, Lauren. 2006. Arizona's not so Standard English. In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 156-161. Malden MA: Blackwell Publishers.

Meyerhoff, Mariam. 2006. Topics from the Tropics (Hawai'i). In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 165-171. Malden MA: Blackwell Publishers.

Scollon, Ronald and Scollon, Suzanne. 1981. Chapter 2: Athabaskan Interethnic Communication. In *Narrative, Literacies and Face in Interethnic Communities*, pp. 11-37. Norwood NJ: Ablex Publishers.

Lippi-Green, Rosina. 2012. The educational system: fixing the message in stone: Chapter 6 in *English with an Accent: Language, Ideology and Discrimination in the United States*, pp. 78-100. New York: Routledge: Taylor and Francis Group.

Kachru, B. 2006. English: World Englishes. In *Encyclopedia of Language and Linguistics*, 2<sup>nd</sup> edition, pp.195-202. Elsevier Ltd.

Language in Society

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- 26 African American Vernacular English, *John R. Rickford*
- 27 Linguistic Variation as Social Practice, *Penelope Eckert*
- 28 The English History of African American English, *edited by Shana Poplack*
- 29 Principles of Linguistic Change, Vol. II: Social Factors, *William Labov*
- 30 African American English in the Diaspora, *Shana Poplack and Sali Tagliamonte*
- 31 The Development of African American English, *Walt Wolfram and Erik R. Thomas*
- 32 Forensic Linguistics, *John Gibbons*
- 33 An Introduction to Contact Linguistics, *Donald Winford*
- 34 Sociolinguistics: Method and Interpretation, *Lesley Milroy and Mathew Gordon*
- 35 Text, Context, Pretext: Critical Issues in Discourse Analysis, *H. G. Widdowson*
- 36 Clinical Sociolinguistics, *edited by Martin J. Ball*

# American English

## Dialects and Variation

### Second Edition

Walt Wolfram  
and

Natalie Schilling-Estes

© 1998, 2006 by Walt Wolfram and Natalie Schilling-Estes  
 Parts of this book are based on *Dialects and American English*  
 (Prentice Hall, 1991).

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## Series Editor's Preface

Perhaps now is the time to confess that the Language in Society series has always had as one of its secret ambitions the signing up of all the major, significant players in the arena of world sociolinguistics. With the addition of Walt Wolfram to our team, this dream has come one step closer to being achieved, since we now have on our side one of the veterans from the original squad of young scholars who contributed to that first large-scale flowering of American sociolinguistics in the early 1970s, to which many aspects of work in modern sociolinguistics owe so much. That Walt Wolfram has been joined in the authoring of this book by one of the most energetic and gifted scholars from the latest generation of American sociolinguists, Natalie Schilling-Estes, is a source of additional excitement and satisfaction.

The book is very much, as is only appropriate when working with dialectology, a data-based work, with a great deal of the data being – as is typical of practicing sociolinguists – the authors' own, but it is also a ground-breaking work full of important new theoretical contributions and insights. The book is obviously aimed primarily at an American audience, but it will also be of very considerable importance and interest indeed outside the United States. Not only will it be essential for any non-American concerned to learn more about American English; it will also be vital reading for scholars with theoretical interests in historical linguistics, new-dialect formation, variation theory, language and gender, African American Vernacular English, creolization, and many other issues, as well as for practitioners involved in issues to do with mother-tongue education, speech therapy, and dialectological research itself. There is nothing quite like the writings on dialectology of linguists who have been out there and done the fieldwork with real live human beings and analyzed the data themselves. And there are very few dialectologists who have done as much of this type of work – and used the results of their work to do their best to improve the lot of the communities from which they have obtained their data – as these authors.

Peter Trudgill