

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499

20 Copies Required for Courses Numbered 500-599

1. DEPARTMENT, COURSE NUMBER AND TITLE: Linguistics, 389: Introduction to African American English
2. SCHOOL OR COLLEGE: Humanities and Fine Arts
3. Proposer's Name, Telephone and Email: Lisa Green, 545-0885, lgreen@linguist.umass.edu
4. Proposed Instructor: Lisa Green
5. Course Credits: 4
6. Are there Prerequisites? No If yes, please specify _____

7. What is the intended clientele? Lower Division with permission Upper Division
 Department majors only _____ Departmental/related majors Non-Majors
 If course is intended for majors, what role will it play in the curriculum? Required _____ Elective

*The course can also be used, in part, to fulfill the departmental cross-linguistic requirement.

8. Complete Course Catalog Description (30 Words):

*This course investigates the structure and use of African American English: components of the grammar, language and society, history, speech events, educational issues, acquisition, and representation in media and literature.

9. Please attach the following materials:

The following materials are included as separate attachments.

Attachment A Week-by-week outline of topics covered in course (or syllabus)

Attachment B List of Required readings

Attachment C Description of required assignments (papers, exams, projects, reports, presentations, etc.)

Attachment D Summary of course grade criteria

Attachment E Selected bibliography of works used by instructor in developing course, especially recent works
(as appropriate)

10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

*See Attachment F "Evolution of Linguist 389: Introduction to African American English."

Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.

For courses numbered 500-599, the "Guidelines for Course Approval Form" from the Graduate Council must accompany the new course proposal..

Linguist 389: Introduction to African American English

Syllabus

General Course Information:

Course Number
Meeting Time
Location

Instructor's Information:

Prof. Lisa Green
Office: 310 South College
Phone: 577-0937
Email: lgreen@linguist.umass.edu
Office hours

Instructor's Note:

One of my goals is to foster an intellectual environment, and I will make every effort to provide a course that will contribute to your academic skills and general education. Please ask questions as soon as you have them; they will help me clarify points in lectures and assignments. If you have concerns about the nature or content of the course, please feel free to talk with me about them. I will be clear about all changes in the syllabus if there are any.

Accommodations at the University of Massachusetts

Many accommodations are available at the University to ensure that students with disabilities participate fully in academic and student life. They provide a student with a disability equal access to the educational and co-curricular process, without compromising essential components of the curriculum. Accommodations are determined on an individual basis, based on the student's documentation.

For information about course accommodation due to disability, contact Disability Services:

Phone (V/TTY): 413.545.0892
Fax: 413.577.0122
Email: ds@educ.umass.edu
<http://www.umass.edu/disability/students.html>

If you have a documented disability due to a physical, psychological, or learning disability on file with Disability Services, you may be eligible for accommodations in this course. If you have a documented disability and require accommodations, please let me know as soon as possible.

Course Overview:

This course investigates African American English (AAE), the linguistic system used by some African Americans in the United States. In the first part of the course, we consider components of the grammar: syntax, semantics, phonology, morphosyntax, and the lexicon. In this section of the course, we will use general linguistic principles to explain the types of rules speakers follow when they produce grammatical AAE sentences. In addition we will explain how AAE differs from other varieties of English (including mainstream English). Also, in this section of the course, we will address questions about 'sounding black' and speaking AAE. The course will draw on empirical data to provide examples of the types of constructions used by native speakers of AAE. In the second

part of the course, we consider AAE as it is used in various contexts, including the media and literature to raise questions about representations of 'blackness' in the media and the extent to which they reflect attitudes about language. Given the tradition of studying AAE in the framework of sociolinguistic variation, this course will consider topics such as language and identity as well as quantitative analysis and methods for describing language variation. In this part of the course, we evaluate claims about the historical origins of AAE and the data that are argued to support them. We consider oral recordings, such as ex-slave narratives and prison work songs, and discuss ways that they may be used to support claims about the properties of earlier AAE.

General Education Requirement:

This course bears the Social and Behavioral Sciences (SB) and Cultural Diversity (U) designations of the General Education program here at UMass because it introduces students to the dynamic nature of individuals and societies through language and language variation. By placing emphasis on the interaction between linguistic and social factors, the course considers systematic variation and natural change in language communities. Political, economic, and social factors before and after Emancipation influenced the linguistic patterns of groups of African Americans in the United States. AAE, which is the native variety of many African Americans from ages 3- to 90+-years, has defined sound, word, sentence, and meaning patterns. Many of these linguistic patterns differ from linguistic patterns of English varieties spoken by other groups of Americans. By underscoring the link between language use and social contexts on the one hand and historical factors on the other, the course sets the stage for explaining that the minority language variety AAE differs from the mainstream variety (mainstream English) due to linguistic as well as extra-linguistic factors in systematic and rule-governed ways.

In addition to placing emphasis on linguistic analysis and analytical skills, this course also contributes to the development of writing and critical thinking skills, which are major components of General Education. Critical thought is required in all areas of the course and requirements.

Required Reading and Data Sources:

Textbook

The textbook for the course will be available in the Textbook Annex, and it is on reserve in the Du Bois Library. You can also find used copies through internet sources:

Green, L. J. 2002. *African American English: A Linguistic Introduction*. Cambridge UP.

Book Chapters and Journal Articles

The following papers are available on the SPARK "site" for Linguistics 389— Introduction to African American English:

Alim, H. Samy. 2009. "Hip Hop Nation." In A. Duranti, *Linguistic Anthropology: A Reader*, 2nd Edition. Malden, MA: Wiley-Blackwell. 272-290.

Bailey, G., N. Maynor, and P. Cukor-Avila. 1991. *The Emergence of Black English: Text and Commentary*. Philadelphia: John Benjamins.

Baugh, J. 1981. "Dynamic Black Speech: A Non-Ideal Linguistic State. In John Baugh, *Black Street Speech: Its History, Structure, and Survival*. Austin: University of Texas Press. 127-134.

Bucholtz, M. and K. Hall. 2004. "Language and Identity." In A. Duranti (ed.), *A Companion to Linguistic Anthropology*, Oxford: Blackwell, 200. 369-394.

Chomsky, N. 1965. "Methodological Preliminaries: Generative Grammars as Theories of

- Linguistic Competence.” In N. Chomsky, *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press. 3-9.
- Chomsky, N. 1979. “Linguistics and Human Science.” In N. Chomsky, *Language and Responsibility*. New York: Pantheon Books. 43-62.
- Dillard, J. L. 1992. “The Development of Black English.” In J. L. Dillard, *A History of American English*. New York: Longman. 60-92.
- Holton, S. W. 1984. *Down Home and Uptown: The Representation of Black Speech in American Fiction*. Madison, NJ. Fairleigh Dickinson UP.
- Jackson, B. 1999/1972. “The Texas Convict Worksong Tradition.” In B. Jackson (ed.), *Wake Up Dead Man: Hard Labor and Southern Blues*. Athens: The University of Georgia Press. 29-44.
- Minnick, L. C. 2004. *Dialect and Dichotomy: Literary Representation of African American Speech*. Tuscaloosa: University of Alabama Press.
- Morgan, M. 1998. “More Than a Mood or an Attitude: Discourse and Verbal Genres in African American Culture.” In S. Mufwene, J. R. Rickford, G. Bailey, and J. Baugh (eds.), *African-American Vernacular English: Structure, History and Use*. New York: Routledge. 251-281.
- Morgan, M. 2009. “The African-American Speech Community: Reality and Sociolinguistics. In A. Duranti, *Linguistic Anthropology: A Reader*, 2nd Edition. Malden, MA: Wiley-Blackwell. 74-92.
- Paolillo, J. C. 2002. *Analyzing Linguistic Variation: Statistical Models and Methods*. Stanford, CA: CSLI Publications.
- Purnell, T., W. Idsardi, and J. Baugh. 1999. “Perceptual and Phonetic Experiments on American English Dialect Identification.” *Journal of Language and Social Psychology* 18, 10-30.
- Rickford, J. R. 1991. “Representativeness and Reliability of the Ex-Slave Narrative Materials, with Special Reference to Wallace Quarterman's Tape and Transcript.” In G. Bailey, N. Maynor and P. Cukor-Avila (eds.), *The Emergence of Black English: Texts & Commentary*. Amsterdam: John Benjamins, 191-212.
- Rickford, J. R. 1998. “The Creole Origins of African-American English: Evidence from Copula Absence.” In S. Mufwene, J. R. Rickford, G. Bailey, and J. Baugh (eds.), *African-American Vernacular English: Structure, History and Use*. New York: Routledge. 154-200.
- Smitherman, G. 2000 [1972]. “English Teacher, Why You Be Doing the Thangs You Don’t Do?” In G. Smitherman (ed.), *Talkin that Talk: Language, Culture, and Education in African America*. Routledge: New York. 122-131.
- Tagliamonte, S. 2007. “Quantitative Analysis.” In Robert Bayley and Ceil Lucas (eds.), *Sociolinguistic Variation: Theories, Methods, and Applications*.” Cambridge: Cambridge UP. 190-214.
- Winford, D. 1997. “On the Origins of African American Vernacular English—A Creolist Perspective. Part 1: The Sociohistorical Background.” *Diachronica* XIV, 305-344.
- Wolfram, W. 2007. “Sociolinguistic Folklore in the Study of African American English.” *Language and Linguistics Compass* 1, 292-313.

Audio Files

A number of sound files, which will be used in lectures, assignments, and exams, are required for the course. They are also available on SPARK.

Course Documents:

Course documents, such as assigned papers, handouts, questions for study notes, discussion questions and topics, and sound files, will be posted on the course ‘site,’ which you can access through SPARK.

Course Objective:

The objective of this course is to provide a foundation that will help students:

- 1) identify patterns of AAE from the semantic, syntactic, and phonological components of grammar.
- 2) evaluate arguments and claims used to support hypotheses about the origins of AAE.
- 3) analyze AAE speech samples and other language data by using general linguistic principles and quantitative analysis.
- 4) answer questions that will help to determine whether there is a distinction between “sounding black” and speaking AAE.
- 5) discuss the relation between linguistic analysis of AAE and use of AAE in social contexts.

Lectures and Attendance:

In some cases, the textbook and other required reading will provide a general overview of the topic of discussion, and, in others, they will supplement lectures and serve as background information. The readings will also serve as a springboard into lectures and discussions about AAE. The papers may support points with which you and I will disagree. Although I will be careful to assign parts of the textbook and other reading material that are most relevant to the current topic and address questions about assigned reading, I will not merely explain the reading material during lectures. Relevant page numbers in the text corresponding to the topic are given in the course schedule. Please bring assigned readings to class because they will be used as references during discussion.

The course lectures and discussions will involve a significant amount of data that will not be in the text; therefore, regular attendance is necessary for successful completion of the class. You will be responsible for all reading, audio, and audio-visual material. You are expected to arrive on time and remain in class for the entire period. Please inform me if you have to arrive late or leave early. In the event that you have to miss class, you should arrange to borrow class notes from fellow classmates. While some lecture information will be available on SPARK, entire lectures will not be.

Course Requirements:

The grade for the course will be based on homework assignments, a two-part exam, in-class quiz, discussion/study questions, and critical reviews.

1) Homework Assignments (30%)

There will be regular homework assignments on which you will be required to perform linguistic analysis of language patterns in AAE. The assignments must be typed or neatly written, and they must reflect careful consideration of the problems. All assignments must be submitted by the due date. If you need more time to complete an assignment, you **MUST** let me know before the due date. In such a case, the assignment must be turned in by the next class period. If you do not inform me before the due date, I will not accept your late assignment in any format.

2) Two-part Midterm Exam (15%)

There will be a two-part exam (Part 1 take home, Part 2 in class). Part 1 of the exam **MUST** be submitted at the beginning of class the day before the in class portion of the exam is given, and Part 2 of the exam will be administered in class. Part 2 will be a closed book exam. If you cannot take the exam at the scheduled time due to issues such as school-related activities and observance of religious holidays, you must make arrangements to take the exam before the scheduled time. A make-up examination for the in-class portion of the midterm will be given if you were unable to attend class due to

illness or some other compelling reason, and you provide written notice documenting your absence.

3) In-class Quiz (10%)

The in-class quiz will only include material from the second part (post mid-semester exam) of the course. A make-up examination for the quiz will be given if you were unable to attend class due to illness or some other compelling reason, and you provide written notice documenting your absence.

3) Discussion/Study Questions (20%)

A significant amount of research on AAE addresses socio-linguistic issues, such as age grading, language and identity, use of AAE in the marketplace, and attitudes toward AAE and its speakers. This course recognizes the importance of applying general linguistic principles in presenting linguistic descriptions of AAE and explaining the ways in which the variety is systematic and rule governed. Linguistic description has implications for the way we approach and understand social issues. Throughout the course, you will participate in online and in-class discussion sessions on topic related to language and society. See “Guidelines for Critical Reviews and Discussion Sessions” for instructions on participating in discussion sessions.

4) Critical Reviews (25%)

The three critical reviews will be based on three papers on the required reading list. The goal is to evaluate articles and address their strengths and shortcomings from a number of different perspectives, such as linguistic description and its application to language use in society. See “Guidelines for Critical Reviews and Discussion Sessions” for instructions for the completing the reviews, which will be available on SPARK and discussed in class.

Grading Scale

100-92	A
91-89	A-
88-87	B+
86-82	B
81-79	B-
78-77	C+
76-72	C
71-69	C-
68-67	D+
66-59	D
58-0	F

Course Policy on Academic Dishonesty:

You should become familiar with the University of Massachusetts policy concerning academic dishonesty and plagiarism if you have not already read the information, which includes a statement about plagiarism:

http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

For this course, plagiarism, copying someone else’s assignments and exams, and allowing others to copy your assignments and exams are considered academic dishonesty, for which appropriate action will be taken. In brief, plagiarism refers to passing off someone else’s work as your own. If you use an author’s work, you must cite it properly, either by signaling direct quotes with quotation marks or by using internal documentation (e.g., Tagliamonte (2007)). Information about proper documentation used in research reports can be found in “Guidelines for Critical Reviews and Discussion Sessions.”

Course Schedule

Week #	Day	Topic, reading assignments, homework assignments, exams
Week 1		Course Requirements, Introduction to the Study of AAE
Day 1	W	Introduction to the Course AAE Overview
Day 2	F	Definitions of AAE: Patterns-based Approach to Study of AAE (Handout)
Week 2		Approaches to AAE, Introduction to Sound Patterns in AAE
Day 3	M	Definitions of AAE Studying AAE and Collecting Butterflies: What does Chomsky Mean? Reading Assignment: Chomsky (1979) (focus on pp. 53-62)
Day 4	W	Studying AAE and Collecting Butterflies
Day 5	F	“Sounding Black” and Linguistic Profiling Reading Assignment: Purnell, Idsardi, and Baugh (1999)
Week 3		Sound Structure of AAE, “Sounding Black”
Day 6	M	AAE Phonological Patterns Reading Assignment: Green (2002), pp. 106-119
Day 7	W	AAE Phonological Patterns, “Sounding Black” and Speaking AAE CRITICAL REVIEW #1 DUE
Day 8	F	AAE Phonological Patterns, “Sounding Black” and Speaking AAE
Week 4		Sounds and Perceptual Studies, The Lexicon
Day 9	M	Sound Patterns and Representations in the Media
Day 10	W	Lexicon and Computational Component (Handout)
Day 11	F	Components of the Lexicon Reading Assignment: Green (2002), pp. 12-32
Week 5		AAE Syntax: A Uniform AAE
Holiday	M	Presidents’ Day, No Class
Day 13	Tues.	AAE Syntactic Patterns
Monday Schedule		
Day 14	W	AAE Syntactic Patterns Reading Assignment: Green (2002), pp. 54-74
Day 15	F	AAE Syntactic Patterns
Week 6		AAE Syntax & Semantics
Day 16	M	AAE Syntactic Patterns Reading Assignment: Green (2002), pp. 76-91
Day 17	W	Properties of Tense and Aspect (Handout)
Day 18	F	Properties of Tense and Aspect (Handout)
Week 7		Sociolinguistic Myth and Variation, Mid-semester Exam
Day 19	M	Supraregional Myth, Change Myth, and Social Stratification Myth Reading Assignment: Wolfram (2007)
Day 20	W	Sociolinguistic Myth EXAM PART 1 DISTRIBUTED
Day 21	F	Introduction to Language Variation (Handout) Background Reading: Paolillo (2002)
Week 8		Variation, Language and Society
Day 22	M	Language Variation and Methodology: Quantitative Analysis Reading Assignment: Tagliamonte (2007)
Day 23	W	EXAM PART 1 DUE, REVIEW
Day 24	F	EXAM PART 2, IN CLASS

Attachment A Syllabus: Linguist 389 (Green)

Week #	Day	Topic, reading assignments, homework assignments, exams
Week 9		Spring Break
Spring Break	M, W, F	Spring Break, No Class
Week 10		Language and Society
Day 28	M	Language and Identity
Day 29	W	Language, Style, and Identity Reading: Morgan (1998)
Day 30	F	Language, Style, and Identity Reading: Bucholtz and Hall (2004)
Week 11		Language and Society
Day 31	M	Appropriation of Features of AAE and Identity CRITICAL REVIEW #2 DUE
Day 32	W	Appropriation of Features of AAE and Identity
Day 33	F	Appropriation of Features of AAE and Identity (Data Analysis) Reading Assignment: Alim (2009) pp. 272-290
Week 12		History of AAE
Day 34	M	Historical Background Reading: Dillard (1992) pp. 60-92
Day 35	W	Historical Background
Day 36	F	Historical Background and Debates about the Origins of AAE Reading Assignment: Winford (1997) Pt. 2
Week 13		History of AAE
Day 37	M	Debates about the Origins of AAE and Gullah
Day 38	W	Review, Ex-slave Narratives and What They Tell Us about Origins of AAE, Quantitative Analysis and Ex-slave narratives (Handout)
Day 39	F	Ex-slave Narratives
Week 14		Representations of AAE in the Media and Literature
Day 40	M	Holiday, No class
Day 41	W	Representations in the Media Reading Assignment: Sections from Holton (1972) and Minnick (2004)
Monday Schedule		
Day 42	F	Representations in Literature and Media CRITICAL REVIEW #3 DUE
Week 15		Representations of AAE in the Media, Introduction to Speech Events and Oral Tradition
Day 43	M	Representations in the Media Green (2002) pp. 200-215
Day 44	W	IN CLASS QUIZ
Day 45	F	Introduction to Prison Worksongs Reading Assignment: Jackson (1999) pp. 29-44
Week 16		Course Overview
Day 46	M	Course Overview, Evaluation of Course Goals

List of Required Readings for Linguist 389

Note: The papers and selections from the books on the list are required and background reading for the course. The list will be updated each semester.

- Alim, H. Samy. 2009. "Hip Hop Nation." In A. Duranti, *Linguistic Anthropology: A Reader*, 2nd Edition. Malden, MA: Wiley-Blackwell. 272-290.
- Bailey, G., N. Maynor, and P. Cukor-Avila. 1991. *The Emergence of Black English: Text and Commentary*. Philadelphia: John Benjamins.
- Baugh, J. 1981. "Dynamic Black Speech: A Non-Ideal Linguistic State. In John Baugh, *Black Street Speech: Its History, Structure, and Survival*. Austin: University of Texas Press. 127-134.
- Bucholtz, M. 1999. "You Da Man: Narrating the Racial Other in the Production of White Masculinity." *Journal of Sociolinguistics* 3/4, 443-460.
- Bucholtz, M. and K. Hall. 2004. "Language and Identity." In Alessandro Duranti (ed.), *A Companion to Linguistic Anthropology*, Oxford: Blackwell, 200. 369-394.
- Chomsky, N. 1965. "Methodological Preliminaries: Generative Grammars as Theories of Linguistic Competence." In N. Chomsky, *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press. 3-9.
- Chomsky, N. 1979. "Linguistics and Human Science." In N. Chomsky, *Language and Responsibility*. New York: Pantheon Books. 43-62.
- Dillard, J. L. 1992. *A History of American English*. New York: Longman.
- Holton, S. W. 1984. *Down Home and Uptown: The Representation of Black Speech in American Fiction*. Madison, NJ. Fairleigh Dickinson UP.
- Green, L. J. 2002. *African American English: A Linguistic Introduction*. Cambridge UP.
- Jackson, B. 1999/1972. "The Texas Convict Worksong Tradition." In B. Jackson (ed.), *Wake Up Dead Man: Hard Labor and Southern Blues*. Athens: The University of Georgia Press. 29-44.
- Minnick, L. C. 2004. *Dialect and Dichotomy: Literary Representation of African American Speech*. Tuscaloosa: University of Alabama Press.
- Morgan, M. 1998. "More Than a Mood or an Attitude: Discourse and Verbal Genres in African American Culture." In S. Mufwene, J. R. Rickford, G. Bailey, and J. Baugh (eds.), *African-American Vernacular English: Structure, History and Use*. New York: Routledge. 251-281.
- Morgan, M. 2009. "The African-American Speech Community: Reality and Sociolinguistics. In A. Duranti, *Linguistic Anthropology: A Reader*, 2nd Edition. Malden, MA: Wiley-Blackwell. 74-92.
- Paolillo, J. C. 2002. *Analyzing Linguistic Variation: Statistical Models and Methods*. Stanford, CA: CSLI Publications.
- Purnell, T., W. Idsardi, and J. Baugh. 1999. "Perceptual and Phonetic Experiments on American English Dialect Identification." *Journal of Language and Social Psychology* 18, 10-30.
- Rickford, J. R. 1991. "Representativeness and Reliability of the Ex-Slave Narrative Materials, with Special Reference to Wallace Quarterman's Tape and Transcript." In G. Bailey, N. Maynor and P. Cukor-Avila (eds.), *The Emergence of Black English: Texts & Commentary*. Amsterdam: John Benjamins, 191-212.
- Rickford, J. R. 1998. "The Creole Origins of African-American English: Evidence from Copula Absence." In S. Mufwene, J. R. Rickford, G. Bailey, and J. Baugh (eds.), *African-American Vernacular English: Structure, History and Use*. New York: Routledge. 154-200
- Smitherman, G. 2000 [1972]. "English Teacher, Why You Be Doing the Thangs You Don't Do?" In G. Smitherman (ed.), *Talkin that Talk: Language, Culture, and Education in African America*. Routledge: New York. 122-131.

Attachment B Required Readings: Linguist 389 (Green)

- Tagliamonte, S. 2007. "Quantitative Analysis." In Robert Bayley and Ceil Lucas (eds.), *Sociolinguistic Variation: Theories, Methods, and Applications*. Cambridge: Cambridge UP. 190-214.
- Winford, D. 1997. "On the Origins of African American Vernacular English—A Creolist Perspective. Part 1: The Sociohistorical Background." *Diachronica* XIV, 305-344.
- Wolfram, W. 2007. "Sociolinguistic Folklore in the Study of African American English." *Language and Linguistics Compass* 1, 292-313.

Description of Required Assignments for Linguist 389

The grade for the course is based on the following required assignments: homework assignments, a two-part exam (Part 1 take home, Part 2 in class), an in-class quiz, study/discussion questions, and critical reviews.

1) Homework Assignments

There will be regular homework assignments (about five) on which students will be required to perform linguistic analysis of language patterns in AAE. The assignments must be typed or neatly written, and they must reflect careful consideration of the problems. For each assignment, students will be given a data set consisting of constructions in AAE and asked to describe patterns and apply general linguistic methods and principles. At least two of the data sets will be in the format of sound files (e.g., recordings of sermons and ex-slave narratives).

2) Two-part Midterm Exam

There will be a two-part exam, which covers the material presented in the first part of the course. Part 1 is a take home exam, and Part 2 is an in class exam (closed book). Part 1 of the exam consists of three essay questions that require students to analyze data, synthesize supporting points, provide evidence and illustrative examples to substantiate claims, and make predictions about grammaticality judgments of sentences and other constructions. Part 2 consists mainly of short answer questions that are designed to provide an opportunity for students to recall main issues, define terms, summarize views presented in different units of the course, and identify and list parts of models used in general analysis.

3) In-class Quiz

The in-class quiz (post mid-semester quiz), which includes short answer questions and a small data set, will include material from the second part of the course.

4) Discussion/Study Questions

In-class and online discussion/study questions will be part of the regularly scheduled assignments for each unit. The discussion questions will focus specifically on the implications linguistic description has for the way we approach the interaction between language and society. Some of these discussions will focus on linguistic patterns in media segments, and students will be encouraged to address the extent to which the patterns are used to mark ethnicity, age, and/or social status of the speakers. Specific guidelines for participating in the discussion sessions will be given during the beginning of the course.

5) Critical Reviews

The three critical reviews will be based on three papers on the required reading list. The goal is to evaluate the articles and address their strengths and shortcomings from a number of different perspectives, such as linguistic description and its application to language use in society. In order to strengthen their critiques, students will consult one outside source as a means of checking data and other information that will buttress their points. Specific guidelines for completing critical reviews will be given during the beginning of the course.

Summary of Grade Criteria for Linguist 389

The grading scale for the course is below:

100-92	A
91-89	A-
88-87	B+
86-82	B
81-79	B-
78-77	C+
76-72	C
71-69	C-
68-67	D+
66-59	D
58-0	F

Homework Assignments	30%
Exam (Parts 1 and 2)	15%
In-class Quiz	10%
Discussion/Study Questions	20%
Critical Reviews	25%
Total	100%

Selected Bibliography of Works Used to Develop and Update Linguist 389

- Allen, N. 2010. "Ebonics Translators Needed by DEA to Interpret Drug Wiretaps." *The Telegraph*.
- Baugh, J. 1981. *Black Street Speech*. Austin: University of Texas Press.
- Baugh, J. 1999. *Out of the Mouths of Slaves: African American Language and Educational Malpractice*. Austin: University of Texas Press.
- Bayley, R. and C. Lucas (eds.). 2007. *Sociolinguistic Variation: Theories, Methods, and Application*. Cambridge: Cambridge University Press.
- Blassingame, J. W. (ed.). 1977. *Slave Community: Two Centuries of Letters, Speeches, Interviews, and Autobiographies*. Baton Rouge: Louisiana State University Press.
- Bloomquist, J. 2009. "Dialect Differences In Central Pennsylvania: Regional Dialect Use And Adaptation By African Americans In The Lower Susquehanna Valley." *American Speech* 84, 27-47.
- Bucholtz, M. 1999. "You Da Man: Narrating the Racial Other in the Production of White Masculinity." *Journal of Sociolinguistics* 3/4, 443-460.
- Bucholtz, M. and K. Hall. 2004. "Language and Identity." In A. Duranti (ed.), *A Companion to Linguistic Anthropology*, Oxford: Blackwell, 200. 369-394.
- Dillard, J. L. 1992. *A History of American English*. New York: Longman.
- Green, L. 2002. *African American English: A Linguistic Introduction*. Cambridge: Cambridge University Press.
- Kautzsch, A. 2002. *A Historical Evolution of Earlier African American English: An Empirical Comparison of Early Sources*. New York: Mouton de Gruyter.
- Labov, W. 2003. "When ordinary children fail to read." *Reading Research Quarterly* 38:131-133.
- Labov, W. 2008. "Unendangered dialects, endangered people." In Kendall A. King et al. (eds.), *Sustaining Linguistic Diversity*. Washington, DC: Georgetown University Press. 219-238.
- Minnick, L. C. 2004. *Dialect and Dichotomy: Literary Representation of African American Speech*. Tuscaloosa: University of Alabama Press.
- Morgan, M. 1998. "More Than a Mood or an Attitude: Discourse and Verbal Genres in African American Culture." In S. Mufwene, J. R. Rickford, G. Bailey, and J. Baugh (eds.), *African-American Vernacular English: Structure, History and Use*. New York: Routledge. 251-281.
- Mufwene, S., J. R. Rickford, G. Bailey, and J. Baugh (eds.). 1998. *African-American Vernacular English: Structure, History and Use*. New York: Routledge.
- Paolillo, J. C. 2002. *Analyzing Linguistic Variation: Statistical Models and Methods*. Stanford, CA: CSLI Publications.
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Attachment E Bibliography: Linguist 389 (Green)

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Evolution of Linguist 389: Introduction to African American English

The Proposed Linguist 389: Evolution from Linguist 395A and Linguist 390D

This course was first taught in Spring 2007 (Linguist 395A: Introduction to the Structure of African American English) as an upper division course in Linguistics. During that semester, most of the students enrolled in the course were linguistics majors. The major focus of the course was on grammatical patterns in African American English (AAE), and the goal was to provide an introduction to the structure and systematic patterns in the linguistic variety. The first half of the course presented an overview of sound patterns in AAE and related historical phenomena; however, the entire second half of the course was devoted to syntax, properties of clauses and sentences in AAE. The course was structured to present different types of opportunities for students to learn to describe properties and patterns of AAE, characterize some of what speakers know when they know AAE, and apply general linguistic principles to small data sets. Given the goal, little emphasis was placed on the interaction between language and extra-linguistic or social factors, such as language and identity. In Summer 2008, the beginning of my general education fellowship period, I worked to develop a course that included some of the content of Linguist 395A but that also met the Social and Behavioral Sciences (SB) and Cultural Diversity (U) requirements. The result was Linguist 390D, an experimental course, which investigates linguistic patterns of AAE and introduces students to the dynamic nature of individuals and societies through language and language variation. It differs from Linguist 395 in that it places emphasis on the interaction between linguistic and social factors by considering systematic variation, language and identity, and natural change in language and communities. Linguist 390D (proposed Linguist 389) broadens the scope of the topics in Linguist 395 by setting language spoken by many African Americans (from ages 3-90+- years-) in the context of historical, political, economic, and social factors before and after Emancipation that influenced their language and language use.

Introduction of Online Discussion Format

The course format is still lecture and discussion; however, the discussions have been extended to an online format, in which small groups of students (5-6) address discussion/study questions related to some social factor from the informed perspective of linguistic description. For instance, the students may discuss representations in the media and “sounding Black” vs. speaking AAE. Clips from *In Living Color* as well as *Saturday Night Live* have been used as data sets because they highlight purported features of non-standard dialects as a means of conveying ‘blackness.’ Students have the opportunity to discuss the extent to which “authenticity” plays a role in representing ‘blackness’.

Four Credit Conversion

The course has also evolved into a four-credit course, in which two areas of student engagement are enhanced, distinguishing it from its original status as a three-credit general education course:

- 1) Critical reviews
- 2) Discussion sessions

Four credit conversion: Critical reviews

Three of the papers on the **Course Schedule** (see Syllabus) will be the subjects of critical reviews in the course. For example, students will submit a 2 1/2-page critical review for papers such as the following:

Purnell, T., W. Idsardi, and J. Baugh. 1999. “Perceptual and Phonetic Experiments on American English Dialect Identification.” *Journal of Language and Social Psychology* 18, 10-30.

- Dillard, J. L. 1992. "The Development of Black English." In J. L. Dillard, *A History of American English*. New York: Longman. 60-92.
- Morgan, M. 1998. "More Than a Mood or an Attitude: Discourse and Verbal Genres in African American Culture." In S. Mufwene, J. R. Rickford, G. Bailey, and J. Baugh (eds.), *African-American Vernacular English: Structure, History and Use*. New York: Routledge. 251-281.
- Tagliamonte, S. 2007. Quantitative analysis. In R. Bayley and C. Lucas (eds.), *Sociolinguistic Variation: Theories, Methods, and Applications*. Cambridge: Cambridge UP. 190-214.
- Winford, D. 1998. On the origins of African American Vernacular English—A Creolist Perspective. Part 1: The Sociohistorical Background. *Diachronica* XIV, 305-344.

The papers for critical reviews will change each time the course is taught.

The goal is to evaluate the articles and address their strengths and shortcomings from a number of different perspectives, such as linguistic description and its application to language use in society. In order to write successful critiques, students will consult one outside source as a means of checking data and other information that will buttress their points.

Four-credit conversion: In-class discussion questions and online discussion sessions
In-class discussion/study questions are given as part of the regularly scheduled assignments for each unit as a means of reviewing course material. They spark in-class discussion about the relationship between social factors and language use. In addition to the in-class discussion/study questions, there will be two online discussion questions per unit. The online discussion questions will focus specifically on the implications linguistic description has for the way we approach the interaction between language and society. For instance, as part of the third unit "African American English Syntax," which focuses on sentence patterns and structure of AAE, the students will engage in online discussion in which they are required to give general linguistic description of AAE sentence patterns in media segments and address the extent to which the patterns are used to mark ethnicity, age, and/or social status of the speakers. Four to five short background articles/chapters that address some aspect of AAE and social factors will be added to the syllabus and discussed in connection with the online discussion exercises.