

First Year Experience: F.Y.E. Colloquium

**Linguistics 109.L18:
Language and Diversity in Chicago**

Tuesdays, 6:10-8:50
Classroom: El Centro Room 134
Reference number: 12086

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Office: Main Campus, Classroom Building, CLS 3063
Hours: Mondays & Wednesdays, 10:00-12:00, immediately before and after class, or by appointment
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REQUIRED TEXTS

Santrock, J. W., Gordon, V. N., Gardner, J. N., Dillon, A., & Loeb, P. R. (2008). *Northeastern Illinois University First-Year Experience*. Mason, OH: Thomson Wadsworth.

Other readings are available online through the class **BlackBoard** at (<http://neiu.blackboard.com>) or through **NEIUpport** under **Bb**.

Additionally, students should have a class notebook and a small journal to hand in as requested.

FRESHMAN COLLOQUIUM DESCRIPTION

The Freshman Colloquium provides an opportunity for freshmen to actively engage in Northeastern's unique makeup as a diverse, urban campus and community. The core theme, "Diversity in Chicago", is explored through the lenses of different disciplines as they apply to the deeper understanding of Chicago as an environment for discovery and learning. The focus on students' preparation for general academic expectations accompanied by some type of discipline-specific field experience (e.g., research component, service learning) situates the course as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society.

COURSE DESCRIPTION

In this course, the five foundations (Future Planning, Inquiry, readiness, Self-Discovery, and Transitions) of the First-Year Experience are interwoven with the field-specific concepts and terminology of language and linguistics (L&L):

- Future Planning (How can L&L help you with your future?);
- Inquiry (How can L&L help you to understand the world around you?);
- Readiness (How can knowledge about L&L help you in your other coursework?);
- Self-Discovery (How can awareness of L&L help you to understand your identity better?); and
- Transitions (How can understanding of L&L help you navigate the university system?).

Hands-on research, using Chicago's rich diversity of languages in contact as a laboratory, will enable you to understand the mechanisms, dynamics, and manipulations of language and language use.

COURSE OBJECTIVES

Students will:

- Explore the following questions:
 - What is language?
 - What makes it universal?
 - What makes it unique?
 - How can it be used as a tool?
 - How does it unite or divide?
 - What is language contact and how does it affect you?
 - What is the relationship between language and identity?
 - What is language diversity and what brings it about?
 - How does an awareness of language make you a stronger, more confident communicator?
- Enhance their critical thinking through readings and discussion
- Be introduced to research techniques
 - Field research, library/online searches
- Develop oral skills and write academic papers
- Become an involved member of the university community

GRADING POLICIES

The following will serve as general guidelines:

GRADE	PERCENTAGE/POINTS
A (“excellent”)	90-100
B (“good”)	80-89
C (“average”)	70-79
D (“below average”)	60-69
F (“failing”)	Below 60

Participation in Class Discussions (small group and whole class discussion is encouraged and required) = 10 %

Oral Presentations (1-2 brief oral presentations) = 25 %

Reading of Assigned Materials = 10 %

Written Assignments (e.g., homework, journals, etc.) = 10 %

Research Projects (2-4 short papers/research reports—single or co-authored as assigned) = 25 %

Standard Assessments (2-4 quizzes) = 20 %

N.B. Percentages may vary slightly during the semester as necessary.

COURSE POLICIES

- **Attendance is mandatory.** You must be present to engage in the learning process. You should always arrive in class and be prepared to start promptly. Continual late arrivals and multiple absences will negatively affect your grade; furthermore, in accordance with university policy, less than 75% attendance will automatically result in a failure for the semester, regardless of your grade for assignments.

• **Participation is essential to learning.** Being physically present in class is not enough. Learning is not a passive process; it is an active one. You must take part in class discussions and always do your share in partner or group work. Don't be afraid to make mistakes; they are a part of learning and they also help your instructors to understand what you need. Don't wait to be called; that's not participation. Ask questions when you don't understand and offer your opinions when it is appropriate. It is only asked that you remember to be as much an active listener as an active participant; that is, give others a chance to participate, too.

• **Assignments are always due as assigned on the syllabus.** The syllabus indicates all assignments with their page numbers. Unless otherwise indicated, homework must always be done as indicated, presumably for the next class meeting. Even if you aren't completely sure of the answers, try to finish the homework. Incomplete and late work will be reduced in grade.

• **Plagiarism in any form will not be tolerated.** All assignments are expected to be your own work. Quotations and citations must be properly referenced. Any work that has been copied from any other source (e.g., a book, a magazine, the Internet, or even a classmate)—will receive an immediate failing grade without question. If necessary, additional steps will be taken; please be aware that the university's policy on academic integrity states that a student may be expelled for plagiarism.

SYLLABUS

WK	DATE	TOPIC	HOMEWORK ASSIGNMENT
1	Aug. 26	I. LANGUAGE AS A SYSTEM <ul style="list-style-type: none"> ARTICULATORY PHONETICS/ LEARNING THE LANGUAGE & SYSTEM OF COLLEGE 	1. Make sure you can access <i>BlackBoard</i> through NEIUport or (http://neiu.blackboard.com) 2. Buy the Textbook: <i>NEIU First-Year Experience</i> (NEIU FYE) 3. Read NEIU FYE: <ol style="list-style-type: none"> College Makes the Difference (“Divided Loyalties: Making It from the Bottom”, pp. 56-67) Skills for Academic Success, Third Part (“Knowing the Basics of Listening and Note-Taking” – pp. 64-67) Time Management (“Making Connections” – the whole section) 4. Review: International Phonetic Association Chart: http://www.arts.gla.ac.uk/IPA/ipa.html & IPA Chart for English: http://en.wikipedia.org/wiki/IPA_chart_for_English
2	Sept. 2	<ul style="list-style-type: none"> PHONOTACTICS & THE ART OF LEARNING 	1. Read: Definition of <i>phonotactics</i> : http://en.wikipedia.org/wiki/Phonotactics & Discussion about <i>phonotactics</i> : http://en.wikipedia.org/wiki/Talk:Phonotactics 2. Read: Phonotactics: http://www.answers.com/topic/phonotactics & Review: Phonotactic Example: http://minyeva.alkaline.org/phonology.htm 3. Read NEIU FYE: Learning Styles, Second Part (“Unit 4 – How Should I Expect to Learn?” – pp. 99-114)
3	Sept. 9	<ul style="list-style-type: none"> MORPHOLOGY & STARTING TO PUT THINGS TOGETHER 	1. Read: “ <i>Track that Word!</i> ” http://www.pbs.org/speak/words/trackthatword/ 2. Review: “ <i>Beastly</i> Mispronunciations” http://www.pbs.org/speak/speech/beastly/ 3. Read NEIU FYE: Critical Thinking (The whole section)
4	Sept. 16	<ul style="list-style-type: none"> SYNTAX 	1. : “ <i>The Decline of Grammar</i> ” http://www.pbs.org/speak/speech/correct/decline/ 2. Read: “ <i>Language Myth #21: Americans are Ruining English</i> ” http://www.pbs.org/speak/ahead/change/ruining/
		II. LANGUAGE VARIATION <ul style="list-style-type: none"> CONTEXT OF LANGUAGE USE 	3. Read: Varieties: Ch. 1

5	Sept. 23	<ul style="list-style-type: none"> LANGUAGE & IDENTITY, EXPANDING YOUR POSSIBILITIES 	<ol style="list-style-type: none"> 1. Read NEIU FYE: Learning Styles, First Part (“4 – Diversify Your Learning Style” – pp. 89-118) 2. Listen to: “Chicago Matters” (3 radio broadcasts) http://www.pbs.org/speak/seatosea/americanvarieties/radio/#; take good notes and be prepared to discuss in class.
6	Sept. 30	<ul style="list-style-type: none"> REGISTERS IDIOLECTS & REGIONAL DIFFERENCES 	<ol style="list-style-type: none"> 1. Read NEIU FYE: Skills for Academic Success, First Part (“Taking Great Lecture Notes” – pp. 157-162; “Plan Your Attack” – pp. 187-196) 2. Read: Varieties: Ch. 2 3. Read: Varieties: Ch. 3
7	Oct. 7	<ul style="list-style-type: none"> What is Chicago English? 	<ol style="list-style-type: none"> 1. Review: CHICAGO CENSUS INFO & MAPS http://factfinder.census.gov/servlet/SAFFFacts?_event=ChangeGeoContext&geo_id=16000US1714000&geoContext=&street=&county=Chicago&_cityTown=Chicago&state=04000US17&zip=&lang=en&sse=on&ActiveGeoDiv=&useEV=&pctxt=fph&pgsl=010&su 2. Read NEIU FYE: Skills for Academic Success, Second Part (“Learn How Not to Cram” – pp. 216-240)
8	Oct. 14	<ul style="list-style-type: none"> AMERICAN DIALECTS 	<ol style="list-style-type: none"> 1. Review: http://www.pbs.org/speak/speech/mapping/map.html; complete the survey and print out your results to bring to class. 2. Read: Varieties: Ch. 4 3. Read: Varieties: Ch. 6
9	Oct. 21	<ul style="list-style-type: none"> MIDWEST/ NORTHERN 	<ol style="list-style-type: none"> 1. Read: “The Midwest Accent” http://www.pbs.org/speak/seatosea/americanvarieties/midwest/ 2. Read: “Vowel Shifting” http://www.pbs.org/speak/ahead/change/changin/ 3. Review: “Test Your Vowel Power” http://www.pbs.org/speak/ahead/change/vowelpower/vowel.html
		<ul style="list-style-type: none"> AFRICAN-AMERICAN VERNACULAR ENGLISH 	<ol style="list-style-type: none"> 4. Read: “African American English” http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/ 5. Read: “When Worlds Collide” http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/worldscollide

10	Oct. 28	III. LANGUAGE AS CONTACT PHENOMENON	<p>1. Read: “Origins: Dialect or Creole?” http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/creole</p> <p>2. Review: http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/timeline</p> <p>3. Read: “Language & Society” http://www.pbs.org/speak/ahead/change/society/</p> <p>4. Read: “The Truth about Change” http://www.pbs.org/speak/ahead/change/change/</p> <p>5. Read: “Are Dialects Fading?” http://www.pbs.org/speak/ahead/mediapower/dialect/</p>
11	Nov. 4	<ul style="list-style-type: none"> • CULTURAL INTERACTION (CONFLICT & CONVERGENCE) 	<p>1. Read: Journeys: Ch. 2</p> <p>2. Read: Journeys: Ch. 3</p>
12	Nov. 11	<ul style="list-style-type: none"> • CULTURAL BEHAVIOR & OBSERVATION: THE LANGUAGE OF CULTURE 	<p>1. Read: Journeys: Ch. 4</p> <p>2. Read: Journeys: Ch. 8</p>
13	Nov. 18	<ul style="list-style-type: none"> • INFLUENCE OF IMMIGRATION 	<p>1. Read: “Hospitals, clinics lack interpreters” http://findarticles.com/p/articles/mi_m0JAS/is_8_31/ai_92527085/pg_1</p> <p>2. Read: http://www.city-journal.org/html/17_3_sndgs02.html</p> <p>3. Write a response to the articles; do you find them to be more <i>factual</i> or <i>opinionated</i>? Explain.</p> <p>4. Read: “The President’s Report” (pp. 2-3) http://educ.ubc.ca/faculty/zumbo/itc/itcv13no1.pdf. What does it suggest about the school system in Chicago? Review the data about Chicago Public Schools at http://www.olce.org. What are some of the languages taught/used in Chicago? What is the difference between "world languages" and "bilingual" languages?</p> <p>5. Read: “Preparing Teachers...” http://www.journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.asp Does the article present a reasonable plan? Do you think it would work in Chicago? Why or why not?</p>

14	Nov. 25	<ul style="list-style-type: none"> ○ SPANGLISH 	<ol style="list-style-type: none"> 1. Read: “<i>Spanglish</i>” http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/book/ 2. Read: “<i>Viva Spanglish!</i>” http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/viva/ 3. Read: “<i>Spanish in the U.S.</i>” http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/usa/ 4. Read: “<i>English Only</i>” http://www.pbs.org/speak/seatosea/officialamerican/englishonly/ 5. Read: “<i>Habla Español?</i>” http://www.pbs.org/speak/seatosea/officialamerican/spanishthreat/
15	Dec. 2	IV. LANGUAGE AS POWER <ul style="list-style-type: none"> • LANGUAGE POLICY & PLANNING 	<ol style="list-style-type: none"> 1. Read: Definition of Language Policy and Planning http://www.ericdigests.org/pre-9210/planning.htm 2. Read: “<i>Don’t Make English Official—Ban it Instead</i>” http://www.pbs.org/speak/seatosea/officialamerican/banenglish/ 3. PRESENTATIONS
EX		NO REGULAR CLASSES ARE SCHEDULED DURING FINAL EXAM DAYS SO THERE CAN BE NO CLASS CONFLICTS. MAKE ARRANGEMENTS IN ADVANCE WITH EMPLOYERS IF YOU ARE WORKING SO YOU CAN BE PRESENT.	FINAL EXAMINATION. MEET IN OUR REGULAR CLASSROOM