New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division SLA 2. Academic Subject Code ENG

3. Course Number W366 (must be cleared with University Enrollment Services) 4. Instructor K. Lusignan

5. Course Title Language, Dialects, and Writing

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2007

7. Credit Hours: Fixed at 3 or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes ____ No [✓]

9. Is variable title approval being requested? Yes ____ No [✓]

10. Course description (not to exceed 50 words) for Bulletin publication: Is standard written English a fixed and immutable, or is it a living language variety? This course explores the definition, history, and politics of standard written English, the influence of home and community languages, and the uses and representation of linguistic diversity in both fiction and non-fiction texts.

11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Once annually. Will this course be required for majors? No, optional

15. Justification for new course: The course educates students about linguistic diversity in a multicultural nation.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 2/25/06

Approved by: [Signature] Date 11/1/06

Department Chair/Division Director

Dean

Date

Dean of Graduate School (as required) Date 10/31/06

Chancellor/Vice-President

Date

SLA Undergrad Curri & Standards Comm Chair DATE

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
MEMORANDUM

TO: SLA Undergraduate Curriculum and Standards Committee
FROM: Kim Brian Lovejoy 
Associate Professor of English
SUBJECT: New Course Request
DATE: September 19, 2006

Attached is a New Course Request form for ENG W366, Language, Dialects, and Writing. I have offered the course twice as a W390 topics course, and because of the level of interest from students in English and English Education, I am proposing it as a new course.

The course draws partially on linguistics, so I distributed copies of the course description to Professors DiCamilla and Shepherd, both in linguistics. I received an email reply from Professor DiCamilla (see attached), who saw no significant overlap with linguistic course offerings. I also spoke with Professor Shepherd, whose only concern was that faculty in writing and linguistics share assigned readings in order to avoid duplication of texts. To my knowledge, there is no overlap with existing courses in other departments or divisions.

Please let me know if you have questions (4-2120).
Lovejoy, Kim B.

From: Dicamilla, Fred
Sent: Thursday, September 14, 2006 2:13 PM
To: Lovejoy, Kim B.
Subject: Course proposal

Kim,
This looks very good to me. I don't see any serious overlap with other courses. I have attached the document with some minor suggestions that I took the liberty to make. Keep me posted. Fred

Frederick J. DiCamilla, Ph.D.
Director of Graduate Studies in English
Department of English
IU School of Liberal Arts
Indiana University-Purdue University at Indianapolis
Phone: 317-274-4804
Fax: 317-278-1287

9/21/2006
ENG W366: Language, Dialects, and Writing

Instructor and Contact Information
Kim Brian Lovejoy, Ph.D., Department of English, CA 501M
274-2120 (Office), 278-1287 (FAX), klovejoy@iupui.edu
Office Hours: MW 11:00 – 12:30 P.M. and at other times by appointment

Course Overview and Objectives
This course explores the intricacies of the English language that enable writers to communicate their ideas in multiple and diverse ways, in both fiction and non-fiction texts. In the culture or institution of literacy, one dialect or language variety is sanctified as proper for writing—the so-called “grapholect,” or Edited Written English. However, we are seeing more and more significant publication in dialects of English previously considered oral (e.g., by Alice Walker, Gloria Anzaldúa, Geneva Smitherman, Lois Ann Yamanaka, Sapphire, and others). Much English literature judged canonical today was written in dialects considered at the time to be “low” and oral. Indeed, the English language and all the Romance languages were once oral dialects considered unsuitable for publication. In this course, we will consider the language variety or dialect called “correct” or “standard written English,” its meaning, history, and politics. We will view this dialect against the backdrop of a multicultural, multilingual nation drawing on the English language as a means of articulating other identities and realities besides those expressed by mainstream writers. In addition to examining home and community language varieties from a sociolinguistic perspective, and their relationship to “standard” English, we will examine their uses and representation in a number of fiction and non-fiction texts. The course will be organized in three parts:

I. Standard Written English: Definition, History, Politics


III. Written Language Varieties: A Working Definition. The Role of Vernaculars or Dialects in Writing. Analysis and discussion of various fiction and non-fiction texts.
Course Goals

- To increase students’ awareness of the history and politics of standard written English
- To broaden students’ understanding of home and community language varieties, their relationship to “standard” English, and the view of sociolinguistics
- To explore the complicated relationship between orality and literacy
- To increase students’ awareness of language attitudes and prejudice and the intimate connection between language and identity
- To enable students to understand the significance and contexts of their own language backgrounds and experiences
- To explore the realities manifested by linguistic differences in written texts.

Course Readings


Selected readings from the following:


*Students’ Right To Their Own Language*. Special issue of *College Composition and Communication* 25 (1974): 1-32.

**Selected readings from the following works published in dialects:**

**African American Vernacular English (AAVE):**


**Carribean Creole English:**


**Hawaiian Creole English:**


**Hispanic/Latino/a English:**


**Course Requirements**

Formal Essay (20%), a multi-draft, polished, five/six- page paper on special topics

Short Responses to the Readings (30%)

Mid-term examination (25%) over Parts I and II

Individual Course Project (25%). Students will propose a topic for an individual study of language and/or language use that they will take up and present as an 8-10 page formal paper at the close of the course. In-class workshops and individual meetings with
instructor have been scheduled to assists students with their projects. All other information regarding the projects (including a list of suggestions for getting started) is forthcoming in class.

**Important Reminder:** When you submit drafts of the formal essay/project for my comments, include all supporting documents. Save everything—all prewriting, drafts, peer responses, etc. Any paper submitted without the supporting material will not be read.

**Teacher Expectations**
- You will come to class on time and with assignments completed.
- You will come to class with all your course materials (e.g., assigned readings, drafts).
- You will turn off your cell phone while in the classroom so as not to disrupt other class members.
- You will notify me if you fail to complete an assignment or if you are having difficulty keeping up with class work.
- You will treat one another with respect, practice good listening skills, be open to views different from your own, and challenge different views in appropriate ways.

**Student Expectations**
To be determined collaboratively by students in class.

**Paper Format**
When preparing a draft of an assignment, you are expected to produce a full draft that, to the best of your ability, meets the requirements of the assignment. Final papers must be typed, double-spaced, on 8 1/2 x 11 white paper. Your name, the course number, the instructor’s name, and the date should appear in the upper right corner of the first page.

**Late Work**
You are expected to complete the reading and writing assignments on the due dates shown in the syllabus. If you have a legitimate reason for needing an extension, I will do my best to accommodate the student. However, if you who miss due dates without contacting me, you will be cautioned the first time and penalized the second time. The penalty for late submissions will be one letter grade.

**Attendance and Participation**
I expect students to attend classes regularly and to arrive promptly. If you have a legitimate reason for missing a class, you should contact me before the class meeting. If you miss three classes without prior notification, I reserve the right to lower the final grade by one letter; for more than five unexplained absences, a student will fail the class. Your contributions to the class are important. If you cannot complete an assignment or attend a class because of extenuating circumstances, it is your responsibility to collect course materials and complete the work you missed.
Academic Integrity
Students are responsible for knowing the university’s regulations concerning attendance, cheating, personal misconduct, and plagiarism that appear under the heading “Code of Student Rights, Responsibilities, and Conduct” in the Indiana University Purdue University Indianapolis Campus Bulletin. See http://life.iupui.edu/help/docs/Part_3all.html for an online copy of the student code.

Plagiarism is the term generally applied to all violations of academic expectations about citing sources. Plagiarism can take several forms; all these forms will draw some type of teacher or institutional response. The Indiana University Code of Student Rights and Responsibilities (available in CA 401) provides a fuller explanation of the various institutional penalties

Cheating or Fraud. If you turn in work written by someone else—work which was bought, borrowed, stolen, or downloaded from the Internet—and pass it off as your own work, you are cheating. Penalties for this form of plagiarism may range from a lowered grade on the assignment to an F for the course, or, in extreme cases, expulsion from IUPUI.

Failing to Cite Sources. If you have written an essay that includes passages, specific information, or striking language from another source, and fail to include appropriate documentation, you are violating academic expectations. Information that is summarized, paraphrased, or quoted from others’ work (including electronic texts, web sites, classmates’ work, lectures, interviews, or written sources) should be correctly attributed in the text. While there are many different systems for documenting sources in written work, in most liberal arts courses, students use MLA-style citation (with parenthetical page references and a works cited list at the end of the essay). You are expected to know the conventions of MLA documentation. If you have questions, contact me or search the information available via the English Department and Writing Center websites.

Diversity
The Department of English values diversity in its faculty, students, and staff, and in the work it does to advance the goals of its discipline. As a result, it seeks opportunities to enhance and extend the diverse and inclusive elements of its teaching, research, and service, and their impact on university and community lives.

The Department of English defines diversity as accepting, respecting, and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political views, languages, or ideologies. Exploring these differences in a safe, positive, and nurturing environment creates understanding beyond simple tolerance, honoring and celebrating the varying aspects of diversity within individual identities (definition adapted from the University of Oregon’s "Definition of Diversity").
Adaptive Educational Services
Students with learning differences who require special accommodations in class must register with Adaptive Educational Services (AES), located in Cavanaugh Hall Suite 001E. The office phone number is 274-3241; the email address is aes@iupui.edu.

- AES coordinates support services and academic accommodations for students with documented disabilities.
- AES ensures students with documented disabilities have equal opportunities to pursue a college education, while also ensuring a high level of academic integrity is maintained.
- AES understands students with disabilities face unique challenges in college and our services are designed to maximize potential and minimize disability.

University Writing Center
The University Writing Center (UWC) in Cavanaugh 427 is being renovated, and that renovation is running behind schedule. It will reopen on Monday, September 25.

However, UWC tutors will begin work next week in its new University Library (UL) location in 2125. Tutors in UL 2125 will accept WALK INS (i.e., no appointment necessary) MTWR 9:00am - 7:00pm and FS 9:00am - 3:00pm. Handouts on writing related topics are still available online. The UWC UL 2125 phone digits are 278-8642.

The UWC in UL is one feature of the Library's new Information Commons, right there in plain sight on the second floor.

English Club Events
The English Club is an active organization of students and faculty interested in the study of language, literature, writing, and film. Information about activities is available at the English Department's website at http://english.iupui.edu/.

Student Advocate Office
The Student Advocate provides objective, impartial and confidential assistance to students, faculty and parents in situations involving students. Anyone who has a student-related question, complaint, conflict or general concern may contact the Student Advocate Office as an initial, neutral, and confidential first step toward resolution.

For Students Who...
- Need interpretation of IUPUI policies and procedures.
- Need to discuss a sensitive issue.
- Have questions about how they were treated.
- Need help in an emergency situation.
• Need assistance withdrawing from a course.
• Need information about community resources.

The Student Advocate Office is located in UC Suite 002 and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, see the Student Advocate website at <http://life.iupui.edu/help/advocate.asp>

Syllabus
Please Note: The syllabus is a course guide for students, not a fixed agenda. In some cases, assignments may be announced in class and will not appear on the syllabus. Occasionally, photocopied material will be distributed in class and added to the reading assignments. Students are responsible for all course assignments.

I. Standard Written English: Definition, History, Politics

Week 1—Jan. 9-11
(M) Introduction to the course
Review of course description, goals, and requirements
Exploring Our Textual Worlds
Exercise: Filling the Box (discussion begins in week 4)

Week 2—Jan. 16-18
(M) Martin Luther King Holiday—No Class
(W) Wolfram, 17-33
*Oncourse Responses due

Week 3—Jan. 23-25
(W) Wolfram, 64-71, 99-103; Delpit, “No Kinda Scnse”

Week 4—Jan. 30 – Feb. 1
(W) Wolfram, Ch. 5, 113-28
*Oncourse Responses due
Formal Essay Assigned

Week 5—Feb. 6-8
(M) Clark and Ivanic, “Writing, Politics and Power,” 20-43
(W) “Writing, Politics and Power,” 43-56
Review of Part I

**Week 6—Feb. 13-15**
(M) Wolfram, Ch. 6, “Dialects and Written English,” 129-40
(W) Dowdy, “Ovuh Dyuh”
*On course Responses due

**Week 7—Feb. 20-22**
(M) Stubbs, “Some Basic Sociolinguistic Concepts”
(W) Wynne, “We don’t talk right. You ask him”
Formal Essay Workshop—Draft Due

**Week 8—Feb. 27 – Mar. 1**
(M) Lovejoy, “Practical Pedagogy for Composition”
*On course Responses due
(W) Do You Speak American (video); MacNeil, “English Belongs to Everybody”
Formal Essay due
Review for exam

**Week 9—Mar. 6-8**
(M) Exam Preparation
(W) Mid-term Examination

**Week 10—Mar. 13-15**
Spring Break!

III. Written Language Varieties: A Working Definition
The Role of Vernaculars or Dialects in Writing, or The Complicated Relationship Between Orality and Literacy. Analysis and discussion of various fictional and non-fictional texts.

**Week 11—Mar. 20-22**
(M) Individual Student Projects Assigned
Sedaris, *Me Talk Pretty One Day* (“You Can’t Kill the Rooster”)
(W) Conference on College Composition and Communication—No Class

**Week 12—Mar. 27-29**
(M) Rodriguez, “Aria: A Memoir of a Bilingual Childhood”
(W) Discussion/analysis of excerpts from *The Color Purple*, *Tonouchi’s da word*, and *Sapphire’s Push*

**Week 13—Apr. 3-5**
(M) Bizzell “The Intellectual Work of ‘Mixed’ Forms of Academic Discourse”
Smitherman, “Soul ‘N Style”
(W) Individual Conferences
Week 14—Apr. 10-12
(M) Discussion of selected works in dialects
(W) Individual Conferences

Week 15—Apr. 17-19
Individual Course Project Workshop
Presentations of research

Week 16—Apr. 24-26
Presentations of research

Last Class Period—May 1
Individual Course Project Due
Closing Remarks
Course Evaluations