



FYS 199 Inside Language: Introduction to Sociolinguistics

Language has no independent existence apart from the people who use it. It is not an end in itself; it is a means to an end of understanding who you are and what society is like.

- David Crystal

Spring 2019 Course Information

Instructor:	Tracie Mac Kenzie
Email:	tmackenzie@fus.edu
Office Hours:	Mon./Thurs. 10:00-12:00, Tues./Fri. 11:30-12:30 & by appointment
Office	Main Villa Office 7
Class Room:	MV 1
Class Time:	Monday and Thursday: 8:30-9:45
Academic Mentor	Pearl Kasirye
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Course Description

In this first-year seminar, students will look at the basic components of language and communication, with an eye to learning to recognize and analyze those aspects within and around the language that enable, enhance - and at times impede - communication. Students will explore the basics of sociolinguistics through reading, discussion and some basic field research. As with all First Year Seminars, this course will also cultivate the fundamental critical and academic skills necessary for a successful approach to your university study.

Course Rationale

This course is part of First Year Experience and counts towards a student's fulfilment of core requirements in any major.

Learning Goals

As part of First Year Experience, this course aims to introduce students to the Franklin community and its resources for a successful transition into college. Through the medium of a specific content (in this case, sociolinguistics), the First Year Seminar introduces students to the type of assignments and requirements they will encounter in college, as well as to some of the resources available to them, with the support of their professor, their mentor and each other. Students should finish the course with a better understanding of how to face the academic expectations placed on them by others and how to successfully fulfill their own expectations of Franklin life and studies.

The focus of this course will be to develop an awareness of the impact of culture on language and of language on communication. Evaluation variety of individual and collaborative oral and written assignments.

Expected Learning Outcomes

Students who successfully complete all parts of this course will be able to demonstrate that they have:

- ✱ Developed an understanding of some of the basic elements of sociolinguistics through the course readings;
- ✱ Learned to express and expand their understanding of these themes through class discussions and individual written and oral assignments;
- ✱ Learned to effectively analyze materials and concepts, and exchange ideas through specific tasks and general discussion;
- ✱ Understood and incorporated these concepts into their knowledge base through the written midterms and other written and oral assignments;
- ✱ Learned how to work effectively in an academic team by contributing substantially to collaborative assignments;
- ✱ Improved their understanding of college expectations through regular class attendance and active participation in course activities, especially and including working with the Academic Mentor;
- ✱ Made themselves familiar with the Franklin community and its resources through participation in in-class and out-of-class events.

Class Materials and Digital Access

- Holmes, Janet & Wilson, Nick. (2017) An Introduction to Sociolinguistics, 5th edition. Routledge, Taylor and Francis Group: New York and London.
- Bauer, Laurie & Trudgill, Peter, eds. (1998). Language Myths. Penguin Books: London.
- Deutscher, Guy. (2005). The Unfolding of Language. An Evolutionary Tour of Mankind's Greatest Invention. Arrow Books: Great Britain.
- Readings provided on the FYS 199 Moodle site (you are responsible for downloading and reading these when assigned)

Overview of Student Assessment

✱	Graded Assignments	47 %
✱	Midterms	18 %
✱	Quizzes	5%
✱	Task completion (readings and reading notes)	8%
✱	Contribution to course (attendance, participation In class discussions and activities, [class trip]	8%
✱	Final project	14%

This is a seminar course. As such, the classes will consist principally of class discussions, which will be held in various formats: pair, small group, and whole-class. Therefore, in order to make the course fruitful – and interesting – you **MUST** come to the class prepared and ready to contribute actively to the discussions. More than 2 absences for any reason will reduce your participation grade. An excessive number of absences could result in your failing the course outright on the basis of lack of participation. All readings must be completed *before* coming to class on the day for which they are assigned. The class discussions will be based on the readings assigned for that day. For each of the readings assigned, you will make Reading Notes. These may be in the form of **bullet points**, an **outline**, a **concept map of some sort – whatever works for you**. For each of the readings you will also write a brief reaction and/or comment. This should help jumpstart your contribution to each day's discussion of the readings, and the reading quizzes, which may be given on any (all?) day(s).. You must bring these reading notes to class each day. **You should have a separate folder or notebook for these notes.** You should add comments/observations/clarifications to your notes during the class discussion.

N.B. Always bring the assigned reading AND your reading notes to class. Failure to bring in your reading response on the assigned day will result in a missed grade for the assignment.

Graded Assignments (47%)

As this class acts as an introduction to the academic requirements of life at Franklin, you will complete a number of assignments, both oral and written. These assignments are graded in both length and difficulty, and consist of a variety of different types – informal and formal presentations (individual and collaborative), an observation presentation, analysis of an academic article, and two book reviews – one collaborative, one individual. The final exam will consist of a group project.

✱ **Language! (4%)**

After reading “The Magic of Language”, “The Function of Language” and “Language and Thought”, keep an eye/ear out for a word, a phrase, a headline, a comment, a comic, a billboard, a road sign, a song.... that strikes you in some way – it may be funny, shocking, apropos, inappropriate, topical, out of date, culturally insensitive, overly politically correct, ungrammatical, excessively complex, in some way noticeable to you. Take note of the wording and why it strikes you. What caught your attention? Was it the context? The form? Your cultural background? Your knowledge of popular culture? The structure of the phrase? The reference or a memory it called up? The fact that it was entirely unexpected (or expected)? Prepare a 1-page write-up in which you relate your choice to the two texts and explain your whats and whys: interpret the meaning of your choice of language, and how it reflects or defies personal or cultural norm. You will also give a brief presentation to the class to share and explain your findings on Monday, January 28. Write-up also due on Jan. 28

✱ **Academic Article Analysis** (reading notes assignments) and **Academic article summary (2+5%)**

Article Analysis: You will use the Article Analysis Sheet handed out in class to analyze and summarize "Students' Silent Messages".

Article Summary: Following the library skills workshop, you will look up an academic article on a topic to be discussed. You will write up a summary and analysis of the article (2-3 pp). Include your thoughts on/ reaction to the topic. You may want to consider some of the following: What are some ways to explain the author's point using your own examples? How do the author's notions or evidence relate to your personal experience? How do the ideas in the article play out in your life and/or in your society (as opposed to the culture or time in which the study was framed)?

✱ **Observation report (5%)**

You will observe conversational interactions in three different settings and make notes on your observations in regards to the focus of your observations (we will discuss this more specifically when the time comes). You will prepare a (1 1/2 - 3 pp) write-up on your observation process and conclusions (view this as a sort of mini-academic paper - Introduction, Presentation of Evidence, Analysis of Observation, Conclusions).

✱ **Observation presentation (5%)**

You will give an oral presentation of your observations and conclusions to the class (formal individual presentation). This is your Observation Report in oral format.

✱ **Summary of Language Myth (5%)**

You will choose 1 of the 21 Myths from Bauer and Trudgill's Language Myths. Each person will prepare a summary of his or her chapter assignment and present it to the class on your chosen date (you will sign up for a presentation date in class). You will also prepare a written version - slides or bullet points are fine and turn this in to moodle. These summaries will be used in the Collaborative Book Review below.

✱ **Collaborative Book Review (5%)**

Making use of the above chapter summaries, you will write a 1 1/2-2 pp. summary and comment of the book.

✱ **Individual book review (6%)**

You will read Guy Deutscher's The Unfolding of Language. An Evolutionary Tour of Mankind's Greatest Invention. and will prepare a 2-3 page summary, analysis and comment on the book (how it relates to FYS 199, what your reaction to the book's content and style are, etc.)

✱ **Small group presentation on Language for Special Purposes (5%)**

In pairs you will present and explain one of the following areas from the text on "Language for Special Purposes":

The Plain English Movement
The Language of Science
The Language of Medicine
Language and Religion
Language of the Law
Language and the Press & Language of Broadcasting
The Language of Advertising

✱ **Advertisement analysis (5%)**

You will analyze an advertisement (print, video or mixed media) for its sociolinguistic contents, looking in particular at word choice, text and subtext, register, conversational devices, etc. This will be a small group presentation.

Midterm Tests (18%)

You will have 2 midterms – one in Week 7, and the other in Week 15 -

Quizzes (5%)

You will have brief quizzes on the readings of the day. The quizzes may or may not be announced previously, so you will want to keep up on the readings so as to be ready at any time.

Final class project (14%)

As a group (groups of 2-3 students) you will develop a project which reflects the intent and the content of FYS 199. Each group will decide upon the specific content and mode of presentation. The presentation of your project will be your final exam. Every member of the group must be present and play an active part in the presentation. You will also prepare a write-up of your final project, in which you explain the academic basis of your project (this is a sort of literature review), and how your project illustrates the particular sociolinguistics concept(s) you chose.

Academic Support at Franklin

- ✱ My office hours: I am available during office hours to discuss your own work, any issues you have with the course, or concerns about Franklin. As your advisor, I am also available to discuss your major, and courses. My office is on the Kaletsch Campus (Main Villa Office 7).
- ✱ Your Mentor: your Academic Mentor, Pearl Kasirye, has been especially chosen for this course to help you in all aspects of your studies. She will hold regular reading discussions, and midterm exam preparation sessions for you. Get to know Pearl, and appreciate and make use of her knowledge and presence.
- ✱ Writing and Learning Center: Fowler Learning Commons, 1st floor. The Writing and Learning Center can help you with papers, citing questions, and other writing issues in this class. It also offers tutoring for other subjects, particularly languages and math. To make an appointment, stop by or go to the WLC.
- ✱ Accessibility Services : if you have a documented learning disability, please see the Accessibilities Coordinator, Ms. Corbin Moro (accessibility.services@fus.edu).
- ✱ Grace Library and Fowler Learning Commons: Grace library has a number of resources available on ethics and the environment including reference works, books on the shelf, and appropriate databases. Fowler Learning Commons houses the science books. You will need to use the library to research material for your final paper. Our information literacy specialist, Clélie Riat (criat@fus.edu) can help you find appropriate material.

Other Course Policies and Academic Integrity

- ✱ Attendance and Lateness: In a seminar class such as this, attendance is crucial for the smooth running of the course. After 2 absences, I will begin to question your engagement with the course unless there is serious illness or a family emergency involved, and a reduction in your course grade will result. After 6 absences, you risk failing the course entirely. Being late once or twice will not affect your final grade; consistent lateness most certainly will.
- ✱ Late Work, Make up Work and Extra Credit: Assignments are due on the date given in the schedule. Extensions will only be considered under dire circumstances, if you are seriously ill or have an emergency and you inform me immediately. Extensions must be requested AND agreed upon BEFORE THE FINAL DUE DATE for the assignment in question. **There is no guarantee that an extension will be granted.** Make up work will only be considered in the case of serious, sustained illness.
- ✱ Academic integrity is an important aspect of this course, particularly with regards to plagiarism. Plagiarism takes many forms, from downloading an entire paper to over-paraphrasing someone else's words, even if you cite the source. Having someone write your paper for you or even allowing them to "help" you to excess, resubmitting your own previous papers, and/or fabricating evidence

also go against the Franklin University academic integrity policy (see catalogue). All violations of academic integrity will result in an F for the assignment, and the violation may go into your academic record. You could also be subject to further disciplinary action on the part of the dean and/or fail the course entirely. A second violation of academic integrity in your academic record can result in expulsion from the university. If you have questions about academic integrity that you are unsure about, please see me.

Week 1

Monday 21/01 Introduction to course: What is language? What can it do? (WOTY)
What exactly is sociolinguistics?
Explanation of course, assignments, expectations, materials (what & why), resources (Clary and TMackK)
Form groups for “Sociolinguistics and Linguistic Anthropology” chapter.

Thursday 24/01

- 1) Read the 3 texts listed below, and make your Reading Notes (**bullet points, an outline, a concept map of some sort – whatever works + a brief reaction or comment**) in your Reading File. Be ready to discuss the content and your thoughts regarding the above readings.
 - The Magic of Language
 - The Function of Language
 - Language and Thought
- 2) In your group, read “Sociolinguistics and Linguistics Anthropology”. Then answer the questions at the end of the chapter (1 question set per group). These are due in class on Thursday. Be prepared for a definitions & concepts quiz.

Week 2:

Monday 28/01 Language!

After reading “The Magic of Language”, “The Function of Language” and “Language and Thought”, keep an eye/ear out for a word, a phrase, a headline, a comment, a comic, a billboard, a road sign, a song.... that strikes you in some way – it may be funny, shocking, apropos, inappropriate, topical, out of date, culturally insensitive, overly politically correct, ungrammatical, excessively complex, in some way noticeable to you. Take note of the wording and why it strikes you. What caught your attention? Was it the context? The form? Your cultural background? Your knowledge of popular culture? The structure of the phrase? The reference or a memory it called up? The fact that it was entirely unexpected (or expected)? Prepare a 1-page write-up in which you relate your choice to the two texts and explain your whats and whys: interpret the meaning of your choice of language, and how it reflects or defies personal or cultural norm. You will also give a brief presentation to the class to share and explain your findings on Monday, January 28. Write-up also due on Jan. 28

COURSE SCHEDULE

Week 1	Monday Jan 21
In Class	<p>Introduction to course: What is language? What can it do? (WOTY)</p> <p>What exactly is sociolinguistics?</p> <p>Explanation of course, assignments, expectations, materials (what & why), resources (Pearl and TMack)</p> <p>Decide groups for "Sociolinguistics and Linguistic Anthropology" chapter.</p>
Week 1	Thursday Jan 24
Before Class	<p>1) Read the 3 texts listed below, and make your Reading Notes (bullet points, an outline, a concept map of some sort – whatever works + a brief reaction or comment) in your Reading File. Be ready to discuss the content and your thoughts regarding the above readings.</p> <ul style="list-style-type: none"> • The Magic of Language (#1 in Reader) • The Function of Language (#2 in Reader) • Language and Thought (#3 in Reader) <p>2) In your group, read "Sociolinguistics and Linguistics Anthropology". Then answer the questions at the end of the chapter (1 question set per group). These are due in class on Thursday. Be prepared for a definitions & concept quiz.</p>
In Class	Quiz and discussion of readings
Week 2	Monday Jan 28
Before Class	<ul style="list-style-type: none"> • Read Chapter 1 of Introduction to Sociolinguistics (IS), and work through exercises 1-6 (this is easiest with a partner or with a group) • Review your Language! assignment - be ready to present. Have your image printed out OR put it up on the computer WHEN YOU COME INTO THE CLASSROOM. This is an informal presentation - 2-3 minutes max. • Please be sure to check the assignment description to be sure that you ARE satisfying the assignment. This is informal, but graded, so do the best job you can.
In Class	<p>"Language is a highly adaptive and context-sensitive instrument that is shaped by forces that are largely external to it." - Marcel Danesi p. xiv</p> <ul style="list-style-type: none"> • linguistic and contextual collocation • presentations of Language! assignment (see syllabus for description of assignment)
Week 2	Thursday Jan 31
Before Class	<ul style="list-style-type: none"> • Find 2-3 portmanteau words - also called "blended words" (at least 1 from a resource and at least 1 that you make up). Have fun with this one! Feel free to work in groups. • Read (and, of course, make your usual reading notes) #13 in your course reader: "Language & Culture". Answer the Study Questions & do/discuss Task A, B, C, D, E • if anyone is behind on the reading, NOW IS THE TIME TO GET CAUGHT UP.
In Class	<ul style="list-style-type: none"> • Language & Culture • Any leftover Language! presentations. Last chance • Language Myths presentation - essential points: <ul style="list-style-type: none"> • 5-7 minute presentation • Brief explanation of the "language myth" addressed in the chapter • Summary of chapter – keys points in the linguist's response to the myth

	<ul style="list-style-type: none"> Your personal comment on both myth and response in chapter: provide their own take on the issue. (Bring in your own experience and/or observations on the topic. Written summary of presentation, which should be in bullet points, an outline, the ppt slides – in sum, in note form. The above notes should be turned in to Moodle.
Week 3	Monday Feb 4
Before Class	<ul style="list-style-type: none"> read "Interlude: Identity in Sociolinguistics" (IS pp. 246-252). read excerpt from Trevor Noah's <u>Born a Crime</u> (this will be put on moodle by Saturday). This is the same excerpt we listen to in class on Thursday of Week 2. write a 1-1/2 page reaction/comment to the two readings above. How does one inform the other? What of your own experience/observations can you bring into this idea of language + identity? How do you respond to the following equation: "Language = Identity"? <u>Turn write-up in to moodle BY THURSDAY*</u>. Be ready to discuss your "answer" to the equation in groups ON MONDAY. Read IS Chapter 7: Gender and Age. Prepare the usual <u>Reading Notes</u>. As you read, think through exercises 1, 2, 3, 4,5, 7, 11, 13.
In Class	<ul style="list-style-type: none"> Discussion and expansion of Gender and Language (+ in class ex. 6, 8, 9, 12, 14) ex 10 preparation: focus and question prep
Week 3	Thursday Feb 7
Before Class	<ul style="list-style-type: none"> review IS Chapter 7: Gender and Age data collection: exercise 10 p. 185 (with expanded questions - see moodle assignment and below) finish Language = Identity write-up & turn in to moodle before the start of Thursday's class.
In Class	<ul style="list-style-type: none"> IS Chapter 7 Gender & Age (+ ex 6,8,9,12,14) discuss data collection & results analysis Ex 10 Academic Article Analysis BE SURE TO BRING YOUR READER TO CLASS - YOU WILL NEED IT FOR TODAY'S CLASS. Introduction to Observation assignment
Week 4	Monday Feb 11
Before Class	<ul style="list-style-type: none"> Read Academic Article Analysis: article components - handed out in class and posted on moodle. complete (individually or in a group) your analysis for the text, "Students' Silent Messages..." using the AAT (Academic Article Template!) template handed out in class. The template is also posted on moodle. This is due in class on Monday. Read #4 in Reader: Social Identity (this may give you some ideas for the Academic Investigations assignments) Read through the Academic Investigations assignment descriptions. Decide which aspect of language you want to focus on for your Observation assignment. Post your chosen focus in a comment on the Forum "<u>Language Focus for Observation Assignment</u>" (moodle) BY 8:00 MONDAY MORNING
In Class	<p>Library workshop and embedded assignment</p> <p>This will be helpful to you - and counts as your contact hours for today. Please be on present and on time.</p>

Week 4	Thursday Feb 14
Before Class	<ul style="list-style-type: none"> Complete the Academic Article Template (AAT) for the article you found during the workshop and do your 1-1/2 page write-up. Turn in Thursday in class and/or on moodle. *PLEASE NOTE: USE STEPS 3 & 4 FROM THE AAT TO <u>QUICKLY</u> AND <u>EASILY</u> WRITE UP YOUR SUMMARY AND ANALYSIS. Review "Social Identity" (#4 in your reader). Read and be ready to discuss IS Chapter 12: Gender, Politeness and Stereotypes
In Class	<ul style="list-style-type: none"> IS Chapter 12: Gender, Politeness and Stereotypes discussion of observation assignment
Week 5	Monday Feb 18
Before Class	<ul style="list-style-type: none"> Get started on your observations. We discussed the assignment again in class briefly, but be sure to have a clear idea of what you want to observe, and think about the where and how. OBSERVATION NOTES DUE THURSDAY IN CLASS - hence, your observations must be complete before class time on Thursday. Review IS Chapter 12: Gender, politeness and stereotypes. be ready to explain <ul style="list-style-type: none"> - the "characteristics" of, - some examples for, and - your opinion about the principal elements addressed: Women's language, gossip, construction of gender identity, narratives, constructing sexuality, sexist language, generic forms. <ul style="list-style-type: none"> Read File 11.4 (under #22 in Reader). This is just a quick overview of the 4 most common techniques for politeness. Be able to explain <ul style="list-style-type: none"> indirectness <ul style="list-style-type: none"> - honorifics - the T/V distinction - face theory (including positive and negative politeness) Read <i>Politeness and address forms</i> IS pp. 303-316 <ul style="list-style-type: none"> * As with most of what we do in this class, the above will be much easier and more fruitful if prepared in groups. <i>Talking about talking is the best way to analyze talking</i>
In Class	<ul style="list-style-type: none"> Talking about talking Politeness and forms of address, honorifics, etc. Sign up for a conferencing slot with TMack and/or Pearl for Week 6 to discuss your Observation assignment write-up.
Week 5	Thursday Feb 21
Before Class	<ul style="list-style-type: none"> Read, take notes, be ready to discuss: <ul style="list-style-type: none"> - "Social Identity" - David Crystal (#4 in Reader - this is a repeat from last week) - "Contextual Identity" - David Crystal (#5 in Reader) Prepare for a quiz on content (definitions) from Weeks 4 & 5 COMPLETE YOUR OBSERVATIONS: HAVE FUN WITH THIS ONE!
In Class	<ul style="list-style-type: none"> Bring in your observation notes - <u>no analysis necessary, just the where and what of your observation</u>. We will work briefly on how to move from your observation notes to your presentation and write-up. Social and Contextual Identity
Week 6	Monday Feb 25
Before Class	Conferencing on observation write-up this week - make - and keep - an appointment for conferencing about your write-up <ul style="list-style-type: none"> Multilingualism (#9 in Reader) work on Observation write-up review politeness, gender, social and contextual identity, etc.

In Class	<ul style="list-style-type: none"> • Draft of Observation write-up due • intro to multilingualism key words & concepts • IS Chapter 2 Language Choice in multilingual communities • quiz - politeness, social and contextual identity
Week 6	Thursday Feb 28
Before Class	<ul style="list-style-type: none"> • IS Chapter 2 Language Choice in multilingual communities - read and prepare to address in class. As you work through the chapter, think/talk through ex. 1, 2,3,4, (5), 6, 7, 10, 13 • work on your Observation presentations <p>Observation presentations. Make use of the paper handed out Thursday (Feb. 21) in class: the worksheet takes you through the steps of building your Observation presentation. The second side describes each section of both your presentation and your write up. Note the correspondence between the Presentation and Write-up sections: the write-up is simply that - a written version of your presentation. The handouts are also on Moodle under "Observation assignments description" for Week 5.</p>
In Class	<ul style="list-style-type: none"> • Observation presentations - order TBD in class [Presentation minimum 5 minutes. You have 7 minutes total time available to you for set up, presentation, concluding in style, and passing the torch to the next presenter.] Please upload your slides to moodle <u>before</u> the start of class. • IS Chapter 2 Language Choice in multilingual communities - discuss (ex. 7,9, 12, 16)
Week 7	Monday Mar 4
Before Class	<p>WITH A PARTNER, GO THROUGH THE TWO READINGS BELOW, AND MAKE A LIST OF 15 WORDS OR CONCEPTS THAT YOU SEE AS IMPORTANT AND/OR CHALLENGING. BRING THE LIST TO CLASS AND PUT IT ON MOODLE. Be sure the names of both partners are on the list, but only one needs to turn the list in to moodle for the two of you.</p> <ul style="list-style-type: none"> • IS Chapter 4 Linguistic varieties and multilingual nations • Pidgins & Creoles (#8 in Reader)
In Class	<ul style="list-style-type: none"> • Due: observation write-up • diglossia, code-switching, multilingualism, linguistic varieties
Week 7	Thursday Mar 7
Before Class	<p>Midterm preparation: Review the texts we have read and discussed thus far. You will be expected to name and explain the essential concepts, theories, and elements of sociolinguistics addressed in the course reader and in the textbook (IS) up through Monday of this week. (Hint: at the end of each chapter in IS there is a list of the principal concepts. The headings and subheadings in each of the chapters and in the texts in the Reader are also good clues as to what might be important....</p> <p>You will also need to be able to express your own interpretations of the various theories and concepts, and to be able to provide real-world examples. You may wish to come up with flashcards for the various key concepts and practice explaining the points and listing clever and/or useful examples. Make it interesting for yourselves!</p>
In Class	<ul style="list-style-type: none"> • Midterm exam • bring your reading notes for the entire first half of the semester to class and/or turn them in to moodle. I will look at them during the midterm.
Week 10	Monday Mar 25
Before Class	REGISTRATION CONFERENCING THIS WEEK.
In Class	<ul style="list-style-type: none"> • Advising and Registration workshop • Learning Strategies Project continued • IS Chapter 5 National Languages and word borrowing • IS Chapter 9 Language Change pp. 214-226

	<ul style="list-style-type: none"> sign-ups for course registration conferencing with TMack . YOU MUST CONFERENCE WITH ME BEFORE YOU REGISTER FOR COURSES NEXT WEEK! Registration schedule is copied below.
Week 10	Thursday Mar 28
Before Class	<ul style="list-style-type: none"> [IS Chapter 5 National Languages - read and write a 1-paragraph comment on one or some of the issues raised] [IS Chapter 9 Language Change pp. 214-226 - read and take particular note of the REASONS for and the MEANS of language change] IS 10 Style, Context and Register - read through BRIEFLY so that you have a vague idea of the contents.
In Class	<ul style="list-style-type: none"> Discussion IS 5,9,10: National Languages, Language Change, Style, Context and Register introduce LSP presentation. Choose pairs and LSP assignments Due - Collaborative Book Review
Week 11	Monday Apr 1
Before Class	<ul style="list-style-type: none"> Finish (start?) cracking on reading The Unfolding of Language: An Evolutionary Tour of Mankind's Greatest Invention - discussion and quiz coming up Monday Week 12! <p>* While reading The Unfolding of Language, try to pinpoint the "take-away" from each chapter. That is, try to identify the overall message of each chapter - what is Deutscher trying to say, and how does he try to make his point(s)?</p>
In Class	workshop: Writing a Book Review ATTENDANCE WILL BE TAKEN - if you miss this workshop, your final grade on your book review will be reduced by (minimum) 1/2 grade.
Week 11	Thursday Apr 4
Before Class	<ul style="list-style-type: none"> IS 11 pp. 293-302 Speech Functions Speech Acts File 4 (#16 in Reader) Speech Acts File 71 (#17 in Reader)
In Class	<ul style="list-style-type: none"> LSP: The Plain English Movement (It is important to understand the What & Why of the Plain English Movement, as it feeds into the LSP topic.) Organize small group presentations on LSP (to be given Thursday of Week 12). Time in class to get started on LSP pair presentation <p><i>Language for Special Purposes Small group presentations on one of the LSP areas from the text .</i> In pairs you will present and explain one of the following areas from the text on "Language for Special Purposes": a) The Language of Science - b) The Language of Medicine c) Language and Religion d) Language and the Law e) Language and the Press & Language of Broadcasting f) The Power of Language (everyone read and be familiar with) * Please note: for the midterm, everyone will be responsible for knowing and understanding the content of all sections of the text on Language for Special Purposes.</p>
Week 12	Monday Apr 8
Before Class	<ul style="list-style-type: none"> IS 11 pp. 293-302 Speech Functions Speech Acts File 4 (#16 in Reader) Speech Acts File 71 (#17 in Reader)
In Class	<ul style="list-style-type: none"> quiz on The Unfolding of Language (no make-up) discussion of The Unfolding of Language + interview questions for book review speech acts

	<u>Wednesday</u> University Day - * FYS 199 may have a project presentation on this day. Your participation here will be included in your Task Completion and Contribution to Course grades
Week 12	Thursday Apr 11
Before Class	<ul style="list-style-type: none"> Pragmatics (Crystal # 7 in Reader) Pragmatics (Yule #14 in Reader) Work on LSP pair presentations <p>Your presentation should explain the content from your chosen section of the reading, but should expand upon it. Bring in your own examples as well as those from the text. 5 minutes MAX. 1-3 slides (1 is fine). Prepare a handout of your presentation (if you get it to me by 8:00 on Thursday morning, I will make photocopies for the class. If not, you will need to bring to class a copy of your handout for each member of the class. <i>These presentations will be given ONLY on Thursday of Week 12, with no possibility to make it up; if you are on your death bed, come in your p.j.'s, but be sure to present and be present (please note the play on pronunciation in that previous phrase!).</i></p>
In Class	<ul style="list-style-type: none"> pragmatics Reading Quiz: Speech Acts and Pragmatics Book reviews: working thesis and progress check. Bring answers to Questions for Getting Started on Your Book Review (p. 2 of Book Review Assignment Description to class. Small group presentation on Language for Special Purposes.
Week 13	Monday Apr 15
Before Class	Pragmatics, Conversational Analysis, intro to Discourse Analysis <ul style="list-style-type: none"> Rules of Conversation File 74 (#19 in Reader) Rules of Conversation File 7.2#16 in Reader [Discourse and Text - Crystal (#6 in Reader)] [Discourse Analysis - Yule (#12 in Reader)] <u>REWORK YOUR BOOK REVIEW STARTER QUESTIONS Bring to class, along with working thesis and, if possible, a rough outline of book review</u>
In Class	<ul style="list-style-type: none"> Bring to class starter questions, working thesis and rough outline of book review Pragmatics discussed & reviewed Conversational analysis Discourse and text (Crystal # 6 in Reader, Yule # 12 in Reader)
Week 13	Thursday Apr 18
Before Class	<ul style="list-style-type: none"> [Discourse and Text (Crystal) #6 in Reader] [Discourse Analysis (Yule) #12 in Reader] IS 14 Analyzing Discourse Language & Advertising (read this section in the LSP chapter of your Reader) Old Spice, Pepsi, Beauty Tips by Reshma
In Class	quiz and discussion on: <ul style="list-style-type: none"> [Discourse and Text (Crystal) #6 in Reader] [Discourse Analysis (Yule) #12 in Reader] IS 14 Analyzing Discourse Language & Advertising (read this section in the LSP chapter of your Reader) Old Spice, Pepsi, Beauty Tips by Reshma <hr/> <ul style="list-style-type: none"> Drawing Conclusions File 7.3 (#16 in Reader) Introduction to Advertising Analysis group presentations

Week 14	Thursday Apr 25
Before Class	<ul style="list-style-type: none"> review Grice's Maxims and entailment vs. implicature. Look at advertisements/slogans/quotations from ads for linguistic/sociolinguistic analysis. Have fun with this one!
In Class	<ul style="list-style-type: none"> Advertising Analysis- Group presentations today only (Be sure to refer to the description for the Advertisement Analysis) Turn in write-up of Advertising Analysis IS 13 Language, Cognition & Culture
Week 15	Monday Apr 29
Before Class	<ul style="list-style-type: none"> Review for Midterm 2 and Midterm 2 + Final project description Finalize book review – The Unfolding of Language
In Class	<ul style="list-style-type: none"> review for midterm introduction of final project course evaluation Due: Book Review - <u>The Unfolding of Language</u>
Week 15	Thursday May 2
Before Class	Review session for Midterm 2
In Class	<ul style="list-style-type: none"> Midterm 2 Due: your complete <u>reading notes</u> for FYS 199 - on moodle or in hard copy. I will look at these DURING YOUR MIDTERM, so you must turn in your notes before the start of the midterm exam. Due: your group for the final project - communicate the names of all members of your group to me in whatever form you feel appropriate (email, post-it, semaphore....)
Week 16	Thursday May 9 8:30 a.m. – 10:30 a.m.
Final Exam Week	Project presentations + write-up due