**Course Objectives**
This course explores the reasons for variation in language and the mechanisms through which change takes place by examining the regional and social structure of American English. We will explore such questions as why people from different parts of the United States have “accents,” why certain varieties of American English are considered more “prestigious” than others, how variation can lead to change, and what are some of the changes that have taken place in American English over the last several decades.

**Course Requirements**
**The prerequisite for this course is LING 3060 or an equivalent, approved course from another university.**
Course grades will be determined from the following:
1. 10% Class Participation
   This includes regular attendance, active participation in class and online discussions, group work, and in-class presentations of projects and articles.
2. 50% Short Assignments
   These will be assigned during the semester to coincide with the different topics covered. The instructions for all assignments will be posted on Blackboard. Students will also be required to attend a minimum of 3 presentations during the semester choosing from the Linguistics Colloquium, Linguistics in Motion Film series, or SLANT. Assigned discussion posts about these presentations will be due a week after the presentation. Extra credit can be earned by going to more than 3 of these presentations.
3. 15% Midterm progress report/presentation on semester project
4. 25% Semester Project in lieu of midterm and final exam
   Students will work in groups throughout the semester on a field-based project. Details of the project will be discussed during the first week of class. Students will analyze and discuss the data in a PowerPoint presentation during finals week.

Most of what you will learn in this class will come from class interactions, discussions, and oral presentations. Therefore, **attendance is required.** Late assignments will be graded down 5 points each day they are late. If you know of any circumstance that will cause you to miss class please let me know in advance so we can make any arrangements necessary. If you are too ill to come to class, you must email me before class to let me know.

**Course and Reading Schedule** (may be revised because of current events in the media)
[There will be supplemental readings for each unit that will be posted to Blackboard. Note that not all the supplemental readings are listed below.]
Unit #1 – Regional and Dialectal Variation / Accents and the "Standard"

Aug. 28: Introduction to course; attitudes towards social, regional, and ethnic variation in English; social class in the U.S. – how does this relate to linguistic variation? Read: Lippi-Green Introduction, Chap. 1.

Sept. 4: Guest lecturer – Dr. Christina Shoux-Casey – Linguistic variation in post-Katrina New Orleans.

Sept. 9, 11: The diversity of American English - accents and “standard” English; why languages have dialects. Read: Lippi-Green Chap. 2; Bailey et al. (1996) ”The linguistic consequences of catastrophic events: An example from the American Southwest”; Tillery and Bailey (1998) ”Yall in Oklahoma”


Sept. 30, Oct 2: Perceptual dialectology research cont. Read: Lippi-Green Chap. 3-5

Unit #2 – Accent Discrimination / Language Ideology and Society


Oct. 14, 16: Teaching children how to discriminate Read: Lippi-Green Chap. 8-9

Oct. 21, 23: Language subordination in the media, the workplace, and the judicial system Read: Labov (1972) ”The logic of nonstandard English”; Rickford and Rickford (2000) Chap. 9, 10 Spoken Soul; Lippi-Green Chap. 16

Oct. 28, 30: Standard English and education – from Ann Arbor to Oakland; social realities of having an accent; Case study 1: Moral panic in Oakland Read: Lippi-Green Chap. 10

Unit #3 – Social and Ethnic Dialects

Nov. 4, 6: Historical roots of African American Vernacular English (AAVE) Read: Cukor-Avila (2001) ”Co-existing grammars: The relationship between the evolution of African American and White vernacular English in the South”
Nov. 11, 13: Grammatical and phonological features of AAVE; the "divergence controversy"
grammatical innovations
Read: Lippi-Green Chap. 17

Nov. 18, 20: Case study 2: linguistic profiling and fair housing
Read: Lippi-Green Chap. 11-15

Nov. 25, 27: Southern English; Hawai’ian English
Read: Lippi-Green Chap. 18

Dec. 2, 4: The consequences of having a foreign accent
Assignment: Work on your projects

Dec. 9: Final project presentations

Suggested Journals (These are good sources for articles and information for your assignments and your
semester project)
American Speech
Language in Society
Language Variation and Change
English World-Wide
Journal of Sociolinguistics
Journal of English Linguistics

Some useful URLs
www.ling.upenn.edu/~labov/home.html
www.americandialect.org/ (American Dialect Society)
www.lsadc.org/ (Linguistic Society of America)
www.linguistlist.org/ (Linguist-List)

Assignment Submission and Grading Academic Dishonesty and Integrity
It is your responsibility to become familiar with UNT’s Policy of Academic Dishonesty. The full
policy can be found at http://policy.unt.edu/policydesc/student-standards-academic-integrity.
This policy defines the following forms of academic dishonesty:
• Cheating: Intentionally using or attempting to use unauthorized materials, information, or
  study aids in any academic exercise. The term academic exercise includes all forms of work
  submitted for credit or hours.
• Plagiarism: The deliberate adoption or reproduction of ideas, words, or statements of
  another person as one’s own without acknowledgement.
• Fabrication: Intentional and unauthorized falsification or invention of any information or
  citation in an academic exercise.
• Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to
  help another to violate a provision of the institutional code of academic integrity.
If any course material is submitted that violates this policy of academic dishonesty, the assignment
will receive a grade of "F", and the student may receive a failing grade for the entire course;
appropriate judicial action will be filed. This action includes a report of academic misconduct to the
Office of Academic Integrity and possible dismissal from The University of North Texas. There are
no first-offense warnings regarding plagiarism.

Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’
opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Essential Competencies
ODA policy – The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise us of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

• read and synthesize research articles.
• interact with subjects in a professional and ethical manner.
• use an audio and/or video recorder.
• use a computer with various word processing, e-mail, transcription, and graphics software applications.
• speak in front of the class and use multimedia to support the presentation.