

## **Anth 383 – Varieties of English**

Spring 2017 (Online)

January 11<sup>th</sup>, 2017 to May 3<sup>rd</sup>, 2017

**\*\*\*Subject to Change\*\*\***

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**Office hours:** by appointment (in person or online)

***Note regarding email:** I typically try to respond to emails within 24 hours and I check my email frequently throughout normal business hours (8am-5pm). However, I do not check my email between 8pm and 8am, so please keep that in mind when reaching out to me.*

### **Course Description**

This is an introductory level class, designed for students with no previous background in linguistics. In this class, we will adopt a sociolinguistic and anthropological perspective to define and discuss a broad range of varieties of English, pointing out some of the differences among them. Students are expected to bring personal experience and critical thinking together in a stimulating and frank exploration of the topics covered in the class, and students are encouraged to relate their own linguistic experiences and beliefs to the course readings and materials.

Class material will be delivered through a variety of means including notes, films, readings, and pre-record audio/video content. Assignments will test both students' retention of material, as well as their ability to synthesize key points and apply them to new situations. Students should expect to spend approximately 6-8 hours per week on course material, assignments, readings, and activities. This estimate is averaged out over the course of the term; some weeks will require more work, while others will require less. Please be aware of upcoming topics and assignments so that you are able to properly budget your time.

### **Course Objectives**

At the end of this course students will be able to:

- Describe differences between different varieties of English spoken around the world
- Discuss how variation within English varieties links to the unique social context of the communities where a given variety is spoken
- Understand the effect of attitudes and ideologies regarding language on speakers of a given language or language variety
- Be able to identify methods or approaches that researchers have at their disposal to conduct sociolinguistic and linguistic anthropological work on language variation

## Course Prerequisites

There are no course prerequisites to ANTH 383, although some linguistics and/or anthropology background is useful.

This class will be delivered online in its entirety. We will be using Desire to Learn (D2L) for the class website. To be successful in this course, you will need:

- Regular access to a computer and a fast internet connection. Detailed information about system requirements and web browsers can be found at UA D2L Help site.
- The University of Arizona VPN installed
- Reliable Web Browsers: It is recommended that you use the latest versions of Chrome, Mozilla Firefox, or Safari. Be aware that different browsers can respond differently based upon what content is being accessed. If you find that you are struggling with a specific task, try using a different browser.
- Speakers, a Microphone and a Web Camera: These are often built in features of computers. Although not required, it is recommended that you use a headset with a microphone to block out background noises.
- The University of Arizona Libraries has a free Borrow Technology program that lends computers, tablets, cameras and other tech tools to students and instructors.
- If you need help, contact: UA D2L Help - <http://help.d2l.arizona.edu/> for issues related to the functionality or availability of D2L.
- If you cannot find a resolution to your question on the help site, go to OnlineHelp Request form UA 24/7 Support Center - <http://uits.arizona.edu/departments/the247> for all matters not directly related to the functionality or availability of D2L.

More detailed instructions on how to access things like the U of A VPN are available in the “Instructions for Week 1” document in the “Week 1” module under “Content”.

## Course organization

The course is divided into topics organized by week. You are to cover these topics over the full semester duration of the course. You can view the content for each week by clicking on the 'Content' link in the D2L toolbar or by consulting your syllabus. You will notice that each week has a separate introduction followed by a number of tasks. The different task materials can be accessed through links on the Content page of our D2L site or by clicking on their individual links in the toolbars.

Students are also expected to check the News section of the D2L page multiple times throughout the week in order to keep up with changes in the course plan and to make sure they are on track.

**This class is not self-paced...** there are due dates for the assignments, plus you are required to participate in online discussions (either on the D2L discussion board or on VoiceThread) and take regular D2L quizzes which have been previously scheduled and are based on the readings. In order to successfully complete quizzes, assignments, and participate in the discussions, you will need to stay on schedule for the readings. To view the course schedule, select the Content section of D2L from the toolbar or consult the syllabus. It is your responsibility to make sure you

are on schedule. That being said, you are always free to work ahead of the course pace. This is an especially good strategy if you are going on a trip and won't have or don't know if your computer/internet access will be reliable. However, this strategy will be difficult for those course items which require active, regular participation.

### **Course policies, expectations, and requirements**

- No late work, or work which was submitted incorrectly will be accepted, except in the case of unusual extenuating circumstances for which you will be expected to provide documentation. If a serious extenuating circumstance does come up, please contact me immediately. It is the student's responsibility to make sure their work is complete, and submitted to the correct place, at the correct time, and in the correct manner (**PDF files ONLY**) in order to receive full credit. Assignments that are submitted late, or not submitted properly will not be graded and will not receive credit.
- Respect: As this class is a discussion-based online course, remember to be conscientious about how you interact with your peers. Remember that any disruptive and/or threatening behavior which violates the Arizona Board of Regents' Student Code of Conduct will be reported. The student code of conduct can be found [here](#).
- As your instructor, I am responsible for appropriate conduct as well. If you have concerns about my conduct, please let me know. If you're uncomfortable speaking directly to me, I encourage you to contact [Ann Samuelson](#) in the School of Anthropology and/or the [University of Arizona Ombuds Program](#).
- Academic integrity and Code of Conduct: You are responsible for knowing and following the [University of Arizona Policy on Academic Integrity](#).
- If you use ideas that are not your own, you are responsible for appropriately citing the individual or location from which you got that information. If you are unsure about whether a citation is required, or about how to make the citation, contact your instructor immediately to ask for advice! Violations of this policy will result in zero credit for your assignment, and may incur additional penalties including required attendance at a plagiarism workshop and/or penalties administered by the Dean of Students' Office.
- Distribution of any course materials without permission of the instructor or the permission of the respective author is considered a major violation of the Code of Conduct and will incur serious penalties. If you find something exciting here, particularly from the class materials, that you would like to share, just ask.
- Academic negligence: You are expected to use careful, accurate academic language in completing your assignments, discussion posts, and in communicating with the instructor. If you make claims which you might reasonably have been expected to know are false, or for which you have no evidence, you will lose points for academic negligence. This course, like any social-scientific course, will present you with claims that you may

disagree with. You are free to differ with the opinions of the scholars whose ideas are presented in this course; however, you are responsible for learning ideas and arguments as scientific claims, and for using appropriate analytic methods and critical thinking to either agree or disagree with them in your assignments.

- If your work shows a dismissive attitude or refusal to consider the ideas presented within their own framework, you will lose points for academic negligence. You may use alternative terms and rationales in your analysis, as long as you show that you understand the terms and rationales presented, and can justify your own approach and compare it with the one presented in class.

### Accessibility and Accommodations:

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact [Disability Resources](#) (520-621-3268) to explore reasonable accommodation.

### Assignments and Graded items

Assignment	Grading Scale
IPA Practice Assignment: 25 points	900-1000 points = A
First paper: 150 points	
Second paper: 150 points	800-899 points = B
Final project proposal: 25 points	
Final project draft: 50 points	700-799 points = C
Final project: 250 points	
Weekly Quizzes: 120 points	600-699 points: D
Weekly Discussion Posts: 120 points	
Weekly Reading Notes: 110 points	599 points or less: E
Total: 1000 points	

Your grade for this class will be based on weekly assignments, as well as three larger assignments throughout the semester. Instructions for the two preliminary papers (**due February 5<sup>th</sup> and March 5<sup>th</sup>**) and the Final Project (**due May 3<sup>rd</sup>**) will be uploaded to D2L separately.

## Weekly Assignments:

Each week will begin on Monday and end on Sunday. Each Monday, the instructor will update D2L with any necessary announcements for the week, so make sure to check the course page often, and especially on Monday mornings. Along with weekly readings posted in the 'Content' section, you will find a corresponding PowerPoint 'lecture' for each week. These lectures elaborate on the readings, and provide examples that illustrate course concepts. You should complete the readings first, then the lecture.

By **Thursday evening at 11:59 PM**, you must:

Upload reading notes for **ONE** of the assigned readings for the week to the D2L 'Assignments' folder for that week. **These notes should be uploaded as PDF files.** Mac/Apple users be aware: ***No Pages files will be accepted.*** Take notes in a style that fits your study habits; I will be checking to make sure (1) You've completed the entire reading and (2) you are able to identify key terms and themes in the readings. These reading notes can be used as a resource while working on the papers you will complete throughout the course, so I encourage you to take thorough notes that you will be able to draw on later as you write your papers.

**Complete the weekly reading quiz on D2L.** This quiz will contain up to ten questions, composed of multiple choice questions, true/false, and short answer questions. Often, the lecture materials for a given week will contain links to video clips and non-academic articles that you will be asked to do a content analysis of on the quiz (so don't skip the lectures!).

**Engage in discussion with your classmates on the D2L forum.** You must contribute **ONE** original post per week. These posts should amount to at least one paragraph of meaningful content. There will be a prompt for each week, but in addition you may post about your reactions and opinions, questions about the readings or concepts you're struggling with, or make connections with previous readings.

By **Sunday evening at 11:59 PM**, you must:

Reply to at least **ONE** of your classmates' posts (under any and all readings for the week). Ideally, we will be working together to draw connections between all readings. You are additionally encouraged to post and reply more than the required amount; since we do not meet in person, the discussion portion of our class is useful to bounce our ideas off of one another and synthesize the information we're working through independently.

Each of the three weekly assignments (reading notes, quizzes, discussion) are worth 10 points each for a total of thirty points per week. This means that failing to keep up with class can cost you 3% of your grade every week.

## Extra Credit

Since this course meets entirely online, we have less of an opportunity for face to face meetings. However, as an incentive to have you "meet" with me, whether face to face or virtually via

Google Hangouts or Skype, you will be able to receive extra credit for meeting with me. You can receive up to 5 points of extra credit for meeting with me, up to five times throughout the semester, for a total of 25 points. These means can be, but do not necessarily have to be related directly to course content. They represent an opportunity for us to talk about the class and topics we're covering, but they are also an opportunity for us to get to know each other and to discuss how we can make content in the course more relevant to your interests.

## **Required material**

There is no textbook required for this class. We will use articles and chapters from books, which are available to you through the class D2L site. During early weeks we will also make heavy use of the School of Anthropology's Language Samples Project (LSP) Website. The address for the LSP is: <http://www.ic.arizona.edu/~lsp/index.html>. Readings may change over the semester; check the content page of the class regularly.

Although linguistics background is not assumed, you may find it helpful to consult linguistics (especially phonetics) reference texts in the course of this class. A list of potentially useful print and internet resources is provided in the "Course Resources" section of the D2L site.

## **Course Schedule (subject to change!!!)**

The below schedule can be used as a literal to-do list for each week of the course. Additionally, in each week's module on the D2L page under "Content" you will see a document with instructions for that week which details everything you are being asked to do. I encourage you to use these as a road map to ensure that every week you complete the required tasks.

### **Week 1 – Course Intro – January 11<sup>th</sup> to 15<sup>th</sup>**

#### *Content/Activities:*

- Watch Course Introduction video
- Watch D2L navigation video
- Read syllabus \*thoroughly\*
- Browse LSP website: <http://www.ic.arizona.edu/~lsp/index.html>
- Watch: Do you speak American? (under content/films)

#### *Assignments:*

- Syllabus quiz **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm

- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- Meyerhoff 2006, Ch. 1 & 2
- Ahearn 2011, Ch. 1

**Week 2 – Phonetics and Phonology – January 16<sup>th</sup> to 22<sup>nd</sup>**

*Content/Activities:*

- Read/listen to Phonetics lecture
- Read/listen to Phonology lecture
- Do exercises on LSP Website: Phonetics—Standard English Vowels, Standard English Place of Articulation, Standard English Manner of Articulation; IPA Transcription—Standard American English I, Standard American English II
- Read Introduction to Lexical Sets
- Read external resources on Lexical Sets

*Assignments:*

- Quiz 2 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Complete the IPA practice exercise **DUE Thursday** by 11:59pm
- **NO** reading notes this week!
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- LSP website: Phonetics—The Physics and Physiology of Speech, Acoustics
- LSP website: Phonetics—Vowels
- LSP website: Phonetics—Consonants: Voicing and Place of Articulation, Consonants: Manner of Articulation
- Read phonology section of LSP website (including all “Lessons”)

### **Week 3 – Linguistic and Social Variability – January 23<sup>rd</sup> to 29<sup>th</sup>**

#### *Content/Activities:*

- Read/listen to the Linguistic and Social Variability (part 1) lecture
- Read/listen to the Linguistic and Social Variability (part 2) lecture
- Complete activity described in Linguistic and Social Variability (part 2) lecture

#### *Assignments:*

- Quiz 3 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

#### *Readings:*

- Eckert, “Interpreting the Meaning of Variation”
- Mendoza-Denton, “The Semiotic Hitchhikers Guide to Creaky Voice”
- Labov, “The social stratification of [r] in NYC Department Stores”

### **Week 4 – “Standard” English & Language Ideologies – January 30<sup>th</sup> to February 5<sup>th</sup>**

#### *Content/Activities:*

- Read/listen to SAE/Language Ideologies lecture

#### *Assignments:*

- First paper **DUE February 5<sup>th</sup>** by 11:59pm

#### *Readings:*

- Lippi-Green (2011), Chapters 1, 3, and 4

### **Week 5 – History of English and World Englishes – February 6<sup>th</sup> to 12<sup>th</sup>**

#### *Content/Activities:*

- Read World Englishes Introduction
- Read Historical Shifts lecture notes



- Watch Story of English movie

*Assignments:*

- Qui 4 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- Mesthrie and Bhatt 2008, Ch. 1
- Bhatt 2001 - World Englishes

**Week 6 – British and American Innovations – February 13<sup>th</sup> to 19<sup>th</sup>**

*Content/Activities:*

- Read British and American Innovations lecture notes

*Assignments:*

- Quiz 5 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- LSP Website: British English, Received Pronunciation English, Cockney English, Estuary English, “Queen’s” English
- Bailey, “American English: its origins and history”
- Trudgill 1972: Sex, covert prestige...

**Week 7 – Canadian English – February 20<sup>th</sup> to 26<sup>th</sup>**

*Content/Activities:*

- Read Canadian English lecture notes

*Assignments:*

- Quiz 6 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- ANAE: Regional Dialects – Canada
- Dialects of North America – North American English Dialects (listen to some samples of the speakers from Canada)
- Lille 2000
- Sutherland 2000
- Tagliamonte 2006

**Week 8 – Northeastern United States – February 27<sup>th</sup> to March 5<sup>th</sup>**

*Content/Activities:*

- Read Northeastern US lecture notes
- Complete mid-semester course evaluation

*Assignments:*

- Second paper **DUE March 5<sup>th</sup>** by 11:59pm

*Readings:*

- ANAE: Regional Dialects – New England, NYC, The North
- ANAE: Dialects of North America – North American English Dialects (in particular, I want you to go in and listen to the audio clips from a handful of speakers from the Northeast region)
- Johnstone 2013
- Campbell-Kibler 2012

## **Week 9 – The American South – March 6<sup>th</sup> to 12<sup>th</sup>**

### *Content/Activities:*

- Read American South lecture notes
- Read Southern States English section on LSP website

### *Assignments:*

- Quiz 7 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

### *Readings:*

- Thomas 2003
- Carmichael 2015

## **Week 10 – SPRING BREAK – March 13<sup>th</sup> to 19<sup>th</sup>**

ENJOY YOUR BREAK!!!

## **Week 11 – African American English – March 20<sup>th</sup> to 26<sup>th</sup>**

### *Content/Activities:*

- Read AAE lecture notes

### *Assignments:*

- Quiz 8 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Final Paper proposal **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

### *Readings:*

- Wolfram and Schilling Estes 2015

- Rickford, “Suite for Ebony and Phonics”
- Rickford, “Using the Vernacular to teach the standard”

## **Week 12 – Appalachian English – March 27<sup>th</sup> to April 2<sup>nd</sup>**

### *Content/Activities:*

- Read/listen to Appalachian English lecture

### *Assignments:*

- Quiz 9 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

### *Readings:*

- Hazen and Fluharty
- Reed 2014
- Hazen 2014

## **Week 13 – Chicano English – April 3<sup>rd</sup> to 9<sup>th</sup>**

### *Content/Activities:*

- Read Chicano English section on DYSA website (click/read all associated links).
- Activity:
  - Monolingual or Bilingual? From the *DYSA?* Website  
(<http://www.pbs.org/speak/seatosea/americanvarieties/chicano/quiz/>)

### *Assignments:*

- Quiz 10 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- Fought 2003

**Week 14 – Asian American Englishes – April 10<sup>th</sup> to 16<sup>th</sup>**

*Content/Activities:*

- Read Asian American English lecture notes

*Assignments:*

- Quiz 11 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Final Paper Draft **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- Lippi-Green Ch 15
- Huebbener and Uyechi 2004
- Reyes 2005

**Week 15 – South African Englishes – April 17<sup>th</sup> to 23<sup>rd</sup>**

*Content/Activities:*

- Read/listen to South African Englishes lecture

*Assignments:*

- Quiz 12 **DUE Thursday** by 11:59pm
- Discussion post **DUE Thursday** by 11:59pm
- Reading notes **DUE Thursday** by 11:59pm
- Discussion replies **DUE Sunday** by 11:59pm

*Readings:*

- Lass 2004

- Meshtrie 2004
- De clerke and Gough 2004

## **Week 16 – Pidgins and Creoles, Hawaiian Creole and Gullah English – 24<sup>th</sup> to 30<sup>th</sup>**

### *Content/Activities:*

- Read Pidgins and Creoles lecture notes
- Read HCE and Gullah lecture notes

*Assignments:* Nothing due this week!

### *Readings:*

- Romaine, “Definitions and Characteristics”
- Musyken and Smith, “The study of pidgins and creoles”
- Lippi-Green Ch 12
- Watson-Gegeo, “Language and Education in Hawai’I”

## **Week 17 – Wrap up - May 1<sup>st</sup> to 3<sup>rd</sup>**

### *Content/Activities:*

- Watch Course Wrap-up lecture

### *Assignments:*

- Final paper **DUE May 3<sup>rd</sup>** by 11:59pm

*Readings:* None this week!