

**LING 36**  
**African American English**  
**Spring 2018**

**<https://registrar.sa.ucsb.edu/cal2018.aspx>**

**April 2nd, 2018 – June 15, 2018**

**Professor:** Dr. Anne H. Charity Hudley, <http://annecharityhudley.com/>

**Email:** [acharityhudley@ucsb.edu](mailto:acharityhudley@ucsb.edu)

**Skype:** acharityhudley

**Place:** TBD

**Time:** Tuesdays and Thursdays from 2-3:15 pm

**Office Hours:** TBD

**Teaching Fellows:**

**Graduate:** Jamaal Muwwakkil [jamaal@ucsb.edu](mailto:jamaal@ucsb.edu)

**The mandatory class wiki link is: (To be added)**

The optional class Facebook group is: (To be added)

**Course Objectives:**

African-American English

This course will examine the sociolinguistic aspects of English as spoken by African-Americans in the United States. We will study the relationship of African-American English to linguistic theory, education policy, and U.S. culture. The course has an emphasis on mitigating discrimination and improving the educational and social experiences of African-Americans at UCSB and beyond.

Attendance in class is **MANDATORY**. Please see Professor Charity Hudley directly if you need an excused absence, as proper documentation is required. Religious and spiritual related absences as well as emergencies of a personal nature will be facilitated.

Bring a computer to class if at all possible! If you do not have a laptop or it is hard to bring, please see me.

**Homework is due weekly in this class as the course is designed to facilitate success among underrepresented, first generation, and low-income students. The course is designed to walk you through college success in the humanities and social sciences, and to prepare you to enjoy and fully participate in all that UCSB has to offer. I am dedicated to your success. In short and in African-American English, if you fail, I fail, so ain't nobody failing without**

**some real effort.**

The course meets Area D, E, and the ethnicity requirement in the UCSB General Education curriculum. See:

<https://my.sa.ucsb.edu/catalog/Current/UndergraduateEducation/GeneralSubjectAreaRequirements.aspx>

### **Assignments and Grading:**

Assignments are due by posting on GauchoSpace most Thursday mornings at 8AM. There will also be an 4-5-page essay-based take-home midterm paper and 5-minute video presentation. A cumulative final paper of 10 pages and a video presentation (based on your reaction papers and field notes) of 10 minutes with an online question forum (that you will need to contribute and respond to) will serve as the final. If an assignment is unexcused and late, you will receive a zero for that assignment, but all assignments must be turned in for you to receive a final grade in the class.

### **Turning in Assignments:**

All writing assignments are to be turned in electronically as Word documents. The title of the document should be yourlastname.LING.36.S18.MMDDYY.doc (ex: CharityHudley.LING36.S18.03.15.2018.doc). Assignments should be double spaced in 12 point Times New Roman font with 1-inch margins on all sides.

Assignments are due **Thursdays**

Grading breakdown: (see separate handout for details and examples of satisfactory work)

Class & elsewhere participation 15%  
Weekly Assignments 25%  
Take-home midterm essay 10%  
Midterm video presentation 5%  
Final cumulative paper (10 pages) 35%  
Final oral presentation (10-minute video presentation w/ 5 minutes for questions)  
10%

### **Grading**

Grades will be predicated on the overall quality of the work submitted throughout the semester. Your grades will reflect your mastery of the course material and your ability to critically analyze the humanistic, social, cultural, philosophical, and historical issues of our topics. The following is a framework to assist you in understanding my expectations regarding work for the course.

**A** An A is awarded in recognition of exemplary work, reflecting a high level of proficiency. An A- designation denotes exemplary work with some minimal mechanical or organizational challenges.

- B** A B+ designation denotes satisfactory work with some evidence of exemplary analysis. In most cases, B+ work offers intriguing and original analysis, but may have some notable mechanical and/or organizational problems. A B is awarded in recognition of satisfactory work, reflecting an acceptable level of proficiency. A B- designation denotes satisfactory work with substantial mechanical and/or organizational problems. In most cases, B- work has focus and demonstrates a basic understanding of the relevant concepts and arguments, but has limited evidence of originality or depth.
- C** A C is awarded for developing work, reflecting limited evidence of proficiency. In most cases, C work fails to offer a coherent, original or compelling thesis; the work has excessive mechanical and/or organizational problems; and the author has demonstrated a basic understanding of key concepts and arguments.
- D** A D is awarded for work that is superficial, demonstrates very little effort, and limited in depth regarding the course materials and student's overall thinking. In addition, D work also fails to adhere to instructions in the syllabus and contains numerous significant grammatical, syntactical, and/or spelling errors.
- F** In addition to being work that is superficial, it demonstrates very little effort, and is limited in depth regarding the course materials and student's overall thinking. In most instances, F work also fails to adhere to instructions in the syllabus, as well as contains numerous significant grammatical, syntactical, and/or spelling errors. In addition, the student fails to address or meet the basic requirements of the assignment.

### **Criteria for Evaluating Written Assignments**

In addition to the above grading scale, written assignments will be assessed according to the following criteria:

- Author expresses a clear, detailed, and coherent argument, as well as demonstrates critical thinking. A mere summary of the reading does not meet this criterion.
- Author supports position with appropriate examples from the reading. Anecdotes and/or unsupported opinions do not satisfy this criterion.
- Author incorporates additional empirical based claims and positions to support argument. Additional support from scholarly and/or credible sources satisfies this criterion.

### **Accommodation for Students with Learning and Physical Differences**

<http://dsp.sa.ucsb.edu/>

I am dedicated to facilitating students with learning and physical differences. Please see me for support for this and other classes.

“Each year temporarily and permanently disabled students attend classes at the University of California, Santa Barbara. They are attracted by the university's academic reputation, moderate weather conditions, and excellent physical accessibility offered here. The lay of the land is flat and free from environmental barriers and most physical structures are accessible. In addition, the UCSB campus provides excellent barrier free, modified, residential facilities to those students seeking to live on campus.

Providing academic accommodations to students with disabilities is a shared responsibility of the campus. Students with disabilities are responsible for ensuring that the Disabled Students Program (DSP) is aware of their disabilities and for providing DSP with appropriate documentation. DSP is located at 2120 Student Resource Building and serves as the campus liaison regarding issues and regulations related to students with disabilities. The DSP staff works in an advisory capacity with a variety of campus departments to ensure that equal access is provided to all disabled students.”

**Note on Sustainability:**

I support sustainability initiatives on the UCSB campus. To reduce paper use, most of your course documents (including the syllabus, readings, and most assignments) will be provided on the course Wiki. Please try to save paper by reading documents and text online whenever possible. If you must print out documents, please consider printing double-sided and/or with two sheets per page. I also encourage you to turn in your assignments electronically when at all possible. For more information, please see the Sustainability at UCSB website:  
<http://www.sustainability.ucsb.edu/>

**Note on Ways to Reduce Hate from teaching tolerance.org:**

My classroom will be a place for civility and understanding.  
This guide sets out 10 principles for fighting hate in your community.  
<https://www.splcenter.org/20170814/ten-ways-fight-hate-community-response-guide>

**Modified from Tolerance.org "Declaration of Tolerance"**

"Tolerance is a personal decision that comes from a belief that every person is a treasure. I believe that America's diversity is its strength. I also recognize that ignorance, insensitivity and bigotry can turn that diversity into a source of prejudice and discrimination.

To help keep diversity a wellspring of strength and make America a better place for all, I pledge to have respect for people whose abilities, beliefs, culture, race, sexual identity or other characteristics are different from my own.

After examining hundreds of cases involving thousands of students, tolerance.org found this:

Although administrators, faculty and staff are vital players in any response, it is the student activist who makes the most difference.

Because things improve only when people like you take action.

**Because each student has the power to make a difference.**

And because apathy, in some ways, is as dangerous as hate."

<http://diversity.evc.ucsb.edu/>

**Course Textbooks are available electronically and in paper version. There are copies on reserve in the library and in Prof. Charity Hudley's North Hall and South Hall offices. In addition,** you may purchase the paper or online edition of the texts. If you use the texts online, please bring a laptop to class at each meeting. I really advise using the online versions! Save your back and a tree!

**Rickford, John Russell and Rickford, Russell John. (2002). *Spoken Soul: The Story of Black English*. New York: John Wiley.**

[https://www.amazon.com/Spoken-Soul-Story-Black-English/dp/0471399574/ref=sr\\_1\\_1?ie=UTF8&qid=1471529355&sr=8-1&keywords=spoken+soul](https://www.amazon.com/Spoken-Soul-Story-Black-English/dp/0471399574/ref=sr_1_1?ie=UTF8&qid=1471529355&sr=8-1&keywords=spoken+soul)

**Charity Hudley, Dickter, Franz. (2017). *The Indispensable Guide to Undergraduate Research: Success in and Beyond College*. New York: Teachers College Press. (Copies available in Prof. Charity Hudley's offices in South and North Hall.)**

**Cress, Collier, and Reitenauer. (2005). *Learning through Serving: A Student Guidebook for Service-Learning across the Disciplines (Paperback)***

by [Christine M. Cress](#) (Author), [Peter J. Collier](#) (Author), [Vicki L. Reitenauer](#) (Author)  
[http://www.amazon.com/Learning-through-Serving-Service-Learning-Disciplines/dp/157922119X/ref=pd\\_bbs\\_2?ie=UTF8&s=books&qid=1208284031&sr=8-2](http://www.amazon.com/Learning-through-Serving-Service-Learning-Disciplines/dp/157922119X/ref=pd_bbs_2?ie=UTF8&s=books&qid=1208284031&sr=8-2)

**Course Articles that are required are all available online:**

Labov (1971): How I got into linguistics, and what I got out of it  
<http://www.ling.upenn.edu/~wlabov/HowIgot.html>

Moats, Louisa. Reading IS Rocket Science  
<http://www.readingrockets.org/articles/researchbytopic/4978>

Simmons, Ruth J. "My Mother's Daughter: Lessons I Learned in Civility and Authenticity." *Texas Journal of Ideas, History and Culture*, 20 (Spring/Summer 1998): 20–29.  
<http://www.humanitiestexas.org/news/articles/my-mothers-daughter-lessons-i-learned-civility-and-authenticity>

**Books and Book chapters with required excerpts that are available online or on the Wiki:**

- Charity Hudley, A., & Mallinson, C. (2014). *We do language: English language variation in the secondary English classroom*. New York, NY: Teachers College Press.
- Delpit, L. (2002). No kinda sense. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak: thoughts on language and culture in the classroom* (pp. 32–50). New York, NY: The New Press.
- Evans, S. Y., Taylor, C. M., Dunlap, M. R., & Miller, D. S. (Eds.). (2009). *African Americans and community engagement in higher education: Community service, service-learning, and community-based research*. Albany, NY: SUNY Press.
- Genishi, C., & Dyson, A. H. (2009). *Children, language, and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press.
- Hilliard III, A. (2002). Language, culture, and the assessment of African American children. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak: thoughts on language and culture in the classroom* (pp. 87–107). The New Press.
- Spears, A. K. (2014). African American English. In *Languages and dialects in the U.S.: Focus on diversity and linguistics* (pp. 101–114). New York, NY: Routledge.

**Writing Resources:**

“At CLAS, learning is our middle name:  
we help students understand course concepts;  
we engage students in the learning process;  
we guide students toward discovering solutions to problems;  
we encourage students to become independent thinkers and lifelong learners.”

<http://clas.sa.ucsb.edu>

Additional online resources are available at: <http://owl.english.purdue.edu/>

**Weekly Breakdown:**

Topics and assignments are subject to change at the discretion of Professor Charity Hudley.

**Readings to be read by day that they are listed.**

**I. Introduction to Engagement Scholarship (Area D, Area E, Ethnicity)**

**Week 1 (April 2nd):**

Introduction and Overview: Nuts and Bolts of the Course

Readings:

Cress, Collier, Reitenauer, et al. preface, introduction & Chapter 1

Labov (1971): How I got into linguistics, and what I got out of it  
Rickford Foreword & Chapter 1: What's Going On?  
My Mother's Daughter: Lessons I Learned in Civility and Authenticity

Topics:

What is a language variety? What Is African American English (AAE)?

Common Misperceptions about language variation and AAE

Discussion of assignment: Linguistic Autobiography

In-class Introductions

Time management planning

Google Calendar Planning with a mind on what we realistically have time for in the Cress et al.  
distinctions among paradigms in service learning- bring your schedule to class

**Assignment #1 (Area D/Area E/Ethnicity):**

**Linguistic Autobiography Paper & Video presentation due Thursday April 5th**

**Week 2 (April 9th):**

Lexicon and Introduction: Word Up! (Area D/Area E/Ethnicity)

Class Readings:

Cress, Collier, Reitenauer, et al. 2&3 — Especially Exercise 2.8- bring your schedule to class

Rickford Chapter 2: Writers

Rickford Chapter 6 pp. 91-98: Vocabulary

Continue In-class Introductions and watch videos

Lexicon of AAE

Developing an Action Plan

**Fellows to share their action plans**

**Assignment #2 (Area D/Area E):**

**Developing an Action Plan Due Thursday, April 12th**

**Week 3 (April 16th):**

Phonological Features of AAE: Focus on Reading (Area D/Area E/Ethnicity)

Class Readings:

Rickford Chapter 6 98-108: Pronunciation

Cress, Collier, Reitenauer, et al. Chapters 7-8

Topics:

Mapping sounds to print

Tools for research & writing about engagement: investigative research skills

**Assignment #3 (Area D/Area E/Ethnicity):  
Library Scavenger Hunt due Thursday, April 19th**

**Week 4 (April 23rd):  
Grammatical Structure of AAE (Area D/Area E/Ethnicity)**

Readings:  
Rickford 7: Grammar  
Cress 10 & 11

Topics:  
Grammatical Structure of AAE  
Getting our engagement plans settled  
Cultural and Linguistic Attitudes in California Schools  
Library Scavenger Hunt Review: Expanded views of service learning

**Assignment #4 (Area D/Area E/Ethnicity):  
Language Engagement Paper Due Thursday, April 26th**

**Week 5 (April 30th):  
Prosody of AAE: Don't take that tone with me; Ethics (Area D/Area E/Ethnicity)**

Spears, especially Semantics and Pragmatics Problem Set, p. 109-112  
Video: <http://www.learnnc.org/lp/multimedia/10170>  
CITIES Training

Readings:  
Cress, Collier, Reitenauer, et al. Chapters 4 & 9  
Ethics reading: Evans et al. Chapter 8 (Racial identity and the ethics of service-learning as pedagogy, Vaccaro)

**Class Thinking Question: How are ethics presented on the UCSB's campus?**

**Assignment #5 (Area D/Area E/Ethnicity):  
Cities/NIH Ethics Certification and Paper Due Thursday, May 3rd**

**Week 6 (May 7th):  
The Heart of the Matter- Reading & curriculum in the schools (Area D)  
Testing and Assessment**

Readings:  
Hilliard  
Delpit  
Genishi & Dyson Chapter 2  
Charity Hudley & Mallinson Chapter 2

Cress 12

Moats, Louisa. Reading IS Rocket Science

<http://www.readingrockets.org/articles/researchbytopic/4978>

Reading Rockets website:

<http://www.readingrockets.org>

**Assignment #6 (Area D/Area E/Ethnicity):**

**Final paper proposal ideas:**

**Due Thursday May 24th (two page summary and abstract due)**

## **II. Our Plans Into Action**

**Week 7 (May 14th):**

**Education and Society Panel (Area D/Ethnicity)**

Participants to be determined by you (in class in person or by Skype)

Readings:

Rickford 9: Education & 12 The Crucible of Identity

Cress 13

Evans et al. Introduction & Chapter 1 (pp. xxv-12)

**Assignment #7 (Area E/Ethnicity):**

**Literature Review for Final Papers extended outline due May 17th**

**Week 8 (May 21th):**

**Pragmatics and Discourse Structure of AAE (Area D/Area E/Ethnicity)**

Readings:

Rickford 4: Comedians and Actors,

Rickford 5: Singers, Toasters, and Rappers

Rickford 10: The Media

Videos found by class!

Cress, Collier, Reitenauer, et al. Chapter 7

Topics:

AAE in Media and Society

**Assignment #8 (Area E/Ethnicity):**

**Data Presentation for final papers & extended outline due May 24th**

**Week 9 (May 28th):**

Peer-Review

**Class Project Question:**

**Do you know what your classmates are doing?**

**Assignment #9 (Area D/Area E/Ethnicity):**

**Video Presentation Evaluations due May 31st**

**Week 10 (June 4th):**

Video Presentations

**Assignment #10: DUE June 7th:**

**Peer draft revisions check in—rest due as part of final paper.**

**Week 11 (June 11th):**

Video Presentations

Conclusion (Video)

Conclusions, peer and class evaluations, and class party

Final Paper Due **Thursday June 14th**

**Assignments Descriptions:**

**Assignment 1: Your Linguistic Autobiography**

**Writing and video are both DUE April 5th**

Post the paper portion and post the video portion on Gauchospace

Please use the following format as the name of the document AND subject line

[YourLastMame.LING36.S18.01.25.18.doc]

This assignment is designed to help you start thinking about the community contexts of language and language learning. **Write 2 pages** of your own linguistic autobiography and **create a short video of yourself of at least one minute** using any recording medium to share with the class and post it to the class wiki. Here are instructions about uploading to a wiki:

<https://www.youtube.com/watch?v=WL2ls8JqQhc>

<http://www.wmwikis.net/FAQs>

Be creative! **Refer to all readings that were due on the first day of class.** See resources on integrating readings into your papers:

<https://owl.english.purdue.edu/owl/resource/563/01/>

<https://owl.english.purdue.edu/owl/owlprint/930/>

and see my linguistic autobiography (below) as an additional reading.

Write and record about anything that comes to mind, but here are some of the things you could include. **Please include items in bold. Please attach a digital photo if possible to the essay.**

**What is your name, year, major (or inclination)?**

**Where are you from? Where have you lived?**

Who have you lived with?

**What drew you to this course? (Be honest—this is community-based social science! ☺!)**

Where are you from? Where have you lived? Who have you lived with?

Which of these social details do you think may have influenced the way you speak now? Are there other social details that you think are important/salient?

Is there a language you used to know as a small child that you don't speak so well any more?

Did you ever pass (even for a short time) as a native speaker of some other language? Is that one of your goals for language learning?

Have you noticed any differences between the way you speak and the way your parent/guardian speaks?

What did your parents/guardians have to say about your use of language and did it have any effect on you?

Who was most likely to correct your language, your parent/guardian? Anyone else?

Do you remember particular comments or instances where your speech was commented on?

Did you ever try to learn non-standard forms in a second language, and if so, how did you go about doing it?

Have you ever experienced linguistic prejudice?

Has anyone ever told you to talk in a certain way?

- Was there a grammar rule that gave (gives) you trouble in English or in learning another language? What is it? Do you remember finally being able to get the grammar rule right

(at least some of the time)? How long did it take? How did you go about trying to fix or fixing the issue?

Have you ever gone to another country and struggled with the language?

Have you ever been praised for your Standard English fluency?

Have you ever heard an offensive comment or joke about someone's language use?

### **Assignment #1 Linguistic Autobiography**



My name is Dr. Anne Harper Charity Hudley. I was born in the now closed Richmond Memorial Hospital in April of 1976 around 8:00 am. I'm fascinated by patrilineal naming and find it a bit suspect, but my inclinations towards having any future children with a name that is different than mine won out in the end. I am now the North Hall Endowed Chair in the Linguistics of African America and Director of Undergraduate Research for the College of Letters and Science at the University of California, Santa Barbara.

I was previously Associate Professor of Education, English, Linguistics, Africana Studies and the William and the inaugural William and Mary Professor of Community Studies at the College of William and Mary in Williamsburg, Virginia. I directed the William and Mary

Scholars Program and was the co-director, with Cheryl Dickter, of the William and Mary Scholars Undergraduate Research Experience. My research and publications address the relationship between language variation and Pre K-16 educational practices and policies.

My CV is on my website. As my student, I suggest you read my CV and the CVs of all of your other professors.

I have taken just about every type of linguistics course except semantics and computational linguistics. My focus when I was in college and graduate school was on sociolinguistics and phonetics and phonology. My focus since then has been on educational linguistics and service learning and my students. Here's what I believe about teaching linguistics: linguistics is a young field; so much of the work done is unique and innovative. The youthful innovation of the field is a very exciting fact about linguistic work on the graduate level and beyond. Nevertheless, I fear that the undergraduate study of linguistics often suffers from a sense of compartmentalization because students do not gain an appreciation for the relationship between the separate fields of linguistics and language processes as a whole. Success as a sociolinguist requires a strong background in many sub-fields of linguistics, so I hope to share this knowledge with my students by making my courses very interdisciplinary. This approach is crucial for providing undergraduates with a full view of the future occupations for which their undergraduate training in Linguistics can prepare them.

I got interested in linguistics as a child because I had an early faculty towards language learning. I could speak by six months old and I could read by two. School was never hard for me and I learned to speak three languages (French, Chinese, and Classical Ethiopic or Ge'ez) rather fluently while still in high school. I still know the French. I attended the Virginia Governor's

School for Russian but did not continue after the School ended. I made some lifelong friends through that summer at JMU though. My favorite language has always been my local variety-- the language spoken on the porches and pulpits of Charles City County, VA. My main interest in teaching this course is to share my love of language variation within English with you all. Really my goals are kind of simple in that way.

My research also spreads this kind of love. I've written two books on language variation for educators with my friend Christine Mallinson. The first book focuses on notions of Standard English, southern English, and African-American English. Here are three paragraphs that Christine and I wrote that describe the book:

*“Understanding English Language Variation in U.S. Schools* is intended for practitioners and popular readers who come into contact with speakers of language varieties or those simply curious about language variation. In particular, it targets those who have not had much exposure to accurate information about language variation. *Understanding English* will be essential for educators who are working with young learners from non-Standard English speaking backgrounds.

The quest to educate non-Standard English speaking students from marginalized backgrounds has been a primary driving force behind both the multicultural education movement and the development of the field of sociolinguistics. These two perspectives, however, have not joined together as well as they could to address issues of language variation in multicultural education. Thus, we wrote *Understanding English*—a book at the critical juncture of sociolinguistics and multicultural education. We contend that only with an understanding of the principles and patterns of language variation in speech and writing can the multicultural

education movement fully address why children from non-Standard English speaking backgrounds often have difficulty achieving in schools.

*Understanding English* orients readers to the reality of language differences and discrimination and explain how the educational and social development of children is affected negatively by linguistic intolerance and rejection. Language structures and strategies can often be misinterpreted, misunderstood, and stigmatized by educators. Accordingly, *Understanding English* gives readers the assessment tools needed to recognize language variations and distinguish these variations from student errors in listening, reading, and writing modalities. We will also cover other aspects of communication, such as word choice, slang, tone, silence, and loudness, and how their use can affect young learners in the classroom. *Understanding English* provides practical strategies for addressing language variation, particularly in classroom settings. To this end, we will offer suggestions for practitioners, particularly educators, can apply the knowledge they have learned in this book to work appropriately with variation in students' language and also to foster positive language attitudes in classrooms and beyond.”

Our second book entitled *We Do Language*, presents specific strategies and models for the greater integration and application of language variation-related concepts, skills, and strategies in the secondary English classroom. The book draws on and extends the generalized concepts of our first book, *Understanding English Language Variation in U.S. Schools* by presenting even further contextualization for the need to integrate linguistically-informed pedagogy into secondary English classrooms.

*We Do Language* is designed to help educators *do* language in the Secondary English classroom. Whereas *Understanding English* presented in shaded boxes some strategies that were

designed to appeal to all educators, across grade levels and content areas, *We Do Language* goes more in depth to speak to the more targeted audience of secondary English educators. Vignettes from in-service secondary English educators will be featured in the book to provide evidence of successful application. Secondary English teacher-designed classroom activities and exercises are also included to illustrate the dynamic nature of language variation and enable students to become explicitly aware of their own language varieties and those of the school. These vignettes and materials directly attest to the value of infusing language variation into secondary English classrooms.

So honestly, I'm drawn to this course to help me foster ideas for my future research and outreach and to share them with you. That led me to write a third book with Prof. Cheryl Dickter and Hannah Franz, a doctoral student at the College of William and Mary entitled: *Highest Honors: A Guide to Undergraduate Research*. *Highest Honors: A Guide to Undergraduate Research* prepares students for undergraduate research in college. The text is designed to help students take full advantage of the academic resources and experiences that the university setting has to offer so that students will actively be on the path to achieving highest honors/summa cum laude. The book is designed to appeal to all first and second year college students and as such, has a specific focus on the experiences of students who are underrepresented in the academy. *Highest Honors* provides students with detailed research-based tools that will prepare them for the social and academic transition from high school classes to college research. Many WMSURE students appear in the book as authors and several worked with us all summer editing and finalizing the manuscript.

Now more about me on the personal side. I am from one place: Varina, Virginia. My parents still live in the same house that I was born into. I lived there with them and my brother and my sister I had a nanny from 6 months – 13 years old who lived with us and spoke African-American English (she now lives with my cousins). I went to Harvard when I was 18 and lived with an assorted cast of people who have figured prominently in my life since then. After Harvard, I moved to Philadelphia where I attended the University of Pennsylvania for five years where I lived with my sister for one year, two years in Hanover, NH where I did a fellowship at Dartmouth College.

I have many salient details that affect my language from a sociolinguistic perspective as race and class have figured largely in my language development. My family is tri-racial (African-American, White, Native American) on both sides as is my husband's family. I grew up Upper Class African-American – a culture that most people don't know a lot about--it was kinda fun but it also exposed for me what racism is in its purest form. I attended (and by attended I mean helped integrate) an independent, mostly White girls school in Richmond. In high school, for reasons social scientists are still trying to discern, I (a big-boned, way tall, brown girl) was wildly popular with most of the girls. I know the real reason: my bubblyness, the fact that my brother was the star of the football team, and The Cosby Show. The girls at the school greatly affected my language variety—the effects remain until this day. For this reason, I talk differently from my parents but a lot like my sister and brother. My mother was way more likely to correct my speech, but my dad was likely to point out when I didn't sound so African-American. My parents are both doctors so we were expected to speak and write like professionals from an early age; our household was very goal oriented. My college friends also affected my language. Of my

best friends from my college days, one is Greek American and the other is British. My husband is African-American and white and he's from South Carolina so we definitely speak the varieties that I write about when at home.

I passed for a Caribbean and French speaker in my younger days. In college, many of the nerdy boys thought that one of my parents had to be Chinese. I let 'em run with that one for a while. I definitely tried to learn non-standard forms- I used to buy those "naughty French" and "naughty Chinese" books all the time and get people to write me lists of bad words and slang. I struggled with learning Spanish in college (by struggle I mean I still got 100 but I couldn't always think of the words as fast as I wanted to) due to interference with French. I am often commended for my command of Standard English- both oral and written. But I am a horrible proofreader. The prose will resonate, but the commas will be in the wrong place and random things will be capitalized...And in class we don't just learn about African-American English, we speak it and celebrate it!

OK, enough about me. Let's hear and see about you!

## **Assignment #2: Developing an Action Plan due April 12th**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

Write a 3-5-page essay that addresses the following:

1. Describe ways in which you have observed issues of language and communication manifest in your previous volunteer, service-learning experience, civic engagement, or community-based research experiences.

2. What are some of the specific goals you wish to accomplish through participation in African-American English this spring?
3. Include an update about your schedule planning progress. Share what method you are using to schedule and what your major successes and challenges to schedule are.
4. Draw on and refer **explicitly** to the first chapters of Rickford, Cress, Collier, and Reitenauer, the Simmons reading, and your own experiences. Use APA format. For more information on APA format, see: <https://owl.english.purdue.edu/owl/section/2/10/>

### **Assignment #3 Library Scavenger Hunt due April 19th**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

If you simply follow this assignment to the letter, you'll miss the point. Take the time to explore the library and its webpages and see how much information you can actually gather without leaving your dorm room! But also visit the library and meet the awesome and friendly reference librarians!

#### **1. Visit the library**

A. Stop at the **Reference Desk** (*anytime during library hours between 9:00 a.m. and 9:00 p.m.*) and make friends with a reference librarian.

- What is his/her name and areas of library expertise?  
\_\_\_\_\_
- Describe some of the resources that they can offer to help you investigate service learning, engaged scholarship, and a topic of your choice.  
\_\_\_\_\_  
\_\_\_\_\_

B. Find a scanner in the library. Try it out! Scan a page from a book or other source and attach it to your homework

C. Walk around the library.

- What's one thing that you didn't know the library had?  
\_\_\_\_\_

D. Visit the Media Center. List one type of equipment that you can check out:

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E. Visit the Special Collections Research Center. Ask about what types of primary sources are housed there:

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**2. Find books at UCSB Library.**

Start by visiting the library’s home page – <http://www.library.ucsb.edu> – and follow these steps:

A. Searching the Melvyl Catalog: from the library’s home page, click “Melvyl Catalog” and then answer the questions on this chart:

<b>Search for these topics and items in the Melvyl Catalog:</b>	<b>Choose one title from each results list. Write its citation in APA style, giving author, title, place of publication, publisher, and publication date.</b>	<b>Call number</b>	<b>Where in the Library would you find these items (which floor)?</b>
Community based participatory research			
African-American English			
a topic of your choice: _____			

B. Learning about subject headings: using the Library Catalog

- Find the title of a book written by any of your other professors (not Prof. Charity Hudley). Write the citation for this book here, in APA style:

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- What subject headings have been assigned to this book?

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- What purpose do these subject headings serve?
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C. Learning about ebooks (electronic books): using the Library Catalog, search for this book: Language and the African American Child by Lisa J. Green. Open the book and go to the list of References used by the author. List one title (in APA style) from the list of References that might be useful for your research:

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3. **Find a film available through the UCSB Library.** (*This is just one way; there are others ways to find films.*)

- Start at <https://www.guides.library.ucsb.edu/>
- Search **Films on Demand**
- In this database, search for films about “Black English.” Choose one and write its title here: \_\_\_\_\_

4. **Find scholarly journal articles**

- Start at the library’s home page: <https://www.library.ucsb.edu/>
- Articles and Databases 🔍 Select relevant topic 🔍 find the following databases by title or subject.
- Answer the questions in the chart.

<b>RECOMMENDED DATABASES for this project</b>	<b><i>How many</i></b> sources about “service learning” are in this database?	What’s the <b><i>most recent source</i></b> about “African American English” in this database?	List at least one <b><i>useful feature</i></b> that this database provides (that helps you search and find sources)
ERIC			
Linguistics & Language Behavior Abstracts			
PsycINFO			
Sociological Abstracts			
Anthropology Plus			
Dissertations & Theses			

Summons			
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2. From the library's webpage list of library databases, browse and find yet another database that might contain useful sources for this class:

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3. From your searches above, choose one scholarly journal article that is of interest to you and write the citation in APA format:

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4. Post the article to the class wiki.

5. Other sources of research information:

A. **Legal cases.** Where would you find summaries of legal cases about school desegregation and language discrimination?

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B. **Newspaper articles.** Find two newspaper articles about service learning/engaged scholarship and bring them to class.

*(Hint: to find newspaper databases, follow the path shown in an earlier question to the Library Databases page; then select the News & Current Events subject.)*

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C. **Organizations.** Find an organization that does similar work to something that you are interested in and describe the information about it that you have found.

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D. **Statistics.** Go to <http://factfinder2.census.gov> to find data on the social, racial, and economic makeup of a **zip code** that you are interested in serving and learning in. *Hint: this isn't easy! For one option, try following these steps:*

Start at <http://factfinder2.census.gov>

Click **Geographies** → Name (tab) → in the Geography Filter Options list → Geographic Type → click ZIP Code/ZCTA  
→ again under Geography Filter Options, look for Within State and click the + sign → then choose your state  
→ again under Geography Filter Options, look for Within County and click the + sign  
→ then choose your county or city  
→ in the Geography Results box, check the boxes for the zip codes you want → then click ADD → close that window

Click **Race and Ethnic Groups** → use the Race/Ethnic Group Results box and click Total Population → then click ADD → close that window  
→ from the Search Results box, select at least one table → then click VIEW

#### **Assignment #4 Language Engagement Paper Due April 26th**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

Observe, interview, or speak with a speaker of African-American English for at least 30 minutes. I prefer the engagement to be live. You will **not** have research permissions for the assignment so you cannot share your observations with others outside of the class.

In a 2-5-page paper, address:

- 1.) **The setting of your observation.** Include specific details including details about the people and place, how you went about doing the research and the type of social environment were you in, any important changes that happened during your observation in linguistic features that you hear and see, particularly lexicon, grammar, and phonology as we have covered them in class so far.
- 2.) **The sociocultural elements of your observation.** Address elements from Cress et al. in your description.

3.) **Did any of the observations surprise you?** If so, would you do anything differently if you were to re-do the study in the future?

You can give a broad overview or focus on specific aspects of your observation. The assignment is meant to get you listening!

### **Assignment #5: CITIES Ethics Certification and Paper Due May 3rd**

Please use the following format as the name of the document AND subject line and submit your completed forms to Gauchospace

[YourLastMame.LING36.S18.01.25.18.doc]

If you haven't taken them in the past three years, you must take the CITI trainings listed below. If you've taken all the modules below already, please send me your certificates and complete the NIH training. The college prefers CITI over NIH, so I'm going to require my teaching assistants, research assistants, and research scholars to do both, so that I can update all of our PHSC human subject forms without delay when it's time to renew.

Go to:

<https://www.research.ucsb.edu/compliance/animal-subjects/training/log-in-instructions-for-citiprogram.aspx>

Register and add in UCSB as your affiliate from the search menu- that's very important so that you get the right modules in the system.

Once you register with UCSB, be sure to select the following 4 courses:

AREA II Disciplines- Research Ethics

AREA II- Social & Behavioral Research Investigators-PHSC

CITI Good clinical practice course

Conflicts of Interest- ALL

If you have done the above before this course, do: <https://phrp.nihtraining.com/users/login.php>

### **Assignment #6:**

**Final paper proposal ideas: two page summary and abstract due May 10th**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line

[YourLastMame.LING36.S18.01.25.18.doc]

Write a two-page summary that would inform an uninitiated reader about what you plan to do. Also include an APA format abstract that summarizes your final paper proposal and 4-5 keywords.

For more on writing abstracts and summaries in APA format, see:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

**Assignment #7:**

**Literature Review for Final Papers Due May 17th**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

Turn in 2 pages of the literature review for your final paper. The literature review should be in APA format. You don't have to plan the paper; you can write the actual paper. Include both sources from class and sources that you have used in your individual research.

**Assignment #8:**

**Data Presentation for final papers & extended outline Due Thursday, May 24th**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

1. What data will you be using in your paper and presentation in each aspect of your outline?
  - Literature Review
  - Argument/thesis/hypothesis
  - Action plan
  - Evaluation
  - Conclusion

How will you present the data?

You can write the summary as the actual final paper, not a plan for it.

**Assignment #9:**

**LING 250 Video Presentation Evaluations due May 31st**

**Name:**

**Contextualization of the proposed project/research:**

**Integration and presentation of literature review:**

**Integration and presentation of data:**

**Effectiveness of delivery and presentation:**

**Effectiveness of PowerPoint presentation:**

**Adherence to time constraints:**

**Response to questions and comments:**

**General Comments:**

**Assignment #10: Peer draft revisions check in—rest due as part of final paper**  
Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

1.) Evaluate the draft of your peer paper so far using the following rubric:

What is the main research question that the author presents?  
How well supported are the researcher's questions?  
What is the intellectual merit of the research question?  
What are the broader impacts of the research?  
In what ways will the community be involved in the research?  
How will the researcher know if the researcher is doing a good job?

Editing?

How carefully edited is the paper? What are the editing strengths? What editing remains to be done?

### **Final Paper Guidelines**

10 pages maximum.

Use Times New Roman 12-point font with 1-inch margins on all sides.

Please use APA format and list at least one undergraduate in the class and one graduate student in the class who has read the full final draft of your paper before turning it in.

#### **Assignment #10: DUE June 7th:**

**Peer draft revisions check in—rest due as part of final paper.**

Post on Gaucho Space

Please use the following format as the name of the document AND subject line  
[YourLastMame.LING36.S18.01.25.18.doc]

You must meet individually with me or Jamaal before turning in your final paper draft and again as indicated on your draft before turning in your final paper.

The final paper is meant to be a cumulative experience, so you may draw on and revise writing from your previous papers and assignments and the midterm. If you have successfully completed the previous assignments, you should be almost done! Incorporate all 3 of the following:

1. Carefully integrate themes from class discussions, readings, and presentations using paraphrasing and direct quotations into your final paper in APA format. Show that in addition to designing a great project plan, you were in class and that you did the reading.

2. Directly describe the role of language and culture, especially insights from the study of African-American English and culture, in your plans. Integrate the themes from class into your own work.
3. Explain modes of evaluation for your project. How will you know that you are doing the right thing? Draw from your own specific research design and research in fields related to your project and discipline.

### **Final Paper revision guidelines**

You final paper lists your draft grade. I will average the draft grade and the final paper grade for the final grade.

Final papers are due **June 14th at 5pm**. You do not have to turn in a final paper. If I do not receive a final paper from you by 5pm, your draft grade will stand as your final grade.

Bear in mind that final participation grades will be posted when the final is turned in. Participation still matters during finals!

I have given point guidelines on your draft. You **MUST** work the point guidelines **in order**. For example, higher-level organization and comment responses in a paper that still has incorrect APA citations will **NOT** yield a higher grade. You may, however, attempt all suggestions.

Add a cover letter to your paper (in the same document) in which you address what revisions you are undertaking and what questions and/or suggestions that I have posed you are answering. Include paragraph and page numbers for substantial revisions.

Highlight all major revisions in yellow using the Microsoft Word highlighting feature. Be sure to highlight changes so that I can easily find them.

### **Grading Scale**

**100, 90s=A**

100-96= A+

95-93= A

92-90=A-

**80s = B**

89-86=B+

85-83 = B

82-80 = B-

**70s = C**

79-76 = C+

75-73 = C

73-70 = C-

**60s = D**

69-66 = D+

65-63 = D

62-60 = D-

**below 60 = F**