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LANG 201: Language in a Multicultural Setting

CUNY School of Professional Studies

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CUNY School of Professional Studies

LANG 201: LANGUAGE IN A MULTICULTURAL SETTING

General Education

Flexible Core-B-US Experience in its Diversity

No pre- or co-requisites

COURSE DESCRIPTION

Introduces the foundations of linguistics and language acquisition. Analyzes language in multicultural American urban settings. Critiques bilingual/bidialectal families and bilingual education; language and gender; literacy in a changing, technological society; and different dialects and registers of American English. Appraises recent and classic scholarship in linguistics, literature, and related fields. Requires reflection and analysis of personal linguistic experiences and backgrounds.

FLEXIBLE CORE AREA AND LEARNING OUTCOMES-US EXPERIENCE IN ITS DIVERSITY

Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
7. Explain and evaluate the role of the United States in international relations.
8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

This course will address Learning Outcomes 1,2,3,4,6, and 9.

DISCIPLINE-SPECIFIC LEARNING OBJECTIVES

Students will:

- A. Recall the basic concepts of linguistics and sociolinguistics;
- B. Define language and linguistics from a disciplinary perspective;
- C. Identify, classify and analyze real-world sociolinguistic phenomena;
- D. Explain first language acquisition;

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- E. Define bilingualism and discuss the political and social issues of immigration and bilingual education in America;
- F. Describe different varieties of American English and outline the political and social issues associated with standard vs. nonstandard varieties of English;
- G. Identify gender-related language use and critique the potential social and economic issues;
- H. Identify and describe changes and influences (indigenous populations, slavery, immigration and globalization) impacting contemporary language use in the United States; and
- I. Classify, analyze and appraise their own linguistic identities and language use.

REQUIRED TEXTS

This is a Zero Textbook Cost (ZTC) course. All required readings will be provided free of charge through the course site.

ASSIGNMENTS AND GRADING

Assignments	Percentage
Unit Responses (Reading Questions + Quizzes)	20%
Participation in Online Discussion Board	25%
Language Observation Projects	25%
Midterm Paper	15%
Final Paper	15%
TOTAL	100%

GRADING

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	Below 60

ASSIGNMENTS

Unit Responses

There are low stakes writing assignments or quizzes designed to help you engage with the lecture material in a meaningful way. They will be paragraph length answer responses and together are worth 20% of your grade. The Unit Responses assess Flexible Core Learning Outcomes 1,2,4,6 and 9, and Discipline-Specific Learning Objectives A,B,D,E,F,G and H.

Discussion/Participation

You will be using the Discussion Boards on the class Blackboard site to respond to prompts I write regarding the Learning Unit's readings and other activities. The posts you make are supposed to replicate as closely as possible the experience of having a spirited discussion in a face-to-face class. Participation is worth 25% of your grade and is not broken down into a Learning Unit by Learning Unit basis. Your participation on the Discussion Boards assess Flexible Core Learning Outcomes 1,2,4 and 9, and all Discipline-Specific Learning Objectives.

Language Observation Projects

During the term, there are four separate field-study type observation assignments (which can be carried out first-hand or through watching special videos online). Each project will entail making a detailed report on a particular facet of sociolinguistics. These four projects combined are worth 25% of the term's grade. Together, these assignments assess all Flexible Core Learning Outcomes and all Discipline-Specific Learning Objectives.

Midterm Paper

The Midterm takes the form of a short response paper on specific concepts and definitions raised by the topics covered. The Midterm is worth 15% of your final grade. This assignment assesses Flexible Core Learning Outcome 4, and Discipline-Specific Learning Objectives A,B,D and E.

Final Paper

The Final requires retrospective consideration of the entire course and takes the form of a short response paper on the Readings, the Lectures, the Videos, all materials we studied, with particular focus on the Language Observations. The Final is worth 15% of your final grade. This assignment assesses all Flexible Core Learning Outcomes, and Discipline-Specific Learning Objectives A,B,D,E,F,G and H.

ACCESSIBILITY AND ACCOMMODATIONS

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: [Disability Services on the CUNY SPS Website.](#)

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: ["Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students."](#)

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ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: [Academic Integrity on the CUNY SPS Website](#).

TUTORING

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: [Tutoring](#).

HELP DESK

For assistance with access to CUNY SPS and CUNY computing resources, please see the [Help Desk](#) website for contact details and semester hours.

STUDENT SUPPORT SERVICES

If you need any additional help, please visit [Student Support Services](#).

LEARNING UNITS

(See the course schedule document for more details on each unit)

Unit 1: What is Language?

Unit 2: Phonetics

Unit 3: Morphology

Unit 4: Semantics

Unit 5: First Language Acquisition (Part 1)

Unit 6: First Language Acquisition (Part 2)

Unit 7: Bilingualism

Unit 8: Midterm

Unit 9: Bilingualism and Bilingual Education

Unit 10: Language Varieties (Part 1)

Unit 11: Language Varieties (Part 2)

Unit 12: Language and Gender

UNIT 13: Contemporary Language Use

UNIT 14: Reflections + Make-up assignments

UNIT 15: Final paper

No late submissions will be accepted for ALL assignments.