BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of Academic Literacy and Linguistics

Title of Course Language, Race, and Ethnicity for ESL 95 **Credits** 3
Class Hours 6
[insert class meeting days/times/location]

LIN 150.6 [insert section number] **Laboratory Hours per Week** 0 required

Semester Spring 2020

Instructor Information [Name, Phone#, Office#, email]

Office Hours

Course Description
This course combines Language, Race, and Ethnicity (LIN 150) and Intensive Writing (ESL 95). This course explores historical, cultural, and theoretical perspectives on the relationship between language, race, and ethnicity in the United States and its territories. It examines how language is understood to reflect, reproduce, and/or challenge and defy racial and ethnic boundaries, and how ideas about race and ethnicity influence the ways in which people use and construe language. It covers topics such as racialization and racism, ethnicization, notions of authenticity, repertoire, codeswitching and style shifting, linguistic mocking and linguistic racism, language ideology, and identity formation. This course will examine language varieties such as Black American English and its cross-racial uses by other groups, Chicano English and Spanglish, Asian American English, Hawaiian English, and American Indian English.

This is an accelerated course that combines credit-bearing and developmental content. Passing LIN 150.6 meets the writing proficiency milestone requirement; students who pass LIN 150.6 are exempt from further ESL courses. LIN 150.6 may not be taken by students who have passed LIN 150 or ESL 95 or are exempt from writing.

Basic Skills Requirements: ESL 94; ACR 94; Proficiency index score above 58 or placement based on a CUNY-wide placement test

Mode of Instruction
[This section is new and should be edited by each faculty member to describe the delivery of your course. Choose ONE that describes your course.]

ALL SYNCHRONOUS
All live sessions **REQUIRED** or **SUGGESTED**. **[PLEASE CHOOSE WHICH OPTION MEETS YOUR COURSE REQUIREMENTS, AND IF ATTENDANCE IS REQUIRED, YOU MUST LIST ALL DATES/ TIMES HERE.]** (A) Students who do not attend sessions receive no points for participation or assignments completed during the session, OR (B) Students may watch sessions online asynchronously. **[PLEASE CHOOSE WHICH OPTION BEST REFLECTS YOUR COURSE REQUIREMENTS]**

SYNCHRONOUS AND ASYNCHRONOUS

Only some sessions are live. **[IF STUDENTS ARE REQUIRED TO MEET CERTAIN DATES/TIMES, LIST THEM HERE.]** Students must meet live **[IF STUDENTS ARE REQUIRED TO MEET CERTAIN DATES/TIMES, LIST THEM HERE]**, and complete some or all assignments ASYNCHRONOUSLY. The live sessions are **REQUIRED** OR **SUGGESTED [PLEASE CHOOSE WHICH OPTION MEETS YOUR COURSE REQUIREMENTS]** and will be posted for future viewing.

ASYNCHRONOUS ONLY
There are no live sessions. All course content will be completed ASYNCHRONOUSLY and there will not be any live sessions. All content, assignments, instruction, feedback, lectures, and exams will be posted online and completed on students' own schedule.

LIN 150 STUDENT LEARNING OUTCOMES **Students will be able to…**	**MEASUREMENT**
1. To define racialization, racism, and ethnicization and explain how they influence the formation of languages, social groups, communities of practice, and identities	1. Observed in-class discussions/case studies; Reading responses; Language and Race Analysis Paper; Midterm and Final Exams
2. To analyze how race and ethnicity produce widely accepted assumptions about languages and groups of speakers, including critical reflections on theoretical and methodological practice in linguistics.	2. Observed in-class discussions and case studies; Theory map; Reading responses
3. To examine how language is used to define, negotiate, reproduce, challenge, or defy/resist racial/ethnic categorization (i.e., identity)	3. Language and Race Analysis Paper; Reading Responses
4. To apply knowledge of language and race/ethnicity to examine political and social definitions of "diversity", rights, justice, and inclusion and how they influence social institutions in the US and its territories (e.g., schooling, housing)	4. Observed in-class discussions/case studies; Reading responses; Midterm and Final Exams

Student Outcomes for ESL 95

Students will be able to…	**Measurements**
Students will be able to identify, summarize, and analyze main ideas in a text, and critically respond to a key idea or ideas in an essay demonstrating organization, development, and English language proficiency.	• Writing examinations and other writing assessments as required by the department and/or individual professor
Students will be able to compose, revise, and edit a variety of kinds of writing.	• Department portfolio checklist • Instructor feedback (oral/written) • Instructor feedback checklists • Peer feedback checklists

	General Education Learning Outcomes	**Measurements**

☐	**Communication Skills-** Students will be able to write, read, listen and speak critically and effectively. • Express ideas clearly in written form • Employ critical reading skills to analyze written material • Exhibit active listening skills • Give an effective oral presentation	• All written assignments • Reading Responses, Theory Map, Language and Race/Ethnicity Analysis • In-class case studies, presentations, in-class discussions • Presentation for Language and Race/Ethnicity Analysis
☐	**Social and Behavioral Sciences-** Students will be able to apply the concepts and methods of the social sciences. • Demonstrate an understanding of the unique theories and methods of a social or behavioral Science • Analyze and interpret a social, economic, political, cultural, philosophical, or historical issue	• Analysis of the relationship between language and race/ethnicity and critically analyze language for race/ethnicity • Analysis of linguistic phenomena (e.g., language events and practices) for reproductions of values related to race and ethnicity
☐	**Information & Technology Literacy-** Students will be able to collect, evaluate and interpret information and effectively use information technologies. • Conduct research using appropriate research strategies • Make effective use of technology	• Checklist of appropriate sources for analyses
☐	**Values-** Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. • Demonstrate awareness of one's own values and beliefs while showing respect for the ideas, values, and beliefs of others • Demonstrate an appreciation of social and cultural diversity • Demonstrate an appreciation of personal and social responsibilities • Demonstrate commitment to lifelong learning	• Evaluation of personal and social values through analysis of linguistic phenomena.

Required Text

Add if applicable. See suggestions below.

Alim, H.S., Rickford, J. & Ball, A.F. (2016). *Raciolinguistics: How language shapes our ideas about race.* Oxford University Press.

Fought, C. (2006). *Language and Ethnicity*. Cambridge University Press.

Hill, J. (2009). *The everyday language of white racism*. Wiley.

Other Resources

Add if applicable.

Use of Technology

Add if applicable.

Evaluation & Requirements of Students:
LIN 150.6 students must complete all of the course components (65% for course work and 35% for a final written exam or paper). Students will earn a letter grade of A, B, C, D, or F (or WN, W, WU, as appropriate). Please note that it is possible to pass the final exam and still not pass the course. Passing LIN 150.6 allows students to register for ENG 101 provided they have exempted reading.

Grading Components:	**Percentage of final grade**
Course Work: [Instructors: Add areas for which students will be graded (e.g., attendance, participation, quizzes, drafted essays, in-class writing, projects, homework, presentations, etc.) with a breakdown of the 65%.]	**65%**
Final Exam or Final Paper	**35%**

Sample assessments:
Writing Journals – (journals that ask students to explore personal connections to course content or to write to prompts related to chapters)
Writing Activities (e.g., organizers, outlines, prompts) separate from journals
Writing Exams
Midterm & Final Reflection Papers
In-Class Discussions with Leadership
Group Presentation
Annotated Bibliography

Sample Evaluation Essays:

- Clear comparison of language policy in both countries: 20 points
- Discussion/opinion about one or both language policies: 20 points
- Sources are correctly cited and original material is quoted or paraphrased: 20 points
- The essay is well-organized, including a clear thesis and at least two body paragraphs: 20 points
- Clear grammar and syntax: 20 points

Sample Evaluation Essays:

- **Comprehension:**Shows an understanding of the main points from the reading 20 points
- **Course connection:**Clearly connects the reading to our course material 30 points
- **Organization:**The essay is well-organized, including a clear thesis statement, at least two body paragraphs, a conclusion, and transitions throughout the essay 20 points
- **Grammar/Syntax:**Ideas are expressed in a clear manner with minimal grammatical and syntactical errors 30 points

Sample Evaluation Criteria for Writing Assignments

Scoring Scale
1-2 – No evidence
3-4 – Little evidence
5-6 – Some evidence
7-8 – Strong evidence
9-10 – Exceptional

Professor's Evaluation

1. Clarity. The meaning is consistently clear. 1 2 3 4 5 6 7 8 9 10

2. Focus. The writer constructs and follows a thesis statement appropriate in scope to an argument. 1 2 3 4 5 6 7 8 9 10

3. Coherence. Logical organization, with points appropriately sequenced, is evident 1 2 3 4 5 6 7 8 9 10

4. Development. The writer develops his/her position on an issue in a series of well-constructed paragraphs supported by sufficient detail and explanation and developed through the appropriate use of multiple methods. 1 2 3 4 5 6 7 8 9 10

5. Knowledge. The writer is persuasive and deals with various points of view objectively, giving thorough support for generalizations through use of sufficient and reliable data. 1 2 3 4 5 6 7 8 9 10

6. Critical thinking. The writer has evaluated information from readings, experience, and other sources; has presented it in a logical and analytical way; and has identified the assumptions behind underlying ideas. 1 2 3 4 5 6 7 8 9 10

7. Intellectual ambition. The writer thoroughly explores complex ideas. 1 2 3 4 5 6 7 8 9 10

8. Expression. The language is fluent. Translation is not noted. Vocabulary and idioms are used appropriately. 1 2 3 4 5 6 7 8 9 10

9. Grammar and usage. Sentence structure is appropriate and varied. Errors are infrequent and do not interfere with comprehension. 1 2 3 4 5 6 7 8 9 10

10. Grammar and usage. Conventions of capitalization, punctuation, paragraphing, titles, quotations, and citations are excellent. Formatting is consistent. 1 2 3 4 5 6 7 8 9 10

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195, singlestop@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130, studentaffairs@bmcc.cuny.edu.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140, counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. **If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.**

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit, call the office, or email.

Class Participation
Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC Policy on Plagiarism and Academic Integrity Statement
Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Justification of alignment with goals passed by Faculty Council 1988
As an intensive writing course for English as a Second Language students, LIN 150.6 will help students learn to communicate their ideas in writing. In addition, by analyzing the relationships among language, race, and ethnicity in the United States, students will learn to use the science of linguistics to examine social problems in the past and present, and to apply their knowledge of these topics to their own lives.

Justification of alignment with General Education goals passed by Faculty Council in 2006
This co-requisite course, combining ESL 95 with LIN 150, focuses on the general education outcomes of communicative skills, social and behavioral sciences, and information & technology literacy (see sample syllabus for more detail).