
Syllabus:

Linguistic Diversity and Identity

LLCU 110

Winter 2021

Instructor: Dr. S. Shulist

Office: Kingston Hall 400A

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Drop-in Hours: TBD, or by appointment. All drop-in hours will be held via Zoom

Teaching Assistants:

~ Course Logistics ~

As you all know, this semester at Queen's will be **entirely remote**, which means you do not have to attend class on campus. However, each of your courses may be running a bit differently. LLCU 110 will be almost entirely an **asynchronous** course - this means that material will be posted and you will be able to watch, read, or respond to it at a time that works for you, without the expectation that we will all be in the same place at the same time. The only exception is a short **optional** weekly Q&A/discussion (see information below)

Each week will follow the same basic schedule and cover one unit of material. This schedule will be modified to accommodate holidays or unforeseen circumstances. All times are Kingston time.

- Recorded lecture content will be available by Wednesday of the week **before** the unit is covered
- I will send a weekly overview email every Monday morning with general class announcements, reminders about topics and readings that are scheduled, reminders about any upcoming assignment options, and any special events or changes to the schedule. All other communications will be provided through OnQ.
- If you have questions or topics you want me to cover in the Q&A session, please send them by **4 pm on Wednesdays**. You are also allowed to bring questions on the spot, but I will prepare based on what I receive ahead of time in case no one shows up with questions.
- Optional Q&A session will take place via Zoom on **Thursdays at 11:30 a.m.**
- Assignment options will always be due by **11:59 p.m. on Thursdays**. Please see the list of options to check specific deadlines, and the policy sections in OnQ for information about extensions and lateness.
- Unit quizzes and small group discussion contributions must be completed by **11:59 p.m. on Friday**.

A Note on Deadlines, Schedules, Guidelines, and Expectations

I know that this semester is not normal. I know that you are probably figuring a lot of things out as you go along (as am I). I also know that for at least some of you, there are (or there will be) big challenges to your success this semester, including reliable internet and computer access; distractions in the home from children, siblings, or roommates; working in a different time zone/ country; economic stress and anxiety; elevated mental and physical health concerns; isolation and uncertainty; and perhaps even the loss of loved ones in the pandemic. I believe that compassion should always come first, but never more so than when so many of us require consideration. The deadlines and weekly schedule is intended to support your learning by providing a structured set of guidelines and a *general* expectation. These deadlines almost always have at least some wiggle room involved. Please check the policy section in the course OnQ page for further information about what you should do if you are concerned about your ability to keep up on a weekly basis, or if you face an emergency situation and are encountering a week of exceptional difficulties.

Required Materials:

All required readings for this course will be provided through OnQ. There is no assigned textbook.

Learning Outcomes

By the end of this course, successful students will be able to:

- Identify and describe the major parameters of global linguistic diversity, including language families, writing systems, and linguistic features
- Discuss the basic ways in which language is related to the construction and expression of diverse types of social identity (including ethnicity, gender, sexuality, race, and nationality).
- Identify and use appropriate resources to find information about languages and linguistic diversity
- Critically discuss how linguistic and social phenomena are interrelated in relation to culture, politics, and technology.

Grade Distribution

Grade Item	Value
Online Discussion Engagement	20%
Unit Quizzes	10 x 1% (drop two lowest) (10%)
Assignments (see below)	40%
Final Exam (Take-Home)	30%

Online Discussion Engagement:

You will be assigned to a group of about 10 students through OnQ. These groups will be a space where you can ask and answer questions about assigned or optional readings. Every week, by Monday morning, you have to either create a post or respond to a classmate's post. Your posts may ask thoughtful questions, discuss examples you found particularly interesting, or highlight connections between the material covered each week and other ideas from the course or between course material and other outside examples. Your responses may answer questions your classmate's pose in a thoughtful way, ask additional questions about their posts, or expand on their observations and examples.

Each post is worth 2% of your final grade, for a total of 20%. There will be no assigned discussion reading for Unit 1, so there are a total of 11 discussion posts available, meaning 1 post (your lowest, or one that you do not complete) will be dropped from consideration in your final grade.

*note: there are two different types of discussion spaces for this class. In addition to the graded discussion threads that will be housed on the course OnQ page, we will be using the Discord platform to provide a more informal space for learning, sharing, and community building in the absence of in-person meetings. **All Discord participation is optional (ungraded), whereas assigned thematic discussions in OnQ are mandatory (graded).**

Unit quizzes

Each week, you have to complete a short multiple choice quiz based on the assigned material (lectures and readings). The quizzes will allow you to check in on your knowledge, and provide a low-stakes way to help you to stay on top of the course work. Each one is worth 1% of your grade, for a total of 10% - because there are 12 weeks, you can miss two and receive full grades. You will also be allowed two attempts at each of the quizzes. If you get a lower grade that you would like, you are encouraged to go back and review the material before completing it a second time – which will situate you in a good position when thinking ahead to the final exam.

Assignments

This course is built to allow you a range of options for how and when to complete your assignments. You must complete one option from **Category A (Reflection/Response Assignments)** and two options from **Category B (Research Questions)**. A list of options in each category is available through OnQ. Each option has a specific deadline for completion.

Category A assignments are worth 20% each

Category B assignments are worth 10% each, for a total of 20%.

Please take the time to review the options carefully and make sure you plan your semester in a way that works for you. Check the policies section of OnQ for information about what to do if you want to complete two that are due on the same day, and other late/extension policies.

Final Exam

The final exam will be scheduled during the final exam period, and will be delivered over OnQ. It will be an unproctored, open book exam. While the exact number and format of questions will

be determined at a later date, you can expect that it will include some multiple choice questions as well as some shorter answer (paragraph-page length) discussion of key concepts.

Grading Information

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science

Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations for Disabilities and Extenuating Circumstances

Please see the “Policy information” section in OnQ for information about my personal policies about extensions, late assignments, and other concerns you may have about assignment submission. The information included here represents Queen’s University commitments regarding accommodation and extenuating circumstances, which I consider to be the *starting point* for providing you with the support you need – in other words, if you have additional concerns or situations that are not well covered by the below policies, please make an appointment to come talk to me to see how I can help.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts

and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Course Schedule

A more detailed schedule will be provided through OnQ. Any updates or modifications will also be announced and posted there. Please consult the information there for the most up-to-date schedule information.

Unit	Topic	Assignment Options Due
1	Course Introduction/What is Language	None
2	Language and Human Evolution/Signed and Spoken Languages	None
3	Variation Among Languages: Language Families and Linguistic Relationships	Jan 28: Animal Communication (List A)
4	Multilingualism and Language Contact	Feb 4: Language Family Description (List B) Linguistic Feature Description (List B)
5	Identity and Language Variation (“Accents” and “Dialects”)	Feb 11 Regional/National Profile of Multilingualism (List A) Case Study of a “Creole” or Mixed Language (List B)
6	Dimensions of Identity: Race & Ethnicity	Feb 25: Everyone Has an Accent (List A)
7	Dimensions of Identity: Gender & Sexuality	March 4: The Making of a Standard (List A) Case Study of a Dialect (List B)
8	Language & Cultural Diversity - Humour and Taboo	March 11: Linguistic Dimensions of Character (List A)
9	Threatened Languages and Language Revitalization	March 18: What Not to Say (List A)
10	Writing Systems	March 25: Case Study of an Endangered Language (List B)
11	Language Technology	April 1: Case Study of a Writing System (List B)

12	Language Play and Language Invention	April 8: Creating Languages (List A) Discussion of Language Technology (List B) Overview of a Language (List B)
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