

PROFESSOR: Dr. Jennifer Hallett OFFICE: Goolsby 102e (G102e) PHONE: 706-379-5133 EMAIL: jhallett@yhc.edu	WALK-IN OFFICE HOURS: M 10-11:30, 1-2:45pm T 6:30-8pm W 10-11:30am R 2-2:45 F 10-11:30am, 1-2:30pm
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REQUIRED MATERIALS:

Clark, V., Eschholz, P., Rosa, A. & Simon, B. L. (Eds.). (2008). *Language: Introductory readings* (7th ed.). New York: Bedford/St. Martin's.

= "INTRO"—when you see this on the syllabus, I'm referring to this text.

Napoli, D. J. & Lee-Schoenfeld, V. (2010). *Language matters: A guide to everyday questions about language* (2nd ed.). New York: Oxford University Press.

= "MATTERS"—when you see this on the syllabus, I'm referring to this text.

Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society* (4th ed.). London: Penguin.

= "TRUDGILL"—when you see this on the syllabus, I'm referring to this text.

COURSE DESCRIPTION:

This course includes theory and research on the role of language in social interaction. Topics include: the nature of signs and symbols; language, perception and thought; and social psychological factors in verbal encoding and impression formation.

This course is a Speaking Intensive course. It is part of a new academic program the College has developed to encourage effective written and spoken communication. This is the College's Quality Enhancement Plan (QEP). The program, *Rhetorica: The Art of Writing and Speaking at Young Harris College*, is being piloted this year.

This course will not be more difficult or require more work than a "regular" version of COMM 2300. It includes 3 presentations and class discussion as part of the course requirements. In addition to learning the course content, you will also improve your speaking skills because:

- At least 25% of a student's final grade in the course is derived from either formal presentations or class discussion, or a combination of both. In this class, 50% of your grade is based on formal presentations and in-class discussion.
- Students are required to visit the Speaking Center for assistance at least twice during the semester.
- A portion of class time is devoted to speaking instruction.

The learning outcomes for the speaking aspect of the course are as follows:

Learning Outcomes for SI Courses that Include Formal Presentations:

1. Students will demonstrate the ability to deliver well-designed explanations, arguments, or analyses.
2. Students will demonstrate the ability to make accurate and thorough explanations, arguments, or analyses and support them with relevant, sufficient, and effective evidence.
3. Students will demonstrate the ability to adapt their message and delivery to a particular audience, situation, purpose, and occasion.
4. Students will demonstrate the ability to articulate their message fluently and clearly.
5. Students will demonstrate the ability to use effective nonverbal communication.
6. Students will demonstrate the ability to manage communication apprehension.

Learning Outcomes for SI Courses that Include Class Discussion:

7. Students will demonstrate the ability to offer well-reasoned responses to specific concepts, issues, ideas, or texts related to the course material.
8. Students will demonstrate the ability to articulate their responses clearly.
9. Students will demonstrate the ability to respond to other students as well as their professor, and to respect the responses of others.
10. Students will demonstrate the ability to manage communication apprehension.

You must visit the new Center for Writing and Speaking twice this semester to receive help developing your presentation(s). Student or faculty tutors will review your presentation(s) and suggest ways they can be improved before you deliver them. This may include strategies to improve your outline, organization, visual aids, and delivery, as well as ways to manage anxiety. Presentations can even be recorded and reviewed with faculty and student tutors. The CWS is located adjacent to the Pruitt-Barrett Administration Building, in the building formerly occupied by the Counseling and Psychological Services Center. **The Speaking Center is open Mon.-Thurs. from 11-5 and Sunday from 1-5 PM. Currently, no appointment is necessary, but it is in your best interest to make one. No matter what, bring a copy of your assignment and a draft of the presentation you're working on.**

GENERAL COURSE OBJECTIVES/RATIONALE: Young Harris College is committed to “Educate, Empower, and Inspire,” so by definition this course is designed to accomplish this vision. By the end of the semester, successful students should have acquired the vocabulary, reflection and critical thinking skills necessary for effective understanding and use of language in social interaction.

Objectives:

11. To help you see the value in being able to use language to effectively communicate with others in all sorts of situations, including the workplace, with friends or family, with strangers, with those who are friendly, hostile, etc!
12. To help you hone your skills in the above, including message interpretation, message construction, and aspects of language in social interaction/communication.
13. To allow you to use critical thinking in evaluating your own and others' language.
14. To give you a sense of the ethical responsibilities of language use.
15. To provide you with a vocabulary with which to discuss the above and other course topics.

STUDENT LEARNING OUTCOMES:

16. Students will be able to identify and maximize their strengths as well as identify and improve upon weaknesses as communicators as assessed by self, peer and faculty evaluations of journal entries and activities.
17. Students will understand and be able to enact the ethical responsibilities of communicators as assessed by faculty evaluations of periodic exams, journal entries and activities.
18. Students will recognize vocabulary associated with language and social interaction concepts as assessed by periodic exams, journal entries and activities.

COURSE POLICIES AND MY EXPECTATIONS OF YOU:

19. **IN GENERAL:** It is tough to get an A from me, because I still adhere to the belief system that an A is for exceptional work. B is for above average work. C grades are average, and by definition MOST of us are average. That said, it's pretty darn hard to fail a class with me, unless you just don't show up or do the work. Whatever grade you get at the end of the class: you earned it, I did not “give” it to you.
20. **RESPECT FOR OTHERS:** By its very nature, what we do in this course makes us somewhat vulnerable. To alleviate anxiety, we must work to make our classroom a friendly, safe, non-threatening environment. We will all be attentive and responsive to each other. Any student who violates this expectation may be withdrawn from the course.
21. **ATTENDANCE:** In order for this course to be a successful learning experience for you, active and committed participation is critical; consider attendance mandatory. Excused absences are those with written documentation

and include College business, severe or contagious illness, or tragic personal loss. Perfect attendance will earn you the right to take an alternative version of your first exam during our scheduled final exam time. **Any** unexcused absences mean you forfeit this opportunity; also see below.* We have 28 class periods this semester: on your sixth absence, you have missed more than 20% of the total course, and your course grade will be dropped by one letter for each absence starting with your 6th. There will be NO exceptions to this policy, even for “excused” absences. Missing that amount of class for ANY reason means that you will not have command of the material.

22. **RESPECT FOR ME**: Arrive on time, leave on time, and be attentive during class. Turn off any electronic devices before you come to class. For each inappropriate activity you execute during class, I will **remove 1% from your semester total percentage**. *These will also negate your right to re-do the lowest graded exam at the end of the semester, even with perfect attendance!
23. **READING**: Each selection should be read BEFORE class for the day it is scheduled. It is your responsibility to locate and complete reading assignments prior to the next class period (or due date) in order to receive full credit for attendance/the assignment.
24. **LATE WORK**: There is no such thing. This is a social interaction/communication class, and late work sends a message about you and about your respect for me. Turn your stuff in early or on-time.
25. **MAKE-UP WORK**: With excused absences ONLY, I will determine whether a make-up assignment can be done, what it will be, and when it shall be due.
26. **ELECTRONIC SUBMISSIONS OF WRITTEN WORK**: I accept all written work (any assignment) through email. This may save you from being late and earning a zero for an assignment. I will provide all feedback on electronic submissions through return email, but ONLY to your YHC account. All **electronic submissions MUST be in .DOC or .DOCX format**. Any other file types will be ignored and will NOT count as having been submitted, which puts you at risk for submitting late work that will NOT be accepted. ASSUME I HAVE NOT RECEIVED your email until you get a confirmation from me. Any corrupted or incorrectly formatted files are YOUR responsibility and will NOT count as having been submitted.
27. **ACADEMIC INTEGRITY**: This is the cornerstone of a college-level education. All work in this class is subject to the honor code that each YHC student has signed. To avoid any appearance of ethical misconduct, intentional or otherwise, students must use citations in their written work. Students are expected to adhere to proper conduct during quizzes/exams, by protecting their own work as well as not looking at others’ work. **If any student engages in any honor code violation, I have the right to impose the maximum penalty**, which as you know based on a very careful reading of the code is failure IN THE COURSE. I will impose appropriate penalties for ALL violations *regardless of scope*.
28. **ACCOMMODATIONS** : Any student who has a condition that prevents the fullest expression of abilities should obtain the appropriate paperwork from the ACS and contact me immediately so that we can discuss accommodations.

ASSIGNMENTS:

29. **Spoken/written journals**: You will be required to write one journal entry per week describing your experience with language in real life. Detailed instructions for journaling will be provided separately. You will also present select journal entries to the class on 2 occasions. Each of these presentations should be approximately 5-10 minutes in duration.
30. **Discussion presentation**: in pairs you will lead a discussion about a topic of language and social interaction. You will be responsible for presenting information to the class, generating discussion among the group, and running relevant activities.
31. **Exams**: objective and open-ended questions covering vocab and concepts from the readings and lectures.
32. **Participation**: in a social interaction/communication class, you are EXPECTED to be engaged and **interactive**. The extent to which you are counts toward your course grade!
33. **Return policy**: My policy is to return written work about a week (but no more than 3 class periods) after submission.

GRADING AND ASSESSMENT:

34. **ASAP**: Showing patterns of absences, disrespect, lack of attention/sleeping during class, turning in late work or none at all, handing in inferior work and other destructive behaviors will result in early Academic Success Alert Program referrals and in most cases, very poor grades! Remember, it is my job to give you the tools to be successful, and part of that is getting the Academic Success Center and other relevant parties involved if I suspect that you are struggling.

35. **Grade breakdown:**

Leading discussion with partner	= 15%
Journals	= 20%
Journal presentations	2 @ 10% each = 20%
Exams (2)	2 @ 15% each = 30%
Participation and preparedness	= 15%

Additional assignments may be required, but will not be graded. Failure to complete such assignments will result in points deducted from the course grade, however. In other words, as long as they are completed, you'll "get credit" for them.¹

36. **scale:**

100-90%	89-80%	79-70%	69-60%	<u><59%</u>
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>

Earn your points by turning in EVERY assignment, ON TIME. Always look at the assignment sheets again BEFORE you submit work to make sure you have met all of the requirements.

Course Schedule²

Week—Date	Lesson/Assignment/Examinations	Reading
1.2—1/13	• Course introduction	
2.1—1/18	• 9 ideas about Language <i>Begin journal assignment</i>	From INTRO ch. 1
2.2—1/20	• The human ability of language	MATTERS Chapter 6 INTRO Chapter 2 (Bolton)
3.1—1/25	• How do we acquire language?	INTRO Chapter 4 (Miller) MATTERS Chapter 1
3.2—1/27	• How do we acquire language?	INTRO Chapter 42 (Moskowitz)
4.1—2/1	• What is linguistics? • What is sociolinguistics?	MATTERS Chapter 2 SOCIO Chapter 1
4.2—2/3	• Thought and language	MATTERS Chapter 4
5.1—2/8	• Are some ways of speaking better than others?	MATTERS Chapter 8 INTRO Chapter 51 (Algeo)
5.2—2/10	• Talk and action	INTRO Chapter 18 (Wardhaugh)
6.1—2/15	Language and context	SOCIO Chapter 5
6.2—2/17	• Speech communities <i>Journals (6) due</i>	INTRO Chapter 24 (Roberts)
7.1—2/22	• Language and social class	SOCIO Chapter 2 INTRO Chapter 25 (Macaulay)
7.2—2/24	Exam I	
8.1—3/1	speaking instruction	
8.2—3/3	• Language and ethnic groups	SOCIO Chapter 3 INTRO Chapter 27 (Oakland School Board)
9.1—3/15	Journal Presentations (last name A-L)	
9.2—3/17	Journal Presentations (last name M-Z)	
10.1—3/22	• Language and Gender/Sex	INTRO Chapters 36-38 Christelle and Molly
10.2—3/24	• Language and Gender/Sex (cont'd)	MATTERS Chapter 10 Leon and Sharon SOCIO Chapter 4
11.1—3/29	• Language and social interaction	SOCIO Chapter 6 Katie and Anabel
11.2—3/31	• Language and contact • Global language	SOCIO Chapter 9 Justin and Jamie INTRO Chapter 47 (Crystal)
12.1—4/5	• Metaphors • McMeaning	INTRO Chapter 31 (Lakoff & Johnson) INTRO Chapter 12 (Lentine & Shuy)
12.2—4/7	• Animal communication and language <i>Journals (6) due</i>	INTRO Chapter 41 (Kemp & Smith) CJ and Rebecca Review MATTERS Chapter 6
13.1—4/12	• Language and humanity	SOCIO Chapter 10 Meghan and Jamil
13.2—4/14	Course wrap up, catch up	
14.1—4/19	Journal Presentations (last name M-Z)	
15.1—4/26	Journal Presentations (last name A-L)	
5/2 8-10:30am	Exam 2	

¹Additional assignments may be scheduled throughout the semester. It is your responsibility to keep track of their due dates and submit them on time.

²The instructor reserves the right to make changes in the course policies, assignments, and/or schedule as needed.