



LINGUIS 237 section 001 Syllabus

Language & Immigration in Wisconsin

COURSE INFORMATION

Language & Immigration in Wisconsin

LINGUIS 237 001(3.0 Credits)

2018-2019 Spring [1194]

Description

Migration from abroad and other parts of North America brought and continues to bring myriad languages and dialects to Wisconsin. How and when did these immigrants and their descendants learn English and when and why did they begin to speak only English? How have immigrants shaped how English is spoken in the state? We will do hands-on, original research to find answers to these and related questions about immigrant languages and English past and present in Wisconsin. We'll examine social and historical issues and issues of linguistic structure, drawing on local histories, archival data, Census records and audio recordings and there are opportunities to do fieldwork in communities across the state and the region. Enroll Info: None

Prerequisite(s)

None

Breadths

H - HumanitiesS - Social Science

Instruction Mode

Classroom Instruction

Department: LINGUISTICS

College: Letters and Science

Canvas Course URL

<https://canvas.wisc.edu/>



2018-2019 Spring [1194]

Term Start Date: Tuesday, 22-Jan-2019 **Term End Date:** Wednesday, 22-May-2019

Location and Schedule: Van Hise Hall 491 MWF 2:25 PM-3:15 PM

CRN: 550024241

How the Credit Hours are Met

This class meets for three 50-minute class period each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor



Joe Salmons

✉ JSALMONS@WISC.EDU

Instructor Availability

Tu 2:00, W 1:00. **Beyond that, just make an appointment** (schedule available at joseph-salmons.net).

TA Office Hours

GRADING AND COURSE MATERIALS

Course Learning Outcomes (CLOs)

- 1 • gather and analyze data from various sources (census records, local histories, archives, recordings);
[S3139]
- 2 • develop hypotheses about immigration and language in Wisconsin, e.g. why languages have/have not survived in particular communities, why particular linguistic features have appeared or disappeared, or how people understand issues of language and immigration;
[S3140]
- 3 • apply tools from linguistics, sociolinguistics and other fields to data to test hypotheses;
[S3141]
- 4 • produce an original research paper presenting your findings.
[S3142]
- 5 This course is CommB. You should have completed Comm A (or tested out of it or be taking it now). We will work on writing, revision, oral communication, and other CommB emphases, while developing original research. Read this:
<http://www.library.wisc.edu/instruction/>.
[S3143]

Grading

Grading

1 test	50	
8 written assignments	330	(total, see below)
Disc. questions, pop quizzes	ca. 80	(total, 2 pts ea.)
Draft of paper	50	
Final paper	100	
2 oral presentations	100	(40, 60)
Participation	50	(online and in-class, including attendance)

Grading scale

A	92.5+
AB	88.5-92.5
B	82.5-88.5
BC	78.5-82.5
C	70-78.5
D	60-70
F	below 60

Required Textbook, Software, & Other Course Materials

- *Wisconsin Talk: Linguistic diversity in the Badger State*, ed. T. Purnell et al. UW Press, 2013,
- Materials on the WEP website <http://csumc.wisc.edu/wep/home>, and other links.
- Materials on Canvas

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

Exams, Quizzes, Papers & Other Major Graded Work

Written assignments and related work.

- For each assignment, I'll give you detailed guidelines. These assignments should lead naturally to your paper and parts of them may become parts of the final paper.
- Tiny quizzes, as a quick check that you've done the reading
- Readings aren't given for every session. Those days give you the opportunity to do library and archival research and then writing and revising assignments.
- Virtually every day you'll be responsible for discussion questions and for responding to other people's questions, 2 pts each. This helps make sure you're up on the reading and understanding what we're doing. Together, they'll be upwards of 10% of your grade ... if you do them well, it helps. If you don't do them, it really hurts.

1. Statement of interest in lang. & imm. in Wisconsin (10 pts)
2. Mini-survey (20 pts)
3. Linguistic diversity (50 pts)
4. Community profile (50 pts)
5. Census overview of a community (50 pts)
6. Full community profile (50 pts)
7. Evaluation of "Do you speak American?" (50 pts)
8. Evaluation of scholarly article on language and immigration (50 pts)
9. Draft of paper (50 pts)
10. Paper, final draft (100 pts)

Oral reports. You'll do two brief oral presentations, one connected to course material (mid semester) and one on your original research (late). The first will be 4 minutes and the second 10 minutes. You'll take questions and everybody will submit written questions on at least 10 presentations. You should respond to questions on our discussion forum use that in developing your research for the semester.

Homework & Other Assignments

See above.

ACADEMIC POLICIES



ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>



ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>



DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>