

**School for New Learning
DePaul University
Course Syllabus: AI 193 Language and Identity
Winter Quarter 08-09**

1. General Information

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Location: O'Hare Campus

Days/Time: Thursdays, January 8-March 19, 2009
6:30-9:30 p.m.

Required Text:

Martin, J. & Nakayama T. (2004), *Intercultural communication in contexts*, 3rd ed., McGraw-Hill. ISBN 0-7674-3013-1

Note: We will use the 3rd edition of this book in class. You may choose to purchase the quite expensive 4th edition from the bookstore; however, used copies of the third edition are available from Amazon at reasonable prices.

2. Course Description and Faculty Biographical Sketch

The language that individuals and groups use to tell their stories creates their identities. This course examines common language, especially language in media, in order to understand the connections between stories and identity. Through readings across diverse fields of study – social and developmental psychology, linguistics, political science, literature and economics – students will analyze and discuss the role of language in framing local, national and international politics and the underlying power relationships that language creates. Issues addressed include how culture is passed from one generation to the next, the connection of culture to the creation of self-identity, and how current language in the media, educational institutions and public discourse is altering both culture and identity. The course will examine the role that English plays as the global lingua franca in transmitting American cultural values to the world as well as the effects that this role is having on English itself through political correctness, forbidden speech and code words. Students will utilize intercultural communication theories to reflect upon their own self-identities and how those identities define relationships to communities and institutions as they reflect outward to understand national, ethnic and gender identities from a global perspective. Students will analyze current events as reported in the media, as well as the ethical implications language-related biases impose upon discourse, in order to create their own presentation about the topic.

Randy Hardwick has been a language and writing instructor for over ten years. A graduate of the School for New Learning's Master of Arts in Applied Professional

Studies Program, he has taught English at colleges in the United States and Mexico and presently works as head of the English Language Program in private vocational school in Chicago. Prior to embarking upon his career in higher education, Randy operated entertainment related businesses in several cities. At various times, he has also been a theatre critic, a food writer and a radio talk show host. He lived in Spain and served in the Peace Corps in the Dominican Republic.

3. Competencies

A-3-C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

H-5: Can analyze issues and problems from a global perspective. REQUIRED

1. Analyzes one or more global issues, problems, or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

H-2-G: Can evaluate the role and impact of mass media or information technology on society.

1. Specifies a medium of mass communication or an information technology and articulates its scope.
2. Describes the role that this medium or information technology plays in society.
3. Evaluates the impact of this medium or information technology on society or on one's perceptions of societal norms and issues.

F-X: Can apply principles of intercultural communication in the context of one's organization, business or non-profit, domestic or global.

1. Identifies the connection between values, beliefs and behavior in the workplace.
2. Explains how intercultural understanding enhances effective communication in the workplace

4. Learning Experience

Section I

- Learning Strategies: Students will participate in classroom discussions and cooperative learning activities as well as online discussions via the course Blackboard site.
- Journaling: Students will maintain a reflective journal detailing insights that they gain during the course with special attention to any shifts in perception that may occur.
- Required Reading: All readings for the course will be available online at the course Blackboard site or distributed as handouts in class. Weekly reading assignments will be posted when the course begins.
- Suggested Readings: Students will select additional readings related to the competence(s) for which they are enrolled from the supplemental reading list.

Section II

- Students will submit a reaction paper for each competence for which they are registered. Reaction papers are described in the assessment section of this syllabus and must relate to the student's competence(s) as follows:

A-3-C – Identify an example of how language in the media creates biases that affect a social issue and explore the related ethical implications.

H-2-G – Explain an aspect of how a particular medium or information technology is changing society via language.

H-5 – Analyze positive and negative effects of one or more aspects of English as global lingua franca.

F-X - Explain an aspect of intercultural communication in the student's focus area.

5. Outcomes

All students will be able to explain the connection between language and the creation of identity at individual, societal and global levels. Additionally, students will possess a broad understanding of the relationship between culture and identity and will be able to explain some of the ways that identity and culture are affected by today's global communication.

A -3-C – Students will identify a specific social or political issue that is affected by media bias related to language and identity and explain the ethical implications thereof.

H-2-G – Students will identify a particular medium of communication or information technology that is changing society via language and explain the positive and negative implications thereof.

H-5 – Students will identify one or more changes created by the use of English as global lingua franca and explain the implications thereof.

F-X - Students will identify one or more ways in which the need for effective intercultural communication is changing organizations in the student's focus area and explain the implications that this has on best practices in the student's focus area.

6. Evidence that Students will Submit

- Students will submit a reflective course journal referencing required course readings and class discussions.
- Students will submit one reaction paper for each competence for which they are registered. Reaction papers should be six to ten pages in length (standard academic formatting) and will present the individual reaction to selected readings from the supplemental course readings as well as information from other appropriate sources. Topics for reaction papers must be pre-approved by the instructor per the schedule of classes. Reaction papers must reflect the criteria of the outcomes related to the individual competence as described in the *Outcomes* section of this syllabus. Students should refer to their student handbooks for information related to DePaul University's academic integrity policy when preparing their reaction papers. Special attention should be paid to the section on plagiarism:

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is some else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax

even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement."

Plagiarism will result in failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

- Students will give an oral presentation (summary) on one of the reaction papers.

7. Criteria for Assessment

Participation in online Blackboard dialogues	20%
Participation in classroom discussion and activities	20%
Reflective Journal	20%
Reaction Paper and Oral Presentation	40%

Written work will be evaluated as follows:

- A** = work of superior quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of ideas.
- B** = work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents a substantive thesis and argument with evident development and support of ideas.
- C** = work minimally meets requirements set forth in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.
- F** = work does not meet minimum standards set forth in assignments or work is incomplete

Late work will be penalized. Except in cases of extreme hardship, a grade of Incomplete will not be considered. Incomplete grades will be given solely at the discretion of the instructor. No request for an incomplete grade will be considered for a student who has not regularly attended class or for one who has not completed at least two-thirds of the assignments.

8. Class Schedule

Following the first class, readings will be assigned for each week of the course. Readings will be available online through the course Blackboard site or distributed as handouts during class. Students are required to post their reaction to the readings in an online discussion of the materials prior to the next class and to comment on the reactions of at least two other class members. Therefore, it is essential that all reading assignments be completed in a timely manner. Students may work ahead once the assignments are posted.

The following is a tentative schedule and is subject to change:

Week 1 1/8	Thursday	The Stories We Tell Course Introduction and Overview
Week 2 1/15	Thursday	Culture What is culture? Culture: values, beliefs and behavior Axes of communication Is culture alive? Is it possible to understand another's culture?
Week 3 1/22	Thursday	Nations, Nationalism and National Identity National Consciousness Defining "Us" / Defining Others (Part 1) American Exceptionalism Submit First Reaction Paper Topic
Week 4 1/29	Thursday	Ethnicity, Race and Subcultures Defining "Us" / Defining Others (Part 2) Languages and Dialects
Week 5 2/5	Thursday	Cultural Representations in the Media The politics of language Traditional dress frozen in time Submit Second Reaction Paper Topic
Week 6 2/12	Thursday	English as Global Lingua Franca Do we need a global language? Cultural Imperialism and Standard English What is lost and who loses it? First Reaction Paper Due
Week 7 2/19	Thursday	Talk, talk, talk . . . What's really being said? Media as non-stop information stream Culture of celebrity and the search for individuality: a paradox
Week 8 2/26	Thursday	Image vs. Substance Public Discourse and an Educated Public News as Entertainment The business of news
Week 9 3/5	Thursday	Evolving Media: The Battle to Tell the Story New sources of information The good, the bad and the ugly Second Reaction Paper Due
Week 10 3/12	Thursday	So what? Conclusions from the journey Living in the margins Oral Presentations.

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsifications or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily, no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before the final degree certification.

SNL students wishing to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Special Accommodation

Students who feel that they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, Room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-0325-7290, DePaul University Student Center, Room 307.