

**Eng. 133 Fall 2017**  
**Language and Justice Core**  
**M/W 9:25 am – 10:40 am, Sec: FY32 (58115) Room: Haaren 521**

Instructor: Hannia Gillani  
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**Course Description:**

Welcome to English 133: Language and Justice Core. Fundamental to identity is language—the languages we speak, the language we use to describe ourselves, the language others apply to us. However, identity can be contested through choices of language. The language that we use shapes our thought and thus affects our attitudes toward the pursuit of justice. In this course, we will unpack several justice-related issues and explore the ways that language gets used to do things in society, both to shape and to reflect how we think and how we respond to issues. We will look at readings in Sociolinguistics, Language and Context, Language Arts, Language and Social Interactions, Language and Gender/Sex, Language and Bilingual Communities, Language Ethnicity and Code Switching. You will go from this course into the rest of your college education with an ear attuned to how people deliver information to affect how you think and a sense of how to shape your language to advocate for justice. I hope we will have a productive and exciting semester together. You will have an opportunity to read, write and participate in class discussions.

**Learning Objectives:**

- Describe one's own relationship to significant issues of justice (Assignment 2,4)
- Identify problems and propose solutions through evidence-based inquiry (Argumentative analysis)
- Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds (FYE group showcase)
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth (Writing Center requirement, SASP-organized activities, Assignments and Reflective writing)

**Required Texts:**

All course readings will be posted on Blackboard.

**Web Resources:**

<http://Owl.english.purdue.edu>

## **Blackboard**

Please make sure to have access to blackboard. I will post our syllabus and some readings on blackboard. If you have trouble logging in to your blackboard account, you can contact student help desk at (212)-237-8200 or email them at [blackboardstudent@jjay.cuny.edu](mailto:blackboardstudent@jjay.cuny.edu). I will give out a handout in class on the usage of blackboard. If you still have trouble using blackboard, please let me know!!

## **Grading, Expectations, Assignments, and Class Participation:**

**Coursework:** All papers must be typed APA style, double spaced with standard margins, using 12 point, Time New Roman font. All papers must include a heading with student's name date and assignment title.

**Late Assignments:** Late Assignments will be penalized a letter grade. If for any reason you cannot attend the class on the day the paper is due, you have until 12:00 am of that day to submit your paper through email.

**Class Conduct:** Respecting each other is an important part of a productive learning environment. Please respect your fellow classmates and your instructor. If there is a problem, you can address it to me after or before class. Just be Courteous of each other. I understand cellphones are a necessity but this is a class, you are here to learn. When in class put your phones on silent mode. If it is an important call or an emergency, you can excuse yourself from the class and take the phone call. I should not see anyone texting in my class. It is not only disrespectful towards your professor but also your fellow classmates. If you are caught texting, you will be given a warning and if you do it again it will be counted as lateness which might turn into an absence if it keeps happening. This will effect your grade. So, let's respect each other and enjoy our class meetings.

**E-Portfolio:** Students will be required to use e-portfolio throughout the course. Training will be provided.

### **Grading Policy:**

Assignment papers 30%

Argumentative Essay 20%

Presentation/FYE Showcase 15%

Attendance/Class participation 15%

Reflective Writings 10%

Writing Center Requirement 10%

### **Assignment Papers: 30%**

There will be 10 assignments throughout the semester. These assignments will allow you to reflect upon your own relationship with the issue of justice, as well look at different Justice related issues with a critical lens. Most of these assignments will allow you to achieve the learning objectives for this class. These assignments will be no longer than 2-3 pages each.

**Argumentative Essay: 20%**

This will be the final major Assignment/Essay of the class. You will develop your own argument about an assigned topic (a list of topics with a detailed handout on the specifics of the assignments will be given out as the semester progresses). You will be asked to respond to a specific question and to use variety of the course material to support your answer with legitimate claims and evidence.

**Presentation/FYE Showcase: 15%**

Students will be divided into groups and will be asked to choose from one of the many sub themes of 'Language and Justice' from our class to prepare a presentation. Guidelines for the Presentation will be given as the semester progresses. This Presentation will be expanded into a Final FYE Showcase Poster. Again, guidelines of the Final Showcase Poster will be given as the semester progresses. This will allow the students to assess the effectiveness of one's own role in collaborations with people of diverse backgrounds.

**Attendance/Lateness/Class Participation: 15%**

**Attendance/Lateness:** Attendance is an important part of the course. In each class, we will have vital discussions of the readings and reflective responses. I will take attendance in each class. Please be on time. If you are late, not only will it affect your participation grade but it also disrupts the class. Two lateness's equal to one absence. You are allowed 4 excused absences but it is advised to not miss any of our class since it will take away from your participation points. So, try not to miss a class or be late to class. If you miss more than 4 classes, it will be the grounds of failing this course.

**Participation:** Participation is a must in this class. Throughout the semester you will be asked to submit a reflection assignment every week. Make sure to come prepared to class because we will be having class discussions and reflections on the reading assigned.

**Reflective Writing: 10%**

Students will occasionally be asked to write a reflective piece on an article or class discussion. The purpose of these entries is to further the student's application of course readings, class discussions and activities to their developing self-awareness as, as agents of change and emerging leaders in Justice.

**Writing Center Requirement: 10%**

(<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>)

The Writing Center, located in room 1.68 in the New Building, is a service that provides free tutoring in writing. The visits to the writing center are mandatory and will account for your overall class participation grade. Students must attend at least 2 Writing Center tutorials relating to work for this class and return signed confirmation slips to the professor to demonstrate attendance. Tutorials may be used for brain-storming, thesis formation, organizing and structuring ideas, revision strategies, conceptual and sentence-level skills, and documentation. Students may attend for

extra credit additional tutorial sessions or workshops relevant to this course (I will post a list of these on Blackboard). Every tutorial session after the 2 required will earn 2 extra-credit points on the final

### **Official College Grading Criteria**

A, A-	Excellent
B+, B, B-	Very Good
C+, C, C-	Satisfactory
D+, D, D-	Poor
F	Fail

### **Plagiarism/Cheating; or, How to FAIL by Using Cut & Paste**

This class should help you with skills to prevent inadvertent plagiarizing when synthesizing sources to write essays. The following (fittingly) is **taken** from the Brooklyn College website on Academic standards, which can be found at:

<http://www.brooklyn.cuny.edu/pub/documents/academicintegritypolicy.pdf>

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual works without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

### **How to be successful in this class:**

1. Come to class on time and prepared to participate. Participation includes having assignments completed, bringing needed materials, contributing to discussions in a positive manner, and working on what is assigned during the class period.
2. Keep this syllabus and any changes made to it on hand. Know when writing assignments are due. Know when reading should be completed.
3. Keep all of your work. Do not throw anything away.
4. Ask questions. It is your responsibility to find out what you need to know in order to be successful in your academic endeavors, as well as in the other areas of your life. Check the class Blackboard site at least once a week.

## Class Schedule: Tentative

### Week 1

**Mon., 8/28** - Course Introduction: Relationship Between Language and Society. What is 'Justice'. Syllabus Review. In-class introductory assignment.

**Wed., 8/30** - Discussion of Frederick Douglass, *Learning to Read and Write* and George Orwell, "*Why I Write*" (1946). Reflective Writing. **Assignment 1**

### Week 2

**Mon., 9/4** - NO CLASSES

**Wed., 9/6** - Discussion of Pinker, Steven (1994) "How language works," Chap. 4. Discussion of "If Black English Isn't a Language, Then Tell Me, what is?" by James Baldwin. Group Work. **Assignment 2:**

### Week 3

**Mon., 9/11** - Discussion of García, O., Evangelista, I., Martínez, M., Disla, C., & Paulino, B. (1988). *Spanish language use and attitudes: A study of two New York City communities*. Reflective Writing

**Wed., 9/13** - Discussion of *Yorkville crossing: White teens, hip-hop and African American English* by Cecilia Culter and *The construction of white, black and Korean American identities through African American Vernacular English* by E. Chun. Rhetorical Terms worksheet. **Assignment 3**

### Week 4

**Mon., 9/18** –*Language and negotiation of ethnic/ racial identity among Dominican Americans* by Benjamin Bailey. Rhetorical Analysis

**Wed., 9/20** – NO CLASSES. **Assignment 4**

### Week 5

**Mon., 9/25**- *How to Tame a Wild Tongue* by Anzaldua Gloria

**Wed., 9/27**- *Mother Tongue* by Amy Tan. Reflective Assignment. **Assignment 5**

### Week 6

**Mon., 10/2** - Do Things With Words Reading: J. L. Austin, 'Lecture I'. Group assignments.

**Wed., 10/4** - Language Acts Reading: J. L. Austin, 'Lecture IX'. **Assignment 6**

### Week 7

**Mon., 10/9** – NO CLASSES

**Wed., 10/11**- In-class workshop/Group assignment

Week 8

**Mon., 10/16-** *Sexism in Language and Sex Differences in Language Usage: Which Is More Important?* by Carol Weiher

**Wed., 10/18-** "*Night to His Day*": *The Social Construction of Gender* by Judith Lorber and *GenderTalk: Power, Language, and Perceptions of Gender in the English Language* by Chris Burke pg9-54. **Assignment 7**

Week 9

**Mon., 10/23** – Watch “*Stand and Deliver*”

**Wed., 10/25** – In-class group assignment and reflective writing on the movie. **Assignment 8**

Week 10

**Mon., 10/30-** *Building a Culture of Solidarity: Racial Discourse, Black Lives Matter, and Indigenous Social Justice* by Santos F. Ramos

**Wed., 11/1** – *White Privilege: Unpacking the Invisible Knapsack* by Peggy McIntosh. Discussion of the argumentative Essay.

Week 11

**Mon., 11/6** - *Slang, Dialect, and Other Types of Marked Language*. [American History Through Literature 1870-1920](#). *Encyclopedia.com*.

**Wed., 11/8-** Discussion of *Choosing a Code* by Wardaugh Chp.4 . Group Work . **Assignment 9**

Week 12

**Mon., 11/13-** Discussion of *Why Bilinguals Are Smarter* by Yudhijit Bhattacharjee. Rhetorical Analysis Worksheet

**Wed., 11/15-** Discussion of *My Life as an Undocumented Immigrant* by Antonio Vargas. In-class workshop on Argumentative Essay. **Assignment 10**

Week 13

**Mon., 11/20** –[Pedagogy of the Oppressed](#) by Freire. Chapters 1,2. Draft of the Argumentative Essay Due

**Wed., 11/22** –[Teaching to Transgress](#) by Hooks. Chapters (1-5) and (7-9)

Week 14

**Mon., 11/27-** “*Politics and English Language*” by George Orwell. Reflective Writing

Week 15

**Mon., 12/4** – In-class group assignment. Discussion and preparation for the Showcase.

**Wed., 12/6- Final FYE Showcase Review. Final Argumentative Essay Due**

Week 16

**Mon., 12/11- Final FYE Showcase. Final Reflective Writing.**