JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __4/18/15__

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu .

1. a. **Department(s) or program(s)** proposing this course___English_____

    b. **Name** and contact information of proposer(s)____Jay Paul Gates_____

        Email address(es___jgates@jjay.cuny.edu_____
        Phone number(s)_____4406_____

2. a. **Title of the course** ____Language and Justice_____

    b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) _____ Language and Justice _____

    c. **Level** of this course   __x__100 Level   ____200 Level   ____300 Level   ____400 Level

    Please provide a brief rationale for why the course is at the level:

This is an introductory course. It has been designed to mesh with the process of skills acquisition in ENG 101. This course is aimed at introducing students to some fundamental and practical ideas about how language operates and is used to create, categorize, or delimit ideas. Students will engage with the ideas through a number of low-stakes writing assignments that are scaffolded to get them to think about their understanding of their own language and how it affects their thought. They will also apply several basic concepts to analyses of language used in public discourse, particularly as represented by print news media. They will also engage with language as it is used to make political claims. Students will also undertake projects that provide them with models for how to pursue their own interests, especially as related to justice, through the rest of their studies and beyond.

    d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): _____ENG_____

3.   **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course encourages students to identify an issue of justice and to think about how the language used around that issue shapes how people think about it. The course will also help students understand their own language usage to more effectively frame people's understanding of the issue. Thus students will be learning about how language works in society, how language affects perception (e.g. through cognitive frames), how language is and can be used in politics or in organizations, and how they may best shape their language to have the effects they want to have on an audience (e.g. how to make their language performative, how to make it *do* things). Students will also identify ways for them to engage directly with their selected issue of justice and bring the skills that they develop in the class to bear on it. Examples may include developing projects with campus clubs, the College Office of Community Outreach and Service Learning, or other campus- or community-based initiatives.

4.   **Course description** as it is to appear in the College Bulletin**. (**Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

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 a number of 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. 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.

5.   **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

6.   Number of:
       a. Class hours   __3___
       b. Lab hours   _____
       c. Credits   __3___

7.   Has this course been taught on an **experimental basis**?

       __x__ No   ____ Yes. If yes, then please provide:

8.	**Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

In this course students will:
- Describe one's own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds
- 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

9.	Will this course be part of any **major(s), minor(s) or program(s)**?

	__x___No		_____Yes

	If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

10a. Will this course be part of JJ's **general education program?**

No _____	Yes __x___	If yes, please indicate the area:

College Option:

Justice core 100-level: Justice & the Individual	**x**
Justice core 300-level: Struggle for Justice & Equality in U.S.	
Justice core 300-level: Justice in Global Perspective	
Learning from the Past	
Communication	

10b. Please explain why this course should be part of the selected area.

This course encourages students to identify an issue of justice that they are interested in and to think not only about how the language used around that issue shapes how people think about it, but how students can craft their language to more effectively frame people's understanding of the issue. Thus students will be learning about how language works on the brain, how language works in society, how language is and can be used in politics, and how they may best shape their language to have the effects they want to have on an audience. Students will also identify ways for them to engage directly with their selected issue of justice and bring the skills that they develop in the class to bear on it. Examples may include developing projects with campus clubs, the College Office of Community Outreach and Service Learning, or other campus- or community-based initiatives.

10c. If yes, frequency and number of sections to be offered for General Education:

       Every semester __x___   Number of sections: ___1__
       Fall semesters only _____   Number of sections: _____
       Spring semesters only _____   Number of sections: _____

11 .   How will you **assess student learning**?

Short papers, analytical papers, reflective papers, in-class participation

12.   Did you meet with a librarian to discuss **library resources** for the course?

       Yes__x__ No___

- If yes, please state the librarian's name___Marta Bladek___
- Are there adequate resources in the library to support students' work in the course   Yes___x____ No_____
- Will your students be expected to use any of the following library resources? Check all that apply.

Possibly

- ➤ The library catalog, CUNY+ ____
- ➤ EBSCOhost Academic Search Complete _x___
- ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _x___
- ➤ LexisNexis Universe ____
- ➤ Criminal Justice Abstracts ____
- ➤ PsycINFO ____
- ➤ Sociological Abstracts ____
- ➤ JSTOR ____
- ➤ SCOPUS ____
- ➤ Other (please name) _____

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: Dec, 2015

15. **Faculty -** Who will be assigned to teach this course? Jay Paul Gates, Mark McBeth, Tara Pauliny

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

    __x__No

    ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

    __x__Not applicable

    ____No

    ____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

    _x__No

    ___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: Allison Pease, Chair, Department of English

John Jay General Education College Option
Course Submission Form

Course Prefix & Number	Eng 1XX
Course Title	Language and Justice
Department or Program	English
Discipline	English
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	
Co-requisites	
Course Description	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 a number of 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. 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.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course   ☐ revision of current course   x☐ a new course being proposed

John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

Justice Core x☐ Justice & the Individual (100-level) ☐ Struggle for Justice & Inequality in U.S. (300-	☐ Learning from the Past	x☐ Communication

level) ☐ Justice in Global Perspective (300-level)		

Learning Outcomes   **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**

I. Justice Core I Freshman Year Seminars: Justice and the Individual

Justice Core First Year seminar courses are designed to support student's academic success by helping them to transition to the college environment and academic expectations; specifically:

Please explain how your course meets each of these 5 learning outcomes

Students will:

Students will identify an issue of justice that they are interested in. They will examine the cognitive frames used to address that issue, the language used to discuss that issue, their cognitive framing of the issue, and the language they use to address that issue. See prep assignments 1–4 in model syllabus.	• Describe one's own relationship to significant issues of justice
Students will identify and critically examine argumentative texts on issues of contested justice. They will provide analysis of the texts and propose alternative cognitive and linguistic approaches to addressing the issue. See argumentative analysis in model syllabus.	• Identify problems and propose solutions through evidence-based inquiry
Students will engage with the language and perspectives of the authors concerning matters such as race, ethnicity, nationality, sex, gender, sexuality, and class that they read. They will then reflect on the language that they use when it comes to such matters. Reflection and discussion will be collaborative within class, guided by Amie MacDonald's (2002) discussion of epistemic privilege. See	• Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds

prep assignments 6–9 in model syllabus.	
Assignments will be scaffolded to guide students through the process of different models of cognitive, linguistic, and rhetorical analysis. Assignments will require students to examine their own developing thought processes by later assignments requiring active engagement with or reflection on earlier ones. See model syllabus.	• Demonstrate effective planning and reflection to accomplish specific course outcomes
Students will be required to make use of the Writing Center and will be encouraged to seek out opportunities to engage with issues of justice that they are interested in, including identifying academic and non-academic plans for their John Jay career. See final reflection in model syllabus.	• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

John Jay Justice Core
Justice and the Individual

Language and Justice
Eng 1XX
MW 9:25–10:40

Professor J. P. Gates
Office: NB 07.63.35
Office hours: W 11:00–12:00
Email: jgates@jjay.cuny.edu
Phone: 646.557.4406

Course Description
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 a number of 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. 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.

Required Texts
Peter Trudgill, *Sociolinguistics: An Introduction to Language and Society*, 4th ed. (Penguin, 2001). ISBN: 978-014-289213

Texts Available on Blackboard
Elizabeth Armstrong, '"Good Girls": Gender, Social Class, and Slut Discourse on Campus'
J. L. Austin, 'Lecture I'
J. L. Austin, 'Lecture IX'
Kamau Braithwaite, 'Nation Language'
Suresh Canagarajah, Translingual Practice: Global Englishes and Cosmopolitan Relations
Jon Feere, 'Language in the Immigration Debate: Associated Press Pushes Back Against Illegal Alien Activists'
James Gee, 'Discourses and Literacies'
George Lakoff, 'Preface' and 'Categories and Cognitive Models'
George Lakoff, 'The Mind and Politics'
Laurel Richardson, 'Gender Stereotyping in the English Language'
Zadie Smith, 'Speaking in Tongues'
Jose Antonio Vargas, 'My Life as an Undocumented Immigrant'

Policies
Attendance: You may be absent up to 4 times without penalty beyond lowering your participation grade.

Learning Objectives

- Describe one's own relationship to significant issues of justice (prep assignments 1–3)
- 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 (prep assignments 5, 6, 7, 8, 9 require reflection on this and will feed into class discussions)
- Demonstrate effective planning and reflection to accomplish specific course outcomes (assignments are scaffolded to accomplish this as well as to help students set educational goals for themselves going forward)
- 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, prep assignments 1–4, final reflection)

Grading

Preparatory papers	20%
Participation	20%
Argumentative analysis	20%
Final reflection	20%
Writing Center tutorials	10%

Writing Center Requirement (http://jjcweb.jjay.cuny.edu/writing/homepage.htm)
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 grade; every workshop will earn 1 extra-credit point on the final grade.

Week 1
1) Introduction: Relationships Between Language and Society: What is 'Justice'?

2) Sociolinguistics
   Reading: Trudgill, pp. 1–22
   Due: Prep 1

   Please identify a current social or political issue that you feel significantly affects you personally and your experience of justice (you may glance ahead in the syllabus for thematic ideas if you are stuck on this). First, list 5–10 words or brief phrases that you think particularly express the issue as you see it. Then, in no more than 2 pages, explain why you think this issue is important, how it relates to you personally, and how you would define 'getting justice' or 'doing justice' in relation to this issue.

Week 2
1) Mind and Language
   Reading: Lakoff, 'Preface' and 'Categories and Cognitive Models'

Due: Prep 2

Consider Lakoff's argument regarding categories and how they shape thought. Then, in no more than 2 pages, define 'justice', identify the categories you associate with justice, and explain whether you think the definition of justice that you offered is sufficient, whether it addresses all of the categories you have listed, whether the definition you supplied is limited by the categories you have listed.

Week 3
1) Language and Context
   Reading: Trudgill, pp. 81–104
   Due: Prep 3

   Return to your first prep assignment. Look at your list of 10 words or brief phrases. In no more than 3 pages, using Lakoff's discussion of cognitive framing, explain how your vocabulary has framed the perspective you put forward, and then discuss whether the cognitive frame that you presented in the list is also present in your explanation of the importance of the issue. Do not write in general statements. Quote your first prep assignment as evidence of your claims and discuss details of those quotations in support of your explanations.

Week 4
1) How to Do Things With Words
   Reading: J. L. Austin, 'Lecture I'

2) Language Acts
   Reading: J. L. Austin, 'Lecture IX'
   Due: Prep 4

   J. L. Austin argued that we use language not only to assert claims, but to *do* things. Return to your third prep assignment in which you examined how the language you used framed the perspective you put forward. In no more than 3 pages, identify potential language acts in your discussion. Suggest which of Austin's categories of language acts your examples fall into. If your language asserts claims but does not do anything, suggest how you could make your language more performative (i.e. how to make your language *do* something) and, emphasizing performative utterances, you could promote greater justice in the issue you are concerned with. Do not write in general statements. Quote your third prep assignment as evidence of your claims and discuss details of those quotations in support of your explanations.

Week 5
1) Language and Social Interaction
   Reading: Trudgill, pp. 105–18

2) Solidarity and Politeness
   Reading: Wardaugh, 'Solidarity and Politeness'

Week 6
1) Discourse

Reading: Gee, 'Discourses and Literacies'

Week 8
1) Language and Sex
   Reading: Trudgill, pp. 61–80

2) Defining Vocabulary
   Reading: Richardson, 'Gender Stereotyping in the English Language'
   Due: Prep 6

   Looking at examples from 6 propositions or categories, Richardson concludes that 'the use of language perpetuates the stereotypes for both genders and limits the options available for self-definition' (121). However, Richardson published this piece in 1981. In no more than 3 pages, respond to her analysis and whether or not it is still valid. Consider whether her 6 propositions are relevant some 35 years on, whether new categories should be added, others modified or eliminated. Be specific in your examples and critiques. If you reject one of her examples, consider whether there is a comparable example that works better and state what it is and why it is or is not comparable. Although you may use examples of language that you or those around you use, finding examples in print is even better.

Week 9
1) Language and Social Class
   Reading: Trudgill, pp. 23–42

2) Seeing (through) the Other
   Reading: Armstrong, '"Good Girls": Gender, Social Class, and Slut Discourse on Campus'
   Due: Prep 7

   Armstrong's study suggests that multiple discourses can operate at once and in tandem. Her particular study shows a tendency to conflate negative categories and then apply the language of one to the other, regardless of whether that language represents reality or addresses facts. However, her discussion does not suggest that there is any particular agenda of those in her study and possibly little more than a policing of the boundaries of social status. In no more than 3 pages, compare Armstrong's findings with Richardson's conclusions. Discuss whether you think they reach similar conclusions, whether Armstrong pushes Richardson's in a new or productive direction, whether the language that Armstrong sees in play represents a limitation of perception or whether limited perception drives the language she describes being used.

Week 10
1) Code Switching
   Reading: Wardaugh, 'Choosing a Code'
   Due: Prep 5

   In no more than 2 pages identify at least 2 linguistic codes that you use, where you use them, when, and with whom. Give examples of language that you use in each of the linguistic codes you identify (words,

phrases, syntax, tone). Explain what conditions affect your choice of code in a context. Give examples of contexts and their possible conditions. Explain what conditions might allow you to shift from one code to another in a single context. Try to consider how conscious you are of the codes you use in context and whether you think about which codes to use when.

2) *Reading*: Smith, 'Speaking in Tongues'

Week 11
1) Language and Ethnicity
   Reading: Trudgill, pp. 42–60

2) Language and Nation
   Reading: Trudgill, pp. 119–46

Week 12
1) Who Belongs: Migrants, Immigrants, and Illegals
   Reading: Vargas, 'My Life as an Undocumented Immigrant'
   (http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html)
   Due: Prep 8

   Regardless of your political persuasion, Vargas is an engaging story-teller and intelligent rhetorician. Putting aside any political response, in no more than 3 pages, identify the political (or social or ethical) claims that he is making and examine the language that he uses to to advance them. Which language stands out and how does it modulate response? Pay particular attention to language of inclusion and exclusion. Do not speak in generalizations. Quote language that you think is important and explain what effects that language has and why.

2) Who Belongs: Migrants, Immigrants, and Illegals
   Reading: Feere, 'Language in the Immigration Debate' (http://cis.org/sites/cis.org/files/feere-language-ap.pdf)
   Due: Prep 9

   Feere takes a strong position in relation to the language of immigration, advocating for a language of law. Putting aside any political response, in no more than 3 pages, identify the political (or social or ethical) claims that he is making and examine the language that he uses to to advance them. Which language stands out and how does it modulate response? Pay particular attention to language of inclusion and exclusion. You may find it useful to compare Feere's arguments and language with those of Vargas. Do not speak in generalizations. Quote language that you think is important and explain what effects that language has and why.

Week 13
1) Owning the Language
   Reading: Canagarajah, Translingual Practice: Global Englishes and Cosmopolitan Relations

2) Being in the Language

Reading: Braithwaite, 'Nation Language'

Week 14
1) Language and Humanity
    Reading: Trudgill, pp. 185–204

2) Wrap up
Due: Argumentative analysis

Choose an argumentative text that addresses language concerning an issue of contested justice. In 2–3 pages, describe how the text cognitively and rhetorically frames and performs its discussion. Then in 2–3 pages, respond to the performance and explain the validity of the case made. You may use no more than one source that we have read for the class (the library resources that you have learned about in your Eng 101 course will be useful to you here). It will be beneficial to your analysis if you find sources from different political positions. In 2–3 pages, make an argument for how the issue could be cognitively and rhetorically framed to advance justice on the issue. Be sure to define 'justice' as you use it.

Due during exam: Final reflection

In a structured essay with a thesis, evidence, and analysis, discuss how you have come to understand the relationship between justice and language and how language may be deployed to bring about greater justice on an issue that you are concerned with. Identify how you can engage with that issue of justice in your time at John Jay, both in your studies and as an organizer or activist. You may find resources through the Office of Community Outreach and Service Learning (http://www.jjay.cuny.edu/community-outreach-and-service-learning-0) and any number of student organizations (http://www.jjay.cuny.edu/student-organizations). Be specific and give examples. Please keep this to no more than 5 pages.