

Department of Linguistics
The DIETRICH School of Arts & Sciences, University of Pittsburgh

Welcome to Aspects of Sociolinguistics

In this document, I provide the following:

- My contact information, office hours
- Safety, engagement opportunities, and recording
- Class overview, and goals and materials
- Expectations, values, and format
- A detailed calendar
- Specific guidelines for each assignment and assessment criteria
- Grading summary
- Important university guidelines

This document has a navigation pane¹ and a TOC which will allow you to navigate content easily. Please ask me if you need anything. I will also go over our syllabus during our first meetings. And I will always allow few minutes in every single session to discuss syllabus, expectations, and progress. All of these sections will also be available on Canvas.

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¹ Click the **VIEW** tab at the top of the window, Check the box to the left of **Navigation Pane** in the **SHOW** section of the ribbon, the **NP** should be open at the left side of the window

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1. COURSE INFORMATION, OFFICE HOURS, CONTACT DETAILS

Class information: Aspects of Sociolinguistics | LING 1267 | Writing Requirement Course

Days: Tuesday, Thursday

Lecture: 1:00 PM-02:15 PM

Instructor: Abdesalam Souidi, PhD,

Personal Website: <http://www.pitt.edu/~soudia/>

Twitter: @ProfSouidi

Email²: soudia@pitt.edu

Office Hours: Office hours are a great place to work one-one-one, discuss assignments and how we can best personalize your learning and attend to any questions you have about the course. I will be holding classes in-person as long as it is permitted by Pitt. But I will hold office hours regularly online on the following days.

When:

Tuesdays from 9:15am-10:45am

And by appointment

Book me here: <https://souidi.youcanbook.me/>

Meet me here: <https://pitt.zoom.us/my/souidi>

2. COURSE OVERVIEW, GOALS & OBJECTIVES:

This course aims to introduce you to topics related to the study of the interaction between language and society: the social basis of language, and the linguistic basis of social life. We will address questions/topics such as:

How do social relationships influence language and vice versa?

What drives people to make linguistic choices?

Attitudes towards languages, dialects, and society; Language and Gender; Language and Power; Language, Ethnicity, and Race; Language Variation; Multilingualism; Bilingual education and language planning; Discourse Analysis; Practical applications of sociolinguistics

Additional skills you will learn

At the end of this course, you will better be able to:

- a. critically read articles and explain their importance to others;
- b. advocate, in front of an audience, for your perspective;
- c. question and learn from a speaker, rather than just listening to a lecture;
- d. write several kinds of academic prose;
- e. learn about cultural and linguistic diversity.

² For questions on class content, please use office hours or ask in class. For scheduling, please use the book me link.

3. READING MATERIAL

3.1 Required materials

- A) English With An Accent, Author: Lippi-Green (LG), Publisher: Taylor & Francis, ISBN 9780415559119
- B) What Is Sociolinguistics?, Author: Van Herk (VH), Publisher: John Wiley & Sons, @2018 John Wiley & Sons, Inc.
- C) supplemental readings address an array of issues related to sociolinguistics and will add diverse authorships, examples from different linguistic systems.

4. HEALTH, ENGAGEMENT, AND RECORDING³

During this pandemic, it is extremely important that you abide by the public health regulations, the University of Pittsburgh's health standards and guidelines, and Pitt's Health Rules. These rules have been developed to protect the health and safety of all of us. For the most up-to-date information and guidance, please visit www.coronavirus.pitt.edu and check your Pitt email for updates before each class.

Remember, I am here to help you succeed in this class. Keep in mind [collaboration](#), [teamwork](#), and [transparent communication](#) will help all of us succeed.

Additionally, I appreciate the time you took to respond to the pre-semester survey. Your responses to what an inclusive classroom means to you, information about accommodations, and what drew you to this class, for example, will help me to adjust the organization and pedagogy of the class. Over the course of the term, I will conduct short additional surveys to check on your progress and improve your experiences.

You will always hear from me via email before class if our plans ever change per communication from the University.

- I will hold virtual office hours regularly as often as needed for one-on-one discussions. You will see information on when these are and how to sign up and “where” to go, under office hours on Canvas. I have also placed this information on page 4 above.
- I will allow flexible assignment deadlines and a few grace periods on individual bases. For example, students dealing with challenges should feel free to request extensions on assignments. **I will always be ready to discuss plans to make up work.**
- I will build in various check in points during the term to monitor progress

³ To write this section, I relied on recommendations from Pitt Teaching Center

Assessments:

As per usual my classes consist of

- Formative assessment (low-stakes assessment designed primarily to help students improve).
- Summative assessment: high-stakes assessments designed primarily to evaluate students.
- This class has
 - writing exercises
 - perspective papers covering multiple course components
 - a term paper.
 - End of term workshop
 - Group discussion

Statement on recording:

As mentioned above, I will record synchronously because the learning does not just come from me but comes from your contributions too and sharing of diverse experiences.

This does not mean that you may record the class; the general statement which requires you (as a student) to take permission to record still applies:

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private study.”

5. EXPECTATIONS, VALUES, FORMAT AND POLICIES

5.1 Expectations:

YOU

- You will respect the views of all the participants in this class
- It is important that we work together to create a diverse, inclusive space for all.
- If you put in the effort, it is possible for everyone to get an A or A+.
- You are intelligent and mature and can be relied upon to do work that results in more learning, and better grades.
- You will submit work on time and put your best effort into writing assignments.
- You each learn in a unique way, and I cannot expect everyone to arrive at the goals through the same path.
- You would like a course that is relevant to your lives, or your future lives, in some way.
- I expect you to look at this document (the syllabus) very closely
- If you must miss class, please talk to me about it in the next class or office hours (not via email). Lecture notes will all be available on Canvas
- Follow syllabus and submit on time. Discuss with me if you need extensions.

ME

- I will present my goals, objectives, and standards clearly and openly.
- Everything we do will be focused on the ultimate goal of your learning.
- My job is help you reach your goals and work together.
- Every assignment will have clear instructions and assessment criteria
- Over 98% of my students get an A/A+ because I always create a supportive environment to work together.
- I am reachable and available. And I value open and honest communication.
- Previous students have ranked my availability at 100%
- If you ask me about something I don't know, I will do research on it and get back to you by next class or before.
- I will respect every student's perspective and attempt to balance all perspectives and allow every student a voice.
- If you feel uncomfortable in class, you can expect me to listen to your concerns.
- I will do my very best to create a very friendly and very comfortable atmosphere that is conducive to learning.
- All due dates are listed on the calendar. Plan accordingly. Talk to me if you have any difficulties to make arrangements.
- I will be happy to discuss your work with you anytime
- You will have the chance, during the semester, to give me feedback about what is good and bad about the course, and I will consider seriously whether I should change the course considering these comments.
- I will hold regular office hours.

5.2 Cell phone/laptop policies apply to all of us:

We are all going to turn off our cell phones/or silence them during class. If there is an emergency for which you need to be on call, you should discuss it with me ahead of time. Similarly, I will do the same with all of you if I need to have my phone. We will not text in class or use our laptops for any other purposes outside of class needs.

5.3 Format: presentations, discussions, lectures, and assignments

Overall, each topic will benefit from the following: 1) Guided reading: we will read about a particular topic before class. 2) We will present (see section [5.3.1](#) below) on it in class, summarize the main points. 3) we will then discuss it and think of other applications. 4) Finally, we will do exercises/writing assignments.

5.3.1 Presentations (15%)

Student presenters will give a presentation on the topic as per calendar and class presentation schedule (see section 6). Presenters must discuss their plan with the instructor ahead of time. We can easily do this after class. A class presentation is a serious matter because the learning of others and yours depends on it. You will find below presentation assignments under the calendar. The meeting we will have before your presentation also allows us to negotiate content and organization. Your presentation (ppt) is due at 10 pm on the day before class. This will give you

time to practice, consult memo questions (see [7.4](#)), work on your class-based paper (see below), and get a good night's sleep before your presentation. Being prepared ahead of time is good habit to cultivate.

Also, presenters are encouraged to **show initiatives** in the whole class's learning process by making reading suggestions and finding additional resources for the class to share. Such contributions will be noted and will be reflected in your in-class participation and presentation scores.

Presenters will also write a joint paper on the topic of their presentation. It is important that you collaborate. Papers will be due by 11:59PM on the following day. I suggest writing the paper first then generate a presentation out of that: **“a clear, organized write-up lends itself to a compelling oral presentation”**. **But you can also do it the other way around. I am available to discuss how to write a paper collaboratively.**

Discussion: After each presentation, we will break into assigned groups. The presenters (where applicable) will lead discussions on the assigned topic and pose further questions of each other. We will also make use of some of the memo questions or questions designed by the instructor. This work counts towards your participation grade.

5.3.2 Class participation (20%)

This grade will be based on willingness to participate in class. I recognize that not everyone likes to speak out in front of the entire class, so I will give ample opportunity for you to participate in groups. Participation in these groups counts for this grade as well. There will be several writing assignments as well in class which will require group work. I will not collect these assignments, but you will get a chance to share your responses with everyone in class. There will also be asynchronous opportunities (reading responses, discussion). Canvas always produces reports on how much each student is interacting with the modules and overall course content.

5.3.3 Paper/writing assignments (see detailed guidelines in section 6 below)

You are required to write the following:

- (a) one 4-page CP-based paper (based on your slides and speaker notes) **(15%)** (written with your co-presenter)
- (b) 2 short assignments (2 pages each) **(20%)**
- (c) in-class/remote writing (it will not be collected, but will count towards participation and writing quota, some of it is memos)
- (d) term paper (7 pages) **(20%)**

You will receive **feedback** on these papers, and you will be given **a chance to improve** your work if needed. Your papers should **be double spaced, 12-point font size, APA style**. Additional directions can be found below.

5.3.4 Reading responses/memos (10%) (see guidelines below)

For every presentation (CP), a 100- to 150-word response to the assigned reading is due. I will also require memos even when it's not a presentation day.

6. CALENDAR

Key: LG: Lippi-Green; VH: Van-Herk; SK: Scott Kiesling; BJ: Barbara Johnstone; JB & SG: Jennifer Bloomquist & Shelome Gooden; KW: Keith Walters

CP (Class presentation), CP-BP (Class presentation-based paper), M-/Memo (Reading response as defined below)

Date	Topic	Readings	⁴ Class presentation	Short paper Assignments	Memo (9pm) paper milestone
Aug 30	Intros, organization				
Sept 01	Sociolinguistics: history, concepts	LG 1, VH 1			⁵ Memo-1
Sept 06	language, society, methods	VH 2			
Sept 08	Place (A), Place (B)	VH3, BJ	CP 1 (place B) BJ	CP-BP ⁶	Memo-2
Sep 13	Time	LG 2, VH 5	CP 2	CP-BP	Memo-3
Sept 15	Language Myths, accents	LG 3, LG 4		⁷ PA 1 out	
Sept 20	Language subordination	LG 5			
Sept 22	Status and Class	VH 4 & (12)	CP 3 CP-BP		Memo-4
Sept 27	Race & Ethnicity	VH6, LG10		PA 1 due	Paper Topic ⁸
Sept 29	Place reconsidered	LG 11, (SG)	CP 4	CP-BP	Memo-5
Oct 04	Movie & Discussion No Reading				
Oct 06	Lge Ideology in Disney	LG 7	CP 5	CP-BP	Memo-6
Oct 11	Language & Gender 1	VH 7		PA 2 out	
Oct 13	Gender/Sexuality, Dude	SK	CP 6	CP-BP	Abstract, M-7
Oct 18	Style	VH8	CP-7	CP-BP	Memo-8
Oct 20	Interaction 1, speech events	VH 9			
Oct 25	Interaction 2, face theory	VH 9 + TBA		PA 2 due	
Oct 27	Interact 3, power & solidarity	VH 9+ TBA			
Nov 01	Writing session (paper)				
Nov 03	Lge contact & Planning	VH 11& 13			Paper progress
Nov 08	Multilingualism, Diglossia	VH10, KW	CP-8	CP-BP	Memo-9
Nov 10	Cult & Ling Diversity, Pwr of lge	TBA			
Nov 15	The Linguists, language documentation				
Nov 17	FIELDWORK, (REFLECTIONS ON THE MOVIE)				
11/20-11/27, Inc. Sun-Sun Thanksgiving Recess for students (no classes)					
Nov 29	PUTTING THINGS INTO PERSPECTIVE/WRITING UPDATES				
Dec 01	WHAT CAN YOU DO WITH SOCIOLINGUISTICS?				
Dec 06	Workshop 1				
Dec 08	Workshop 2				
FINAL PAPER DUE on Dec 15 by 11:59 PM					

⁴ CP= Class presentation, please read about this section in syllabus to learn about requirements, grading criteria and cp guidelines (this is an important piece since you (presenters) will also generate a written piece out of it (CP-BP). Always send your ppt/handouts by 10pm on the day before your presentation (see instructions below or on Canvas)

⁵ M= Memo: A paragraph or two/reading response (100 to 150 words). Remember that as a presenter you do not have to write a memo about your presentation. Memos are due at 9pm on the day before the presentation. Find memo guidelines below.

⁶ CP-BP = class-presentation based paper (CP-BP) is due at 11:59PM the day after your presentation (See instructions below or on Canvas)

⁷ PA= Perspective Assignment 1 Due by 11:59pm (see below for details)

⁸ This regards the term paper project (see instructions below, and Canvas). Paper related items are due by 11:59pm

CP ASSIGNMENTS BY NAME

Topic	Presenters=discussion leaders=CP-based paper writers
CP 1— Place B	
CP 2— Time	
CP 3— Status & Class	
CP 4— Place Reconsidered	
CP 5— Lge Ideology in Disney	
CP 6— Gender, Sexuality, Dude	
CP 7— Style	
CP 8— Multilingualism, Diglossia	

7. GUIDELINES FOR ALL ASSIGNMENTS AND ASSESSMENT CRITERIA

7.1 Presentation guidelines (15%)

It is critical that you plan well in advance. It is your responsibility to get an early start on both the presentation and the CP-based-paper, so you will have enough room to complete both on time. Your ppt or any presentation tools will be due at 10pm before the presentation due date.

Preparation:

- **Immediately:** You should read the assigned chapter/article
- We should meet (you, me, and your co-presenters) during office hours or after class days before your presentation to discuss your talk and any readings you like to add. You also need to work with your co-presenters to plan a coherent and well-organized talk. Everyone must contribute equally. One of you should be responsible for communicating with me. Make sure all co-presenters are cc-ed.

- **As mentioned in syllabus** e-mail me your slides and other materials (cc your co-presenters) by 10pm the day before your presentation so that others can print slides if they like

Content

The content should be closely related to the assigned topic. A good strategy would be to start with the materials on the textbook/article and add your unique contribution as needed. But you are not limited to what is on the textbook or the article; you are encouraged to be creative.

Format

Entire presentation should be at least **about 40 minutes long (remember each CP will be presented by 3 people)**, with at least **15-20 minutes provisioned for questions/discussion**. PowerPoint, PDF, or other visual aids are required. Make sure your presentation includes a list of references at the end, so it can be shared with class. I will either expand on topic or devote extra time to answer questions or discuss other class requirements. Make sure your slides are not too crowded with information.

Evaluation

Your presentation will be evaluated based on the following: preparation, accuracy and depth of content, originality, engagement with audience, and delivery and compliance with directions above. Print the CP assessment for your reference and bring it when we meet for grading:

Presentation assessment:

Name:

Title of presentation:

Date:

	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of	Audience has difficulty following presentation because student	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which	
Content Knowledge	Student does not have grasp of information; student cannot answer questions	Student is uncomfortable with information and is able to answer only	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations	
Analysis	Minimal analysis.	Analysis is present but not well thought out. The analysis is not integrated into the	Analysis applies is a faithful, but mechanical, reproduction of the analysis in the reading	Analysis takes the insights from the reading and expands or challenges them	
Visuals/handouts/ppt	Student used no visuals or handouts. Such materials would have significantly	Student occasionally used visuals that rarely support	Visuals related to text and presentation.	Student effectively used visuals to reinforce	

Delivery	Student mumbles, talks too slow/too fast, and speaks	Audience members have difficulty hearing	Student's voice is clear, but not very dynamic or pacing makes	Student used a clear voice, dynamic delivery, and	
Interaction /questions	Student cannot answer questions or interact outside of prepared text.	Questions and interaction only minimal (e.g., yes- no answers).	Questions answered authoritatively, but not used to explore other aspects. Or questions are answered but uncontrollable	Student answers questions easily, and uses questions to explore other aspects of the reading.	
				Total	/24

7.2 CP-based paper Instructions and Grading (15%)

Deadline and scope

This writing assignment is based on your presentation topic. As a rule, your paper is due by **11:59PM** on the day after your presentation (i.e. **Wed 11:59/Fri 11:59**). Your paper should be based on the topic of your presentation. A digital box is available for you to submit. The presenters will collaborate to write a coherent paper. I highly recommend getting started as soon as possible. Please work collaboratively.

You will always have a chance to revise though to improve your product. Note that if there is evidence that very little time was spent on the original, or the original was not turned in or turned in late, full marks will not be possible. Please work collaboratively. **I will ask you to reflect on the dynamics and challenges you faced collaborating.**

Content

Each short paper should have the following sections. I am however very open to other approaches.

- a. Very briefly (about half of one page), summarize the reading
- b. Evaluate the reading(s)

for content: Was it informative? Logical? Grounded in research? Do you agree with the authors?

for writing: Was the article well-written and organized? What did the author do well, and what did the author do poorly?

- c. Discuss either one of:
 - i. Connect the reading to other related issues
 - ii. What kind of research would you propose if you were part of this field?
 - iii. What suggestions do you have to improve the research in the reading? Would another research design or methodology be better?
- d. Your paper could also be a reflection/personalizing the topic you covered...

Length: The papers should be **1200 words/5 typed, double-spaced pages.**

Evaluation/Grading

Your paper will be evaluated based on whether and how well you answer the above questions/your argumentation. In addition, the quality of your writing (organization, grammar, language) will make up an important part of your grade.

7.3 Two Short Perspective Assignments (20%)

Goals and questions:

The goal of these short perspective assignments is to allow you a chance to summarize and synthesize your learning. The questions will be given in advance, and you will be given some options to choose from. Each short assignment will focus on two or three linked topics. Your short assignment can for example be on a general summary of the components we have studied up to that point, but it will be your responsibility to connect them.

Guidelines and formatting:

Each of these three assignments should be **2.5** typed, double-spaced pages. For citations, use a consistent style that you are familiar with. Content and the quality of your writing (organization, grammar, language) will make up an important part of your grade. See grading rubric for written assignments. They are due by **11:59pm** on the day listed on the calendar as PA. List of bibliography does **not** count towards the page count.

7.4 Reading responses/memos, 100/150 words (15%)

This requirement fulfills several functions. It makes sure you do the readings. But it also makes you read more thoughtfully to increase your learning. For these responses/memos, if you start with the reading, you can take it in any number of directions: You can disagree with a point and dispute it. You can agree with a point and back it up. You can tell a story about something that happened to you that is a nice illustration of what is in the reading (self-reflection). These memos will count towards your written assignments' quota. These memos will be graded automatically but will be reviewed for quality. Due by 9pm on the day before class. Remember, as a presenter you do not have to post a memo.

7.5 Instructions for the term paper 20%

There are several types of writing you may choose: critical review article, reflection, research proposal or a (small-scale) data-based research paper. Check with me first before you consider collecting or acquiring any type of data.

The paper should be **1800-2200 words** long APA style (**about 7 pages double-spaced, Times New Roman, 12-point font size, Margins: 1" on left, right, top, and bottom**). Your submitted paper should have a cover page, which includes title of your paper, your name, class information, term and date. Your submitted paper should also have a **navigation pane IF you have sections**. Consult resources on Canvas to learn about **APA style** or look at the **link below**.

You will also be required to provide a brief presentation of your article toward the end of the course (workshop session), so that students can hear and see what others are working on and

provide suggestions. We will also ask you to provide progress notes about your paper orally throughout the term.

There are several important deadlines for the paper as you move through the stages of researching and writing it. The Final paper should be submitted on Canvas. For all submissions below, please list word count.

Sept. 27 (11:59pm). Topic. You will turn in your final paper topic, describing the content of your paper, including a one- (or two-) sentence description of what kind of paper you are going to write. Be as specific as possible. Tell me what aspect of sociolinguistics you will look at. I encourage you to come talk to me or other students about this with your ideas before you turn in your topic if you are not sure. The length of topic submission should be few sentences only not to exceed a paragraph.

Oct. 13 (11:59pm). Short Abstract 150/200 words in length. References will **not** count towards your word limit. You will need at least 2 key/relevant references. Your list of references will grow as you go. You will need to decide how you are keeping track and organizing your references, annotations (mendeley, end notes, bibtex...) There are lots of free citation software.

Abstracts usually consists of the following components:

Backgrounds, significance and goals of your paper (underline the importance of your topic, why it is worth sharing or writing about, specific things/goals you wish to write about/share)

Methods: how will you go about doing that. Did you locate any materials that will help you navigate it/explore or answer the questions you are raising, you can simply choose to synthesize relevant literature **expected results/outcomes:** what do you expect to find, learn, achieve...

Summary and broader impact: practical value or broader impact of the paper...for society/humanity, for discipline of sociolinguistics...future research

Nov. 03 (11:59pm). Layout of your paper. Outline/main sections of your paper. This could be simply a narrative indicating concrete progress.

Dec 15 (11:59pm). Final product: This is the version that you will receive a grade for. Filename should be: **LastNameLing1267FallFinalPaper2022.**

Please follow instructions.

The papers will be evaluated on the accuracy and depth of the content, how well you document your sources, and on how well-written they are. Remember this is a term paper so you have lots of time to produce a well-written and well-organized document which you can then use as a writing sample for future job/grad applications ...

To learn more about a writing assignment visit: (common writing assignments, academic writing...)

<https://owl.english.purdue.edu/owl/section/1/3/>

How to write a critical analysis:

<https://www.tacoma.uw.edu/sites/default/files/global/documents/library/howtowriteacriticalanalysis.pdf>

Total points: 100

Breakdown by milestones: **1.** Topic submission (10 – completion points)

2. Short abstract submission (10 – completion points) **3.** Format/outline (10 points) **4.** Final (60 points). **4.** Workshop presentation (10). To ensure that you earn the full points (100), you should communicate your progress and seek my feedback in class or office hours.

Products:

Presentation length at workshop: 4 minutes (more details will be shared on item)

Paper length: double spaced, about 7 pages long

(1800 to 2200 words, 12-point font size, APA style)

LING 1267 Writing Evaluation Rubric

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
Structure <ul style="list-style-type: none"> Organization Flow of thought Transitions Format 	<ul style="list-style-type: none"> Paper is logically organized Easily followed Effective, smooth, and logical transitions Professional format 	<ul style="list-style-type: none"> Paper has a clear organizational structure with some digressions, ambiguities or irrelevances Easily followed Basic transitions Structured format 	<ul style="list-style-type: none"> There is some level of organization though digressions, ambiguities, irrelevances are too many Difficult to follow Ineffective transitions Rambling format 	<ul style="list-style-type: none"> There is no apparent organization to the paper Difficult to follow No or poor transitions No format
Grammar/mechanics <ul style="list-style-type: none"> Sentence structure Punctuation and mechanics 	<ul style="list-style-type: none"> Manipulates complex sentences for effect/impact No punctuation or mechanical errors 	<ul style="list-style-type: none"> Uses complex sentences Few punctuation or mechanical errors 	<ul style="list-style-type: none"> Uses compound sentences Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> Uses simple sentences
Language <ul style="list-style-type: none"> Linguistic terminology Word choice Technical and precise word usage 	<ul style="list-style-type: none"> Vocabulary is sophisticated and correct as are sentences, which vary in structure and length Expert use of technical and precise linguistic terminology Writer's tone is clear, consistent and appropriate 	<ul style="list-style-type: none"> Vocabulary is varied, specific and appropriate Frequently uses linguistic terminology correctly Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> Vocabulary is used properly though sentences may be simple Infrequently uses linguistic terminology correctly Writer's tone exhibits some level of audience sensitivity 	<ul style="list-style-type: none"> Vocabulary is unsophisticated, not used properly in very simple sentences. Sparing or imprecise use of linguistic terminology and vocabulary
Content and information <ul style="list-style-type: none"> Clarity of purpose Critical and original thought Use of examples 	<ul style="list-style-type: none"> Central idea is well developed and clarity of purpose is exhibited throughout the paper Abundance of evidence of critical, careful thought and analysis and/or insight Evidence and examples are vivid and specific, while focus remains tight 	<ul style="list-style-type: none"> Central idea and clarity of purpose are generally evident throughout Evidence of critical, careful analysis and insight Good, relevant supporting examples and evidence 	<ul style="list-style-type: none"> The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout Some evidence of critical, careful thought There are some examples and evidence, though general 	<ul style="list-style-type: none"> Central idea and clarity of purpose are absent or incompletely expressed and maintained Little or no evidence of critical, careful thought and analysis Too few, no examples and evidence or they are mostly irrelevant

8. GRADING SUMMARY

Class Presentation (CP): 15%

Memo: 15%

CP-Based paper (CP-BP): 15%

2 Short Perspective Assignments: 15%

Participation: 20%

Final paper: 20% (This item has multiple sub-assignments)

Letter-Grade Percentage Breakdown:

97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
Below 60%	F

9. IMPORTANT UNIVERSITY POLICIES

9.1 E-Mail policy

I will use your university addresses for communicating with you. The University email policy is as follows:

*Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit Forwarding Addresses**, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)*

9.2 Academic Integrity

You are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes: (a) copying another student's work or letting another student copy your work and (b) copying passages or ideas from another source and passing them off as your own, i.e. without properly referencing them. When scholastic dishonesty is suspected, I will turn the matter over to the Provost's Office for resolution. For more information see: <http://www.pitt.edu/~provost/aistudcode1.html>

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure

and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed.

View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Academic Integrity Include repercussions for failure to adhere to policy. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. For hands-on practice, complete the Understanding and Avoiding Plagiarism tutorial.

9.3 Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course

9.4 Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

9.5 Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see:

<http://diversity.pitt.edu/affirmative-action/policies-procedures-and-practices>

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing: titleixcoordinator@pitt.edu. Reports can also be filed online: <https://www.diversity.pitt.edu/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of

Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930)

9.6 Gender Inclusive Language Statement (from Pitt GSWS)

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

9.7 Content Warning and Class Climate Statement ([from Pitt GSWS](#))

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

9.8 Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the University Copyright Policy (NK need to get link)

9.9 Statement on Classroom Recording:

To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private study.

9.10 Statement on Scholarly Discourse ([from a California State University course: Race, Racism and Critical Thinking](#))

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

9.11 Religious Holidays

If you need to miss a class due to a religious holiday anytime during the semester, the University requires that you let me know about your planned absence as soon as possible. Absences due to religious holidays will not be held against you, and you will be allowed to make up all work you miss due to your absence.

Additionally, if you need to miss class for a social justice activity, please let me know. Such absences will not be held against you and I will be available to discuss how you can make up all work you missed due to this absence related to any social justice activity.

9.12 Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later –this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night:
University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1, Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police:

On-campus: Pitt Police: 412-268-2121

Off-campus: 911