

# ENGL 352-01 African American English

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Professor: Dr. J. Daniel Hasty  
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Office: EHFA 208

Class Room: Kearns 206a  
Class Time: MWF 10:00a-10:50a  
Office Hours: MW 2:00p-3:00p; T 11a-12p

*It is a peculiar sensation, this double-consciousness...an American, a Negro: two souls, two warring ideals in one dark body...this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging, he wishes neither of the older selves to be lost.—W.E.B. Dubois (1903)*

## Course Description

A course that explores African American English from a linguistic and social perspective. Course content will focus on hypotheses of the development of African American English, linguistic theory as applied to African American English, and social/cultural dimensions of African American English.

## Required Materials

All course materials will be available on Moodle

## Learning Objectives

This course examines one of the best known and most easily recognized varieties of English spoken in America, African American English (AAE), from a linguistic perspective based on over 60 years of sociolinguistic research. During the course, we will explore the historical development, major linguistic features, variation, and educational issues tied to AAE. By the end of the class, students should be able:

- to explain the communicative competence and social value of all language varieties
- to understand basic linguistic terminology describing AAE
- to examine the implications of varying theories about the genesis of AAE
- to identify evidence of the rule-governed nature of AAE grammar
- to understand the educational issues faced by speakers of AAE
- to collect and analyze linguistic data using sociolinguistic methodology, theory, and principles
- to present findings on linguistic variation in a written format

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## Course Requirements and Evaluation

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In this course you will show your familiarity with and synthesis of the topics and theories presented in the readings and lectures through class discussion and 3 exams. Your ability to apply course concepts to real world data will be assessed through a major research project involving collecting sociolinguistic data on AAE and writing a final paper.

## Course Grade Determination

- |                       |      |
|-----------------------|------|
| • Research Activities | 10%  |
| • Exams               | 65%  |
| • Final Paper         | 25%  |
| • TOTAL               | 100% |

### *Exams*

There will be three exams which will assess your level of retention of the material we have read and the concepts and theories we have discussed in class up till that point in the semester. The exams may involve multiple choice, short answer, as well as essay questions.

### *Research Activities*

A major component of this course is a research project. You will be assessed on the completion of the data collection over the course of the semester.

### *Final Paper*

The research project will culminate in a final written paper to be handed in during the final exam period. This paper will consist of an analysis of one of the linguistic features from the survey students will administer over the course of the semester, and the paper will include the following sections: methodology, literature review, findings, discussion, and conclusion.

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## **Policies and Procedures**

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### **Attendance**

To do well in this class, it is essential that you attend each class meeting. Excessive absences (more than 6) will negatively impact your final grade.

If you are unable to attend a class for any reason, you are responsible for contacting me to receive any materials distributed on that day and to turn in any assignments. You will be held responsible for anything missed during an absence.

### **Late Work**

All work must be turned in at the beginning of class on the date it is due. Late work will be penalized or not accepted at the discretion of the professor.

### **Academic Integrity**

Cheating in any form will not be tolerated. See the university's policy on academic integrity.

### **ADA Statement**

Individuals seeking reasonable accommodations should contact the Office of Accessibility and Disability Services 843-349-2503 or [disability@coastal.edu](mailto:disability@coastal.edu).

### **Classroom Etiquette**

You are expected to conduct yourself in a professional manner regarding your interaction with the professor as well as with your fellow classmates. Lively discussion and multiple viewpoints are encouraged in this class; however, you are always expected to respond in a professional manner towards the ideas and opinions of your classmates.

This schedule is tentative and subject to change as necessary.

Week	Date	Description	Reading
1	23-Aug	Intro to class; What is AAE	
	25-Aug	Language Variation	Redd and Webb 2005 Ch1
2	28-Aug	Names and Foundations of AAE	Smitherman 1999 Ch2 & Tamasi and Antieau 2015
	30-Aug	Historical Development, Competing theories	Wolfram and Schilling 2015 (8.3)
	1-Sep	Anglicist Theory	Krapp 1924
3	4-Sep	Labor Day	
	6-Sep	Creolist Theory	Stewart 1975
	8-Sep	Neo Anglicist Theory	Mufwene 2015
4	11-Sep	New Creolist Theory	Rickford 1999
	13-Sep	Gullah	DeCamp 1974
	15-Sep	Gullah and AAE	
5	18-Sep	flex	
	20-Sep	<b>Unit 1 Exam</b>	
	22-Sep	History of the study of AAE	
6	25-Sep	AAE Phonological and Lexical features	Charity Hudley and Mallinson 2011 (79-84)
	27-Sep	AAE Syntactic Features	Charity Hudley and Mallinson 2011 (89-95)
	29-Sep	AAE Syntactic and Suprasegmental Features	Charity Hudley and Mallinson 2011 (97-100)
7	2-Oct	AAE Discourse Features	Redd and Webb 2005 Ch2
	4-Oct	AAE and Southern English	Cukor-Avila 2003
	6-Oct	Convergence/Divergence	
8	9-Oct	flex	
	11-Oct	<b>Unit 2 Exam</b>	
	13-Oct	AAE Modern History	
9	16-Oct	AAE Modern Developments	Wolfram and Schilling 2015 (8.4)
	18-Oct	AAE Variation	
	20-Oct	Regional	Wolfram and Kohn 2015
10	23-Oct	Identity and Audience	
	25-Oct	Language Attitudes to AAE	
	27-Oct	AAE and Education	Reaser et al. 2017
11	30-Oct	King vs Ann Arbor	Smitherman 1999 Ch 8
	1-Nov	King vs Ann Arbor	
	3-Nov	Oakland Ebonics Controversy	
12	6-Nov	Oakland Ebonics Controversy	
	8-Nov	Students' right to their own language	CCC SRTOL Resolution, Smitherman 1995
	10-Nov	SRTOL in practice	Wheeler 2005
13	13-Nov	flex	
	15-Nov	<b>Unit 3 Exam</b>	

	17-Nov	flex	
	20-Nov	Thanksgiving	
	22-Nov	Thanksgiving	
	24-Nov	Thanksgiving	
14	27-Nov	Data meetings	
	29-Nov	Data meetings	
	1-Dec	Data meetings	
15	4-Dec	Work on Paper	
	6-Dec	Work on Paper	
	<b>13-Dec</b>	<b>Final Paper Due</b>	

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- Charity Hudley, Anne and Christine Mallinson. 2011. African American English: An ethnic and cultural Variety. In Anne Charity Hudley and Christine Mallinson *Understanding English language variation in US Schools*. New York: Teachers College Press. 69-109.
- Childs, Becky and Christine Mallinson. 2004. African American English in Appalachia: Dialect accommodation and substrate influence. *English World Wide* 25.1: 27-50.
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- Redd, Teresa and Karen Schuster Webb. 2005. What are the distinctive features of AAE? In Teresa Redd and Karen Schuster Webb *A Teacher's introduction to African American English: What a writing teacher should know*. Urbana, IL: National Council of Teachers of English, 19-53.
- Redd, Teresa and Karen Schuster Webb. 2005. What is AAE? In Teresa Redd and Karen Schuster Webb *A Teacher's introduction to African American English: What a writing teacher should know*. Urbana, IL: National Council of Teachers of English, 3-17.
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