

Language Society and Power

FYSM1900 H (1.0 Credit) Fall/Win 2013-2014

Instructor: Patricia Reynolds
1511 Dunton Tower
patricia_reynolds@carleton.ca
613-520-2600 ext. 8158

Class time and location

FYSM 1900 H

Time: Tuesdays 2:30 – 5:30

Location: Southam Hall 313

Office hours

Tuesday: 11:30 – 1:00

05:30 – 6:30pm (by appointment)

Wednesdays: Between 10:00 and 1:00 (by appointment)

Location: 1511 Dunton Tower

Please come in to talk if you have questions about any aspect of the course, your research project, or your university experience. If I don't know the answer, I can refer you to other resources.

Student mentors

FYSM 1900H

Lisa Kay Blome lisakayblome@cmail.carleton.ca

Matthew McCready matthewmccready@cmail.carleton.ca

Your mentors are former AESP/ESP students who will be attending all your First Year Seminar classes. They can answer your questions about the course, the program, and university life, refer you to program and/or university supports, and make you feel welcome

Resource Librarian: Martha Attridge Bufton martha_attridge_bufton@carleton.ca

Martha will help you find library resources, and will also refer you to other subject specialist librarians.

Text: Language, Society & Power: An Introduction. 3rd Edition.
Annabelle Mooney et al., New York: Routledge
Available at Haven Books, 43 Seneca St Ottawa, (Corner Sunnyside and Seneca)
(613) 730-9888

Course description

FYSM 1900 This course looks at communication and at some ways messages are encoded in body language, talk, writing, music/sound, image, film, clothing, accessories, body art and even the food we eat. We look at how people talk to each other and the meanings we convey or take in, often unconsciously. Also, we look at some of ways new technologies are profoundly changing our communication patterns. Power struggles are often language and image struggles, and a key element of power in all aspects of life is the ability to accurately decode incoming messages and to understand the messages and attitudes we ourselves convey. Coursework includes on-campus observation field-trips, readings, videos, class/small group discussions, short reading responses, mid-term tests, a personal research project, and the chance to organize and participate in a student-led conference at the end of the second semester.

Course Objectives: By the end of this course you will be able to:

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Define key concepts related to language, communication and power, including concepts of power, politics, world view, ideology, Jakobson's model of communication, language functions, conversational strategies, persuasion and propaganda.

Discuss these concepts critically and apply to conversations and media texts through analysis frameworks developed in class (observed conversations and communication behaviours, political speeches and advertising, product advertising, other mass media texts, and social media texts). Read documents critically, especially in terms of agenda and likely biases.

Practice analysis in oral and written form through class discussions, group work, and written assignments.

Compare social media communicative behaviours in terms of changing norms of interpersonal/public communication.

Analyze conversational strategies in terms of potential creation of states of dominance, distance or solidarity.

Evaluate texts for fairness in the use of persuasive communication strategies vs the use of propagandistic strategies.

Communicate with your instructor and classmates on the cuLearn course site as required.

Identify and describe key concepts from the class in mid term tests, one per semester.

Identify and narrow down a broad topic of interest for a personal research project.

Synthesize a number of class and supplementary readings, and analyze critically the effectiveness of these articles in supporting the development of your research question or thesis.

Communicate in writing the results of your research in one of the following formats: Essay, media analysis, or observation report. Share your research proposal (first semester) and final research paper (second semester) in oral presentations to the class.

Collaborate in groups to organize and participate in a student-led conference at the end of the year. Share your research findings in an oral presentation or academic poster at this conference.

Carleton Grading Conventions

in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

A+	12	B+	9	C+	6	D+	3		
A	11	B	8	C	5	D	2	F	0
A-	10	B-	7	C-	4	D-	1		

The following percentage equivalents apply to all final grades at Carleton:

A+	90-100	B+	77-79	C+	67-69	D+	57-59		
A	85-89	B	73-76	C	63-66	D	53-56	F	0-49
A-	80-84	B-	70-72	C-	60-62	D-	50-52		

Course Requirements Fall

This course outline, syllabus, schedule will be online through CuLearn, which you can access through the main Carleton webpage using your MyCarletonOne email sign in. Throughout the year various course resources will be made available on the cuLearn, and you will also post certain assignments and engage in on-line discussions there.

Course Syllabus: See your course syllabus for

- an overview of the weekly assigned readings and/or viewing assignments; the hand out and due dates of assignments; important course and school calendar dates; schedule of key class activities

- Readings and viewings may be changed/added throughout the year, and unforeseen events may necessitate some changes in the schedule. These changes will be noted on cuLearn and communicated via Carleton mail and
- All assignments must be submitted electronically. Copies with comments will be returned within a two week period.
- Please note that The Proposal, Annotated Bibliography, and Final Version of your Personal Research Project must be submitted in order to receive a mark above D- .
- Referencing styles for this course are APA or MLA.

Reading/viewing: In general these assignments are short, and are accompanied by workbook-style activities. One's ability to participate in class activities and discussions will often be linked to having read or viewed the content – therefore these are mandatory.

Response journals/critical commentaries: Writing assignments in this class are designed to bring your life experiences, your assigned observations and your course readings together in four main formats: short reflections on class activities, critical responses to academic readings, social science observation reports, and critical media analyses. I will provide format outlines and evaluation rubrics, and you will be able to resubmit these assignments to improve your skills and marks (as many times as you wish). The academic coach assigned to this class will be able to assist you with these assignments. I recommend seeing them immediately upon receiving the assignment outline, in order to talk over your ideas and the specific format requirements. Coaches will be particularly helpful with aspects such as writing brief summaries and literature reviews – and also referencing and searching the library data-bases

Fall: (3)(40 marks) Winter: (2)(30 marks):

- **(Fall/Winter) In-class Response Journals (14 x 3 marks)** Eight in-class response journals will be completed each semester. The seven highest marks will be chosen each semester **(21 marks per semester)**
- **(Fall) Observation Journal (5 marks)** This is a short written journal account of your observations of social technology use on campus. It is a brief practice for the Observation report where you relate what you see to your personal experience and a concept or concepts from previous studies and the course text.
- **(Fall) Critical Reading Response (10 marks)** Write a Summary, Analysis and Question (SAQ) response to a related text. We will work in class on summarizing skills, and typical critical questioning strategies.
- **(Winter) Observation Report (10 marks)** Present your observations of conversational interactions in a report form that includes a literature review of course readings and discussion of conversational strategies and their implications

Mid term tests: Fall Test (30 marks): Definitions (10) and in-class media analysis (20)

Winter Term Test (15 marks) Definitions (5) and in-class text analysis (10)

Personal Project Research

Throughout the year you will be working on a major research project. In the fall semester this includes selecting a research topic, undertaking library research, summarizing key sources in an annotated bibliography, writing and orally presenting a research proposal. In the winter semester you will choose a format (essay, observation report/study, or media analysis) for your final presentation, complete the work described in your proposal, and present the main aspects of this project in class and in a student conference at the end of the year. You will work with a group of classmates to organize the student-led conference.

Fall (35 marks)

- **Annotated Bibliography (15 marks)** Summarize key information from at least 3 sources including peer-reviewed articles in scholarly journals or a book chapter, to help you narrow your topic. We will explore the Carleton databases for full-text downloadable articles. Complete details will be provided.
- **Proposal (10 marks)** Write a proposal describing your research broad topic, its importance to you and to society, and the language and power issue you will explore. It will include a literature review, and an assessment of your next steps in the research and writing process.
- **Presentation (10 marks)** Present your proposal to the class in an informal progress report style.

Winter (40 marks)

- **Research Project Final (20 marks)** Submit draft and final copy of your project in the form of a media analysis, observation report, or essay. This paper includes an expanded literature review, an analysis connecting your findings to the course work, your conclusions and suggestions for future research,
- **Oral or Poster Presentation (10 marks)** Present key aspects of your research project in class and in the in the Conference setting. Presentations should be about 15 minutes long, and partner or group presentations are encouraged.
- **Student Conference organization and participation (10 marks)** Over the course of the semester you will help to organize a conference where you will present your research, along with students from other ESP First Year Seminars. This is a big, exciting yearly event, organized and run by the students of the participating classes - everyone has a job to do in staging this event, which is recognized on campus as a unique first year event.

cuLearn Participation (10 marks) Post regular reports on project findings.

Submissions, Deadlines, Deferrals and Missed tests:

- **Submissions:** All assignments except for the in-class journals must be submitted electronically. I try to return papers with comments (written/mp3, or both) within a one – maximum two week period. Those who work on a regular basis with the coaches tend to meet their deadlines, and submit well-organized assignments.
- **Mandatory Assignments:** Please note that these three assignments are mandatory: the annotated bibliography, proposal, and final project must be submitted in order to receive a mark above the D- range in this course.
- **Deadlines:** If you don't meet a deadline, you will get a reduced mark on the assignment down to zero after a certain period of time (times will be indicated for each assignment). If you DO meet a deadline, you will have more time to revise the piece to get a better grade. Also, if you submit your assignment late, it may take longer to get it back.
- **Deferrals:** You may defer class work and tests with proper documentation: Medical notes and similar supporting documents are required. With these types of documents you won't be considered absent from the FYSM, or from workshops, and in general other professors and instructors will make similar arrangements.

Class Attendance and Classroom Participation

Class attendance and classroom participation are strongly encouraged. This year I am offering the added incentive of writing short responses in class, three marks each, only for those in attendance. Indeed, for this course to be what it should for you, class attendance and classroom participation are a minimum condition for benefiting from discussion and interaction.

Excused absences include acting as an official representative of the institution (sports teams, etc.), provided you give prior written verification. Excused absences will also be given in the event of documented emergencies (personal, family illness, etc.) For all university tests and examinations, medical excuses are valid if date-stamped on the day (or for the day) of the school event.

Bonus marks will be assigned for attending coaching sessions each semester.

Course Marking Guide

Fall Semester

Weekly class responses	Written, typed (in class)	21	At the end of class
Observation response	1 page observation response	05	Sept 24
		10	Oct 15
Test (Mid term)	Midterm Terminology & Critical media response	10 + 20	Nov 19
Annotated bibliography	Read and summarize 3 articles/chapters	15	Nov 26
Proposal	Proposal for Final Project	10	Dec 03
Presentation	Oral presentation of Proposal	10	Nov 10/26/Dec 03
Bonus ops	Draft of Proposal/Annotated prior to hand in date Coaching: Three coaching sessions		
		101	Total Fall Semester

Winter Semester

Weekly class responses	Written, typed (in class)	21	At the end of class
Conference Project Abstract		05	Jan 16 & 21
Observation Report	3-5 page research report	10	Feb 04
Test (Mid term)	Midterm Terminology & Critical reading response	10 + 15	Mar 18
cuLearn assignments	Post stages of project	10	Throughout semester
Completed personal research project *	Essay/Observation Report/Media Analysis	15	March 25
Conference Preparation	Team work preparing the conference	10	Winter semester
Conference Presentation: Oral or Poster	In class and Conference presentation: oral or poster	10	Mar 11, 25, Apr 01
Bonus Ops	Coaching visits	05 +	March 4 & 11
	Final Project Abstract, Draft		
		101	Total Winter Semester

Fall total + Winter Total /2

Final Mark

* Annotated bibliography, proposal, and completed project must be submitted to receive a mark above D-

*If circumstances require altering any of these values, no change will be made without class consent.

Academic Integrity/Plagiarism

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own. It is considered a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

<http://www2.carleton.ca/studentaffairs/academic-integrity>.

Plagiarism includes:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs.

Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions.

Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov. 8, 2013 for the Fall term and March 7, 2014 for the Winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

Student Services & Resources in the Enriched Support Program (Available to you)

Peer mentoring: Peer mentors are former ESP students who attend every First Year Seminar. They are here to help orient you to campus, connect with campus activities and resources, organize community events and they will always be around for a chat. Your mentors this year are Matt (MJ) and Lisa Kay.

Workshops: You will have weekly 3-hour workshops based on your two elective courses; attendance is mandatory. Experienced facilitators who have taken the courses before help you excel with the course material in your elective courses! It's like a study group, but with expert organization - bring your notes from class and your readings and be prepared to work with other students.

Academic coaching: Sign up for one-on-one meetings setting and tracking academic deadlines; managing time and juggling priorities; getting help with specific readings and assignments for ANY of your courses. Attending coaching sessions will get you bonus marks in this course! One coach will be assigned to our class, however you can work with any of the coaches.

Advising: See an advisor for planning ahead into next year and dealing with administrative tasks this year; what averages you need for specific programs, what to do if you have a family emergency or serious illness, how to calculate your grade point average, making sure you have the right prerequisites, help with registering or withdrawing from courses, etc. Your advisors are: Susan Burhoe, Rachelle Thibodeau, Al Blunt.

Coaching and Advising appointments can be booked online at: www.carleton.ca/esp

HUMAN RIGHTS POLICIES AND PROCEDURES: CARLETON UNIVERSITY

Selected excerpts:

<http://www2.carleton.ca/equity/human-rights/policy/human-rights-policies-and-procedures-part-1/#Part1>

5. The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are safe and free from discrimination and harassment.

5.1 Members of the University who have supervisory authority over others, or who make or influence decisions regarding members of the University community, bear a particular responsibility in this regard.

5.2 Academic and administrative managers are expected to foster an environment in their area that is free of discrimination or harassment, to not condone or disregard activities within their areas of responsibility that violate or disregard human rights, and to act in a timely, proactive and effective manner if they become aware of any violation of University policies.

6. The University *respects the rights of speech and dissent and upholds the right to peaceful assembly and expression of dissent.*

7. The University promotes equity and accommodates diversity. *Every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment, including sexual harassment.*

8. The grounds on which the University strives to provide accommodation and protect against discrimination and harassment include *race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, political affiliation or belief, sex, sexual orientation, gender identity, age, marital status, family status and disability/handicap within the meaning of the Ontario Human Rights Code.*

Course Syllabus FYSM H 1900 Fall 2013			
Week	Required Readings	Topics	Assignments
Sept 10	Welcome, meet mentors Icebreaker	Discuss Course Objectives, assignments Admin: student cards, My Carleton One address, CuLearn Media assignment	Observation #1
Sept 17	Communication, Technology, Social media	Content: Sept 17 – Oct 1: <i>Text:</i> 1.3.4 Multiple functions of language <i>Text:</i> 4.5 Mobile and online; Standards in new media <i>Handout:</i> Politeness strategies (Levinson & Brown) Selected academic articles & popular culture readings <i>Video:</i> <i>Digital nation: Life on the Digital Frontier</i> Frontline. PBS	Guest: Academic Advisor Al Blunt
Sept 24	Communication, Technology, Social media	Content: Technology, Social media and communication Skills: Personal Research Project: Introduce Topics	Due: Observation #1 (5 Marks) Assign Critical Response
Oct 01	Communication, Technology, Social media	Content: Technology, Social media and communication Skills: Personal Research Project: Resources Writing a critical reading response	
Oct 08	Library research Annotated Bibliography	Skills: Introduction to the Carleton library systems w. Martha Attridge Bufton Locating resources for Personal Research Project Analysis of project steps (Annotated bibliography, Literature Review, Proposal)	
Oct 11 -14 No classes University Day (Friday October 11) and Thanksgiving Holiday (Monday October 14)			
Oct 15	Media : Ideology and Advertising	Content: October 15 – Nov 10: Ideology and Advertising <i>Text:</i> 1.4 Power, 1.4.1 Ideology, <i>Text:</i> 2.3.4 Colour, 2.6 Newspeak and Political Correctness <i>Text:</i> 1.4.2. Manufacture of consent <i>Text:</i> 1. 4.3 Ideology in advertising <i>Video:</i> Morgan Spurlock (2011). <i>The greatest movie ever sold</i>	Due: Critical Response (10 Marks) Thanksgiving
Oct 22	Media: Ideology and Advertising	Content: Ideology and Advertising Skills: Writing a media analysis Library w. Martha Attridge Bufton	
Oct 29	FALL SEMESTER READING WEEK (October 28 – November 01)		
Nov 5	Media: Ideology and Advertising	Content: : Ideology and Advertising Skills: Personal Research Project Workshop	PMC request for Exams, Nov 08
Nov 10	Mid Term Review Presentations	Advisor talk Al Blunt Skills: Proposal: Oral Presentations	Draft Due: Proposal Annotated Bibliography
Nov 19	Midterm test	Terminology (Closed book) Critical Response: Media Analysis (Open Book)	
Nov 26	Presentations		Due: Proposal (10 Marks) Annotated (15 Marks)
Dec 03	Presentations		Classes End Dec. 9

Course Syllabus FYSM 1900 C Winter 2014

Jan 09	Conversational Strategies & Power dominance, distance, solidarity	<p>Content: Jan 09 to Jan 28 Conversation Analysis Text: 3.5.1 The politics of the everyday Text: 3.6 Analysis of everyday conversations Text: 5.5 The talk of women and men, 5.6 Conducting convers. Text: 5.7 Possible explanations</p> <p>Skills: Personal Research Project: Writing an abstract</p>	
Jan 16	Conversational Strategies & Power dominance, distance, solidarity	<p>Content: Jan 09 to Jan 28 Conversation Analysis Article excerpts: The relativity of linguistic strategies, Tannen (94) Video: "He said, she said: Gender, language and communication Tannen (2000)</p> <p>Skills: Conference Introduction and Groups Personal Research Project: Writing an abstract</p>	<p>Guest: Academic Advisor Al Blunt Due: Draft Project Abstract</p>
Jan 21	Conversational Strategies & Power dominance, distance, solidarity	<p>Content: Jan 09 to Jan 28 Conversation Analysis</p> <p>Skills: Writing an Observation Report Conference Groups</p>	Due Hard Copy Abstract
Jan 28	Conversational Strategies & Power dominance, distance, solidarity	<p>Content: Jan 09 to Jan 28 Conversation Analysis</p> <p>Skills: Final Project Format Review and Workshop Team meetings</p>	
Feb 04	Media 2: Power, Politics, Persuasion and Propaganda	<p>Content: Feb 04 – Mar 04. Power, politics, persuasion and propaganda Text: 4.1, 4.2 Introduction and news coverage Text: 4.4 Public participation in the media Selected excerpts: Randal Marlin, class notes Video: Selected video clips and segments</p> <p>Skills: (Conference Group Meetings)</p>	Due: Observation Report (10 Marks)
Feb 11	Media 2: Power, Politics, Persuasion and Propaganda	<p>Content: Power, politics, persuasion and propaganda</p> <p>Skills: Personal Research Project details Conference team reports</p>	
Feb 18	WINTER SEMESTER READING WEEK (February 17 – 21)		
Feb 25	Media 2: Power, Politics, Persuasion and Propaganda	<p>Content: Power, politics, persuasion and propaganda</p> <p>Skills: Personal Research Project Workshop</p>	
Mar 04	Media 2: Power, Politics, Persuasion and Propaganda	<p>Content: Power, politics, persuasion and propaganda</p> <p>Paul Menton Centre Mar 7 accommodation deadline</p>	Due: Draft Final Project Paper (Bonus Mark)

Mar 11	Presentations In-class	Advising Presentation Al Blunt Review for midterm Presentations	Due: Draft Final Project Paper (Bonus Mark)
Mar 18	Midterm	Terminology Short essay response	Midterm (25 Marks)
Mar 25	Presentations In-class		Due: Final Project Paper (15 Marks)
Apr 01	Presentations In-class		
Apr 08	Conference Prep	Last day of classes Presentations if necessary	
Apr 09	Conference	Presentations (in-class and conference) (10 marks)	