

Language Society and Power

FYSM1900 H (1.0 Credit) Fall/Win 2014-2015

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

Class Time: Tuesdays 2:30 – 5:30

Location: TBA

Text: *Language, Society & Power: An Introduction*. 3rd Edition.
Annabelle Mooney et al., New York: Routledge
Available at Carleton University Bookstore

Office hours: 1511 Dunton Tower

Tuesday: 11:00 – 1:00

Wednesdays TBA

For other times please make an appointment.

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

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

Anthony Lee anthonylee@cmail.carleton.ca
Melissa Pirotnam melissapirotnam@cmail.carleton.ca

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.

Academic Coach: Alison Boucher alison.boucher@carleton.ca

Course description

Power struggles are often struggles for control of language and meanings. This course takes a critical look at ways that talk, writing, nonverbal communication, music, image, and film are used in the exercise of power and persuasion in interpersonal and media communications. We analyze verbal and non-verbal conversational behaviours to see how they maintain, often unconsciously, distance and dominance or closeness and solidarity. We explore language and identity issues in the framing of current debates around generational (Y, X, boomers) categories, and also in changing communication patterns that accompany rapid developments in personal communication technologies (multi-tasking, social media interactions).

Information and entertainment media are now largely driven by commercial interests, and we investigate persuasion and propaganda strategies used to advertise products and personify brands, which now spend billions becoming our 'friends'. We also look critically at the colonization of the entertainment industry through product integration using video resources such as Morgan Spurlock's ironic documentary "The greatest movie ever sold." Finally, we explore possibilities for social/political change through the use of alternative media strategies.

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

At the end of the course you will be able to:

- Define key concepts related to language, communication and power, including the functions of language, the evolving communication model, power, ideology and world view, dominance and collaboration in conversational strategies, identity and labels, and persuasion and propaganda in political discourse, advertising and the entertainment media
- Discuss these concepts and apply them to both observed behaviours and various media texts through analysis and reporting frameworks developed in class
- Communicate these analyses in both oral and written form through class discussions, group work, and written assignments
- Evaluate texts for fairness in the use of persuasive communication strategies vs the use of propagandistic strategies
- Identify, describe and discuss key concepts from the class in quizzes and tests

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

- Identify and narrow down a broad topic of interest for a personal research project.
- Synthesize a number of class and supplementary readings as support for development of your research question or thesis.
- Communicate the results of your research in an essay, media analysis, or observation report.
- Share your research proposal (first semester) and final research paper (second semester) in oral presentations to the class.
- 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		

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 assignments are mandatory: the annotated bibliography and proposal, project abstract, in-class presentations and final project must be completed 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, in general 1 mark per day late). 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 will 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.

Class Attendance and Classroom Participation

Class attendance and classroom participation are mandatory. You have the added incentive of writing short responses in class, worth 2 marks each.

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.

Course Requirements

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.

- The syllabus of class readings and viewings may be changed/added to 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 in class.
- All assignments must be submitted electronically. Copies with comments will be returned within a two week period.
- **Referencing styles for this course are APA or MLA.**

Reading/viewing: In general these are short, and are accompanied by discussion and class 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 – as is attendance.

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 reading responses, observation reports, and critical media analyses. The academic coach assigned to this class will be able to assist you with these assignments and you will be able to resubmit them with corrections to improve your marks. I recommend seeing your coach immediately upon receiving the assignment outline, to talk over your ideas and the specific format requirements.

In-class Response Journals (16 marks Fall; 10 marks Winter): Short reflections on class activities. These response journals may only be completed in class.

Observation Journal (10 marks Fall): A short written journal account of your observations of cell-phone/tablet use on and off campus.

Observation Report (10 marks Fall): An analysis of conversational interactions in a report form that includes a literature review of course readings and a discussion of conversational strategies and their implications

Media text analysis (10 marks Winter): Quiz (10 marks);

Tests and Quizzes: Fall Test (20 marks); Winter Term Test (20 marks)

cuLearn Participation: (Fall Bonus marks; Winter 10 marks) Post regular reports on project findings.

Personal Project Research

Throughout the year you will work 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, 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 participate in organizing the end of year student-led conference.

Fall (35/100 marks)

i. Annotated Bibliography (10 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 of this assignment will be provided.

ii. Proposal (10marks) Write a proposal describing your research broad topic, its importance to you and to society, and the language and power issue you will explore. Summarize ideas and information relevant to your topic in a literature review, and describe your next steps in the research and writing process.

iii. Draft of the Annotated Bibliography and Proposal (10marks)

iv. Presentation (05 marks) Present your proposal to the class in an informal progress report style.

Winter (50/100 marks)

v. Conference Abstract (10 marks)

vi. Research Project Final (25 marks) Submit a 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.

Presentation of your project orally or in poster form (5 marks in class and 5 marks conference) 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 organize a conference where you will present your research, along with students from other ESP First Year Seminars. This is an exciting yearly event, organized and run by the students of the participating classes - everyone has a job to do in staging the conference, which is recognized on campus as a unique first-year event.

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 Melissa Piromnam and Anthony Lee.

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.

Course Marking Guide

Fall Semester

Activity		Marks	
Weekly class responses	8x2 responses in class	16	
Observation Journal	2 page observation response	10	Sept 30
Observation Report		10	Nov 04
Quiz	First half of class	10	Oct 07
Test		20	Nov 18
Year-long Research Project: Stage One		35 marks	
Annotated Bibliography/Proposal			
*Draft	A brief oral presentation of your proposal	10	Nov 25
*Final		20	Dec 09
*Oral presentation (5)		05	Nov 25, Dec 02
		101	Total Fall Semester
Bonus ops	Coaching: Three coaching sessions CU learn	03 03	
*Annotated bibliography/proposal, final and draft, oral presentation 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			

Winter Semester

Weekly class responses	5x2 responses in class	10	
Media analysis	5 page research report	10	Feb 24
Test (Mid term)		15	Mar 17
cuLearn assignments	Throughout the semester	10	
Year-long Research Project: Stage Two		55 marks	
*Final Project Abstract		10	Jan 27
Conference Preparation		10	Winter semester
*Completed personal research project		05 20	March 10 Draft March 24 Final
*In class Presentation Conference Presentation		05 05	March 24 March 31
		100	Total Winter Semester
Bonus Ops	Coaching visits	05 +	March
Fall Mark + Winter Mark divide by 2 = Final Mark Example: (76 + 72 = 148 divide by 2 = 74 Final Mark)		Total = Fall + Winter divide by 2	
*Abstract, final project and presentation 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."

Other academic integrity violations include:

- attempts to read others' papers in testing situations, or leaving test papers open for others to see
- unauthorized cooperation or collaboration

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, as soon as possible after the need for accommodation is known to exist, ideally two weeks before the deadline or event.

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. 7, 2013** for the Fall term and **March 6, 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/>

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.*