

LIN2141 Linguistic Prejudice

Quest 2

Lectures MW 3rd period (9:35-10:25am) Fall 2025 LIT 113
Section: Class#25672 Friday's 3rd (9:35 -10:25am) TUR 2354
Section: Class #25781 Fridays 4th (10:40am-11:30am) MAT 113
Section: Class #25784 Fridays 5th (11:45 -12:35pm) MAT 102



Instructors

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Student/Office Hours:

Dr. Wiltshire: Wednesdays 11:45am-12:30pm & Fridays 9:30-10:20am (both F2F in office), and
Thursdays 3:15-4:30pm (Zoom only): <https://ufl.zoom.us/j/99239285764>
(Meeting ID: 992 3928 5764)

I'm also available by e-mail and by appointment at other times; to ask questions or make an appointment: please email me directly at wiltshir@ufl.edu anytime

TAs: Ms. Jones: Thursdays 10:40-11:30am, **Mr. Ahmed:** Mondays 3:00-4:00 pm

[Location to be determined]

I. Course Information

Course Description

Linguistic Prejudice is directed against people who speak with a “nonstandard” accent or grammar and is used to discriminate against groups based on perceived race, ethnicity, gender identity/orientation, geographic location, linguistic background, and socio-economic status. This course explores the relationships between language varieties and prejudice and their real-world consequences; a lack of awareness of linguistic prejudice can lead to discrimination in education, housing, careers, healthcare, interactions with the justice system, etc. We then address the pressing question “what can we do to mitigate the effects of Linguistic Prejudice?” To do so, students explore what linguistic prejudice is and who it affects; readings on research and methodologies from linguistics, sociology, and psychology provide students with the terms and tools to describe, analyze, and respond to linguistic prejudice. We examine the prevalence of linguistic prejudice and its impacts, reflect on our own beliefs and behaviors, interview others about their attitudes, and work together to develop potential techniques to reduce the pervasiveness of linguistic prejudice, mitigate its effects, and prevent such attitudes from infecting our institutions or affecting opportunities in our society.

E-learning site: <https://elearning.ufl.edu/> Find LIN2141 Linguistic Prejudice

II. Coursework & Schedule

1. Required Course Materials (to purchase/rent)

Barrett, Cramer, & McGowan. 2023. *English with an Accent*. (3rd ed.) London/NY: Routledge.

[**Supplemental Readings** available in Canvas (free); see course schedule for complete list.]

Materials and supplies fees: none

2. List of Graded Work

Assignment	Description	Points
Attendance & Participation	Attendance will be taken at discussion section meetings (Fridays) for up to 40 points. You are allowed 1 “personal day” for the semester; after that each absence that does not meet university criteria for “excused” results in a 4-point deduction. Tardiness (>5 minutes) counts as late; two “late”s count as an absence. While we do not take attendance at lectures, at the end of some (8) there will be exit slips with a question related to class content from that day; each is worth 5 points (=40 points).	80
Exercises (5)	Each exercise requires you to reflect on your own experience with and attitudes toward non-standard language/accents; some also require gathering information from other people or trying an experiment. These also form the basis for discussion in class or section (250-300 words, 2-3 paragraphs)	250 (@50)
Tests (2)	Each test will be one class period, the first covering Weeks 1-6 (Sept 29 th) and the second covering weeks 1-12 (Nov. 7 th). Each will be composed of definitions, multiple choice questions, short answer questions, and/or a short essay.	260 (120+140)
Reading Response (1)	In the list of supplementary articles, 3 are marked RR; choose one and write a Reading Response, due by midnight the day before we discuss the article. Responses should be about 2 pages (500-600 words), and a) summarize the main point(s) b) discuss how it relates to material in the textbook or from class & c) provide reactions to the article (both personal and professional). You are expected to use the terminology from the class to discuss the article.	80
Discovering Examples (1)	You will find and document a new example of linguistic prejudice from real-life, such as a video/audio clip, article from written media (newspapers, blogs), or a narrative video describing a personal experience. Post the example to a discussion board on Canvas and provide a short (100-150 words) statement of how the example illustrates linguistic prejudice as discussed in the course. You can post any time but they are due by WEEK 11 FRI, Oct 31 st .	50
Group Project/ Poster Presentation	Groups of 3-4 students identify a type of speech subject to linguistic prejudice & some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I provide a list of topics; you can request your preferred ones and I’ll create groups, or you propose your own topics & groups, with my approval]. Submit requests by Oct 27 th . Present Posters either during final sections (Nov. 21 st) or in class Mon (Dec. 1 st). All posters due the day before the 1 st presentations (i.e. 11:59pm Nov 20 th).	80
Final project paper	Each student will individually write up their group project providing (a) background on a documented prejudice and/or discrimination towards some type of speech (2-3 pages) (b) a proposal for reduction of prejudice or mitigation of its discriminatory effects (3-5 pages) and (c) a discussion of the relationship of the proposal to other proposals for mitigations and their ethical bases (1-2 pages) (d) appropriate references) Total: 8-10 pages plus references, 1800-2200 words). Due Dec 9 th , 10am	200

3. Weekly Course Schedule

Note: “EWAC” = *English with an Accent* textbook

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 1	Topic	Introduction to Linguistic Prejudice and the course	
Aug 22F	Summary Disc. Section	An introduction to Linguistic Prejudice, attitudes (positive & negative) towards speech varieties, and why it matters, as well as an overview of the course and its requirements	
	Req. Reading	Syllabus	
Week 2	Topic	Why & How Does Language Vary? Who has an Accent?	
Aug 25 M Aug 27 W	Summary	Introduction to findings of the discipline of linguistics that are important for understanding language & variation, including terminology for the describing and categorizing linguistic differences in accents & dialects based on race, ethnicity, geographical origin, linguistic background, gender & orientation; increase awareness of students' own accent & dialect features.	
	Req. Readings	EWAC: Chapter 3 “Things linguists know about language” pp. 42-62; Lippi-Green Ch 3 “The myth of non-accent” (pp. 44-54)	
	Assignment	Background Questionnaire Exercise #1: Ask four people ... (1 page, 250-300 words).	8/27W 8/28Th
Aug 29 F	Disc. Sect.	Who has an accent?, Ex. 1 discussion	
Week 3	Topic	Are some accents/varieties better than others? How do we document (linguistic) prejudice?	
Sep 1 Sep 3	Summary	After Monday's holiday (Labor Day), we discuss the role of an ideal Standard Language vs. natural language varieties, and introduce psychological, linguistic & sociological methods of documenting linguistic prejudice through methodologies including implicit attitude measures, sociolinguistic interviews, & language attitude studies.	
	Req. Readings	EWAC: Ch. 4 “Language subordination” (pp 64-77); Green (2014) video from Crash Course Psychology, Excerpts: Strangor (2009: 10-13); Loureiro-Rodriguez & Acar (2022: 185-189); Becker (2018: 99-101); Campbell-Kibler (2018: 144-147); Clopper (2018: 157-161)	
	Assignment	Exercise #2: Implicit Attitude Test ... (1 page, 250-300 words)	9/4 Th
Sep 5	Disc. Sect.	Techniques including Sociolinguistic Interviews & IATs, Exercise 2 discussion	
Week 4	Topic	Who is affected by linguistic prejudice? Racial/Ethnic groups	
Sep 8 M Sep 10 W	Summary	Discuss categorizations, including questions of what “race”/“ethnicity” are and how they are socially & linguistically constructed. Begin to examine research on individual & societal prejudicial attitudes towards the speech of perceived racial groups in America, including African- and Asian- Americans.	
	Req. Readings	EWAC Ch. 6 “Language, racialization, and racism” (pp. 102-129); Lo (2016) “Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans” (97-112) [RR]	
	Optional	Smedley & Smedley (2005) “Race as biology is fiction, racism as a social problem is real.” (16-26)	
	Assignment	(Optional RR to Lo (2016): 500-600 words)	(9/11 Th)
Sep 12 F	Disc. Sect.	Asian Americans, Lo article	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 5	Topic	Who is affected by linguistic prejudice? Race/Ethnicity	
Sep 15 M Sep 17 W	Summary	Continue with research on individual and social prejudicial attitudes towards the speech of Native Americans, Hispanics, and bilinguals in the US.	
	Req. Reading	EWAC Ch. 7 "Language diversity in the US" (pp. 130-159)	
Sep 19 F	Disc. Sect.	Hispanic Americans	
Week 6	Topic	Who is affected by linguistic prejudice? The deaf/Deaf	
Sep 22 M Sep 24 W	Summary	Discuss American Sign Language and its role in the Deaf community; explore ramifications of the common assumption that spoken languages are preferable to sign languages and the deficiency approach to deafness.	
	Req Reading	EWAC Ch. 8 "American Sign Language and deaf culture pp. 161-185)	
Sep 26 F	Disc. Sect.	Review for Test 1	
Week 7	Topic	Who is affected by linguistic prejudice? Geographic origins in US	
Sep 29 M Oct 1 W	Summary	After the test Monday, we begin to examine and discuss research documenting our prejudicial attitudes towards the speech of Americans based on geographic origins such as rural vs. urban or Southern vs Northern.	
	Req Reading	EWAC Ch. 9 "Putting language on the map" (pp. 186-209)	
	Assignment	Test 1 in class Monday	9/29 M
Oct 3 F	Disc. Sect.	Geographic dialects in the US	
Week 8	Topic	Who is affected by ling. prejudice? Geographic & linguistic origins	
Oct 6 M Oct 8 W	Summary	Continue to examine and discuss research documenting prejudicial attitudes towards the speech of US-born and foreign-born Americans based on their geographic and linguistic origins; examine the categories "native speaker" vs. bilingual vs. ESL speakers	
	Required Readings	Kinzler & DeJesus (2013) "Northern=smart and Southern=nice" (1146-1158); Subtirelu & Lindemann (2016: 765-783) "Teaching First Language Speakers to Communicate Across Linguistic Difference"	
	Optional	Luhman (1990: 331-348, Appalachian)	
	Assignment	(Optional RR to Kinzler & DeJesus (2013): 500-600 words) Exercise #3: Try changing one thing... (1 page, 250-300 words)	(10/5 Su) 10/9 Th
Oct 10 F	Disc. Sect.	ESL/International speakers of English	
Week 9	Topic	Who is affected by linguistic prejudice? Gender & Sexuality & Speech Patterns	
Oct 13 M Oct 15 W	Summary	Examine and discuss research documenting prejudicial attitudes towards speech perceived as feminine, "gay-sounding", etc.	
	Required Readings	Ko, Judd & Stapel (2009) "Stereotyping based on voice in the presence of individuating information" (198-211); Zimman (2010) "Female to male transsexuals [transgender] and gay-sounding voices" (1-21)	
Oct 17 F	No Disc. Sect.	Homecoming Holiday	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 10	Topic	How is Linguistic Prejudice spread?	
Oct 20 M Oct 22 W	Summary	Explore how linguistic prejudice, including the “Standard Language Ideology”, is manifested in educational approaches and the media, to understand how attitudes are perpetuated in both individuals and society	
	Required Readings	EWAC Ch. 11 “The communicative burden in education” (pp. 231-256); Ch. 12 “Language use, media stereotypes, and fake news” (pp. 258-280).	
	Assignment	Exercise #4: Think about your own history ... (1 page, 250-300 words)	10/23 Th
Oct 24 F	Disc. Sect.	Children’s education & media, discuss Exercise 4	
Week 11	Topic	How does linguistic prejudice affect people in the real world? workplace, healthcare, education ...	
Oct 27 M Oct 29 W	Summary	We begin to examine the discriminatory effects of individuals acting with linguistic prejudice in real-world contexts, including the workplace, healthcare, and education, and discuss the ethical implications of such discrimination.	
	Required Readings	EWAC Ch. 13 “Language in the workplace” (pp. 281-300); Anderson et al (2014) “Vocal fry may undermine the success of young women in the labor market.” (1-8); Iheduru-Anderson (2020) “Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States” (1-15).	
	Assignment	Submit Group Presentation Project choice by Monday night Discovered Example due by Friday	10/27 M 10/31 F
Oct 31 F	Disc. Sect.	Healthcare	
Week 12	Topic	How does linguistic prejudice affect people in the real world? judicial system & housing	
Nov 3 M Nov 5 W	Summary	Continue the examination of the discriminatory effects of individuals acting with linguistic prejudice in real-world contexts, focusing on the judicial system and housing.	
	Required Readings	EWAC Ch. 14 “Examining the American judicial system and housing” (pp. 302-319); Purnell et al. 1999. “Perceptual and Phonetic Experiments on American English Dialect Identification” (pp. 10-30) [RR]	
	Optional	Rickford & King (2016: 948-988, AAVE in court, 1 st & last sections).	
	Assignment	(Optional RR to Purnell et al (1999): 500-600 words)	(11/4 Tu)
Nov 7 F	Disc. Sect	Test 2	11/7 F
Week 13	Topic	How can we reduce linguistic prejudice and mitigate its effects?	
Nov 10 M Nov 12 W	Summary	We begin to examine proposals for promoting individual, institutional, and societal strategies to reduce linguistic prejudice and/or prevent such attitudes from affecting our society. We’ll evaluate efficacy, along with ethics, beginning with schools, universities and healthcare.	
	Req. Readings	EWAC Epilogue (pp 320-323); Wolfram “Sound Effects” (27-30); Dunstan et al. (2015) “Educating the Educated” (266-280);	
	Optional	Gu, & Shah (2019: 378-396)	
	Assignment	Exercise #5: Describe a situation ... (one page, 250-300 words)	11/13 Th
Nov 14 F	Disc. Sect.	Discrimination in healthcare; Discuss responses to Ex. 5	

Week Date	Activity	Topic/Assignment (Question/Subject)	Work Due
Week 14	Topic	How can we reduce linguistic prejudice and mitigate its effects, including Group Presentations projects	
Nov 17 M Nov 19 W	Summary	We continue as in Week 13, to examine proposals to reduce linguistic prejudice and/or its ability to infect our systems, and discuss their potential and actual efficacy, along with their ethical basis; focus on employment	
	Required Readings	Lebrecht et al. (2009). "Perceptual other-race training reduces implicit racial bias." (1-7); HR Daily Advisor (2016) "Avoiding Language Discrimination in the Workplace" (~2 pages)	
	Assignment	Group project poster submissions	11/20 Th
Nov 21 F	Disc. Sect.	Group project poster presentations	11/21 F
Nov 24-26-28	eat! relax! be thankful!	Holiday week (Thanksgiving)	
Week 15	Topic	Group Presentations on projects; final overview on Wednesday	
Dec 1 M Dec 3 W [no FRI]	Summary	Monday we'll continue group projects presentations; Wednesday we'll have an overview, with time to answer any questions about the final write-up, along with a final discussion on whether and how the students feel the course has made any impact on them or their future lives, what we can do next, and how the course could be improved.	
	Readings	Individualized based on project	
	Assignment	Group project poster presentations	12/1M
Dec 9 Tu	Final Paper	Final write up assignment due by 10am (8-10 pages, 1800-2200 words)	12/9 10am

Required Articles: (available on Canvas) Readings marked **[RR]** can be used for the Reading Response assignment (choose **one** and remember it must be done **by its deadline** to count)

Week 2 Who has an Accent?

Lippi-Green, Rosina (2012). Chapter 3: "The myth of non-accent", *English with an Accent* (2nd edition), pp. 44-52. Routledge.

Week 3 How do we document linguistic prejudice? (Excerpts combined into one file)

video: Crash Course Psychology #39 Prejudice and Discrimination: Hank Green, 2014, available at: <https://www.youtube.com/watch?v=7P0iP2Zm6a4>

Strangor, Charles. 2009. "The Study of Stereotyping, Prejudice, and Discrimination Within Social Psychology: A Quick History of Theory and Research", in *Handbook of Prejudice, Stereotyping, and Discrimination*, ed. by Todd D. Nelson. New York: Taylor & Frances, pp. 1-12

Becker (2018) "The Sociolinguistic Interview" (pp. 99-101); Campbell-Kibler (2018) "Language Attitude Surveys" (pp. 144-147); Clopper (2018) "Experiments" (pp. 157-161) are all from *Data Collection in Sociolinguistics: Methods and Applications*, New York/London: Routledge.

Loureiro-Rodríguez, V., & Acar, E. (2022). The Matched-Guise Technique. In R. Kircher & L. Zipp (Eds.), *Research Methods in Language Attitudes* (pp. 185-89). Cambridge: Cambridge University Press.

Week 4 Who is affected? Race/Ethnicity

Lo, Adrienne. 2016. "Suddenly Faced with a Chinese Village: the Linguistic Racialization of Asian Americans" in Slim, Rickford & Ball, eds., *Raciolinguistics*. Oxford: Oxford University Press (pp. 97-111) [RR by 9/11]

Week 8 Who is affected? Geographic & linguistic origins

Kinzler, Katherine D. & Jasmine M. DeJesus (2013) Northern = smart and Southern = nice: The development of accent attitudes in the United States, *The Quarterly Journal of Experimental Psychology*, 66:6, 1146-1158, DOI: [10.1080/17470218.2012.731695](https://doi.org/10.1080/17470218.2012.731695) [RR by 10/5]

Subtirelu, Nicholas Close and Stephanie Lindemann. 2016. "Teaching First Language Speakers to Communicate Across Linguistic Difference: Addressing Attitudes, Comprehension and Strategies", *Applied Linguistics* 37/6: 765-783

Week 9 Who is affected? Gender & LGBTQ (and intersections)

Ko, Sei Jin, Charles M. Judd & Diederik A. Stapel. 2009. Stereotyping based on voice in the presence of individuating information: Vocal femininity affects perceived competence but not warmth. *Personality and Social Psychology Bulletin* 35, no. 2: 198-211.

Zimman, Lal. 2010. Female to male transsexuals* and gay-sounding voices: A pilot study. *Colorado Research in Linguistics*. Vol 22: 1-21. [*Note: the current term is transgender]

Weeks 11-12 How does linguistic prejudice reflect/reinforce prejudice? workplace, judicial, health care, & housing

Anderson, Rindy C., Casey A. Klostad, William J. Mayew & Mohan Venkatachalam. 2014. Vocal fry may undermine the success of young women in the labor market. *PloS one* 9.5 (2014): e97506: 1-8.

Iheduru-Anderson, Kechi. 2020. Accent bias: A barrier to Black African-born nurses seeking managerial and faculty positions in the United States. *Nursing Inquiry* 2020: 1-15. (DOI: 10.1111/nin.12355)

Purnell Thomas, William Idsardi & John Baugh J. 1999. Perceptual and Phonetic Experiments on American English Dialect Identification. *Journal of Language and Social Psychology*. 18.1: 10-30.
doi:[10.1177/0261927X99018001002](https://doi.org/10.1177/0261927X99018001002) [RR by 11/4]

Week 13-14 Mitigation

Wolfram, Walt. 2013. Sound Effects. *Teaching Tolerance* 52.43: 29-31. at:

<https://www.tolerance.org/magazine/spring-2013/sound-effects> or Wolfram, Walt. 2013. Sound effects: Challenging language prejudice in the classroom. *The Education Digest* 79.1: 27-30

Dunstan, Stephany Brett, Walt Wolfram, Andrey J. Jaeger, and Rebecca E. Crandall. 2015. Educating the educated: Language diversity in the university backyard. *American Speech* 90. 2: 266-280.

Lebrecht, S., L. J. Pierce, M. J. Tarr & J. W. Tanaka. 2009. Perceptual other-race training reduces implicit racial bias. *PloS one*, 4.1: 1-7.

HR Daily Advisor. 2016. "Avoiding Language Discrimination in the Workplace" (approx. 2 pages):
<https://hrdailyadvisor.blr.com/2016/03/14/avoiding-language-discrimination-in-the-workplace/>

Optional Articles: (available on Canvas)

Week 4 Who is affected? Race/Ethnicity

Smedley, A., & B.D. Smedley B.D. 2005. Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist* 60.1: 16-26.

Week 8 Who is affected? Geographic origins with the US

Luhman, R.. 1990. Appalachian English stereotypes: language attitudes in Kentucky. *Language in Society* 19.3: 331-348.

Week 12 How does linguistic prejudice reflect/reinforce prejudice? workplace, judicial, healthcare

Rickford, J.R. & S. King, 2016. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language*, 92.4: 948-988.

Week 13 How can we reduce linguistic prejudice and mitigate its effects?

Gu, Y. & A. P. Shah. 2019. A Systematic Review of Interventions to Address Accent-Related Communication Problems in Healthcare. *Ochsner Journal* 19.4: 378-396.

III. Grading

Statements on Attendance and Participation

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken at the discussion section meetings (Fridays). You are allowed one (1) “personal day” for absence from sections for the semester, after which each absence that does not meet university criteria for “excused” results in a 4-point deduction from your attendance grade. Two tardy (>5 minutes) arrivals = one absence. While we do not take attendance at lectures, at the end of some classes (8) there will be exit slips with a question related to class content from that day. **Participation:** is expected and will enhance your experience of the course. While not directly counted in your grade, actively participating in class will contribute to your understanding of the material and will enable you to improve your performance on the tests, reading responses, and final projects.

Diversity Statement: “I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.” (borrowed from the American Society for Engineering Educations Committee on Diversity, Equity, and Inclusion).

Note: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Individuals acquire their ways of speaking from the communities around them and are not pre-determined characteristics of their birth, identity, or membership in any group. Linguistic prejudice is often directed at individuals based on their perceived membership in a group (e.g., “Southerners”, “female”, “immigrant”), and this course therefore touches on topics germane to identity. This course does not treat inequalities or injustice as inherent, but instead critically discusses theoretical perspectives on whether and how social structures may create or reproduce inequalities. Discussions are based on research that is case- or data-driven. Grading of all assignments focuses on understanding of content rather than adopting a specific opinion.

Lateness Policy

If you fear that you will be late with an assignment, please get in touch with us as soon as possible. If late without permission, assignments are subject to a 4% penalty per hour and are not accepted beyond 24 hours after they are due.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading:	930-1000 = A	900-929 = A-	870-899 = B+	830-869 = B
	800-829 = B-	770-799 = C+	730-769 = C	700-729 = C-
	670-699 = D+	630-669 = D	600-629 = D-	Below 599=E

Courses taken for satisfying the Quest requirement cannot be taken S-U, and a minimum grade of C is required for Quest credit.

IV. Required Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>. This includes policies on the DRC, Academic Honesty, Evaluations, Student wellness, and more.

V. Quest: Objectives & Learning Outcomes

This Course in the Quest 2 Curriculum

Quest 2 Course Objectives & Learning Outcomes: <https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext>

VI. This course: Objectives & Learning Outcomes

At the end of this course, students are expected to have achieved the [Quest](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

Quest 2: Identify, describe, & explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences incorporated into the course.

This course:

- At the end of this course, students will be able to
 - Identify, describe, and explain the historical development of linguistic variation and how linguistic prejudices develop based on that variation, with attention to the intersections of race, ethnicity, gender, geography and other categories.
 - Identify, describe, and explain linguistic diversity as a dynamic concept related to human differences and their intersections, such as race, ethnicity, gender identity, sexual orientation, and geographic and linguistic origins
- Achievement of these learning outcomes will be assessed through:
 - Reading responses, exercises, discovering examples, tests, group project presentation, final project paper

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

Quest 2: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.

This course:

- At the end of this course, students will be able to
 - Analyze and evaluate methodologies from linguistics, sociology, anthropology and psychology used to document how linguistic variation is used for linguistic prejudice.
 - Analyze and evaluate how social inequities are constructed, as linguistic prejudice impacts discrimination against groups in the US in a variety of circumstances.
 - Analyze and reflect on the way different linguistic ideologies mediate understandings of an increasingly linguistically diverse US society.
- Achievement of this learning outcome will be assessed through:
 - Reading responses, tests, group project presentation, final project paper

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Quest 2: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.

This course:

- At the end of this course, students will be able to
 - Develop and present, both in writing and orally, proposals to reduce linguistic prejudice and mitigate its effects on some part of our society. [Q2]
- Achievement of this learning outcome will be assessed through:
 - Group project presentation, Final project paper

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

Quest 2: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

This course:

- At the end of this course, students will be able to
 - Connect course content with their own personal, intellectual and professional development through critical reflection on their own linguistic prejudice and how the prejudices of others impact their lives, society, and professions.
- Achievement of this learning outcome will be assessed through:
 - Discovering Examples, exercises, reading responses