

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/22/2015

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Jeanmarie Rouhier

Email: j.rouhier@uky.edu

Phone: 7-1756

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 598

2c. Full Title: Topics in Linguistics (subtitle required)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

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SENATE COUNCIL

2j. Course Description for Bulletin: An in-depth investigation of topics in the fields of theoretical and/or applied linguistics with emphasis on a particular country/region/linguistic population, language or language group. Possible topics include: history of a language or language group; sociolinguistics of a language or language group(s); structure of a language or language group; phonetics, phonology, morphology, syntax, semantics, pragmatics or discourse analysis of a language and/or its dialects; acquisition of pragmatic, cultural and/or communicative competence in a language. MCL majors and graduate students will be expected to conduct part of their research in the target language. May be repeated up to six credits with different subtitles.

2k. Prerequisites, if any: Consent of instructor. MCL 598 will be taught at the same time and in the same place as LIN 517.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: This course is part of a rotating series of topics courses, one of which will be offered each year.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Since these are interdisciplinary topical courses, they would be of interest to students in affiliated fields, such as English, Hispanic Studies, Anthropology, History, Linguistics, etc.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|MCL 598 NEW College Review|20131106
SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 598 NEW Undergrad Council Review|20140212
SIGNATURE|ZNNIKO0|Roshan Nikou|MCL 598 NEW Graduate Council Review|20140221
SIGNATURE|JEL224|Janie S Ellis|MCL 598 NEW Senate Council Review|20140818
SIGNATURE|REBEAT1|Ruth E Beattie|MCL 598 NEW Approval Returned to College|20140825
SIGNATURE|JEL224|Janie S Ellis|MCL 598 NEW Senate Council Review|20141014
SIGNATURE|ACSI222|Anna C Harmon|MCL 598 NEW Approval Returned to College|20141118
SIGNATURE|JEL224|Janie S Ellis|MCL 598 NEW Senate Council Review|20141121
SIGNATURE|ACSI222|Anna C Harmon|MCL 598 NEW Approval Returned to College|20150122

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments: Upload File

	ID	Attachment
Delete	3094	MCL598DraftSyllabus.docx
Delete	3825	MCL_memo-591-592-696-697-698.pdf
Delete	4040	MCL598DraftSyllabus_MRLrevisions.pdf

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c. * Contact Person Name: Email: Phone:
 * Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II
 Inquiry - Humanities Quantitative Foundations
 Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:
 Letter (A, B, C, etc.)
 Pass/Fail
 Medicine Numeric Grade (Non-medical students will receive a letter grade)
 Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No
 if YES: Maximum number of credit hours:
 if YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

An in-depth investigation of topics in the fields of theoretical and/or applied linguistics with emphasis on a particular country/region/linguistic population, language or language group. Possible topics include: history of a language or language group; sociolinguistics of a language or language group(s); structure of a language or language group; phonetics, phonology, morphology, syntax, semantics, pragmatics or discourse analysis of a language and/or its dialects; acquisition of pragmatic, cultural and/or communicative competence in a language. MCL majors and graduate students will be expected to conduct part of their research in the target language. May be repeated up to six credits with different subtitles.

k. Prerequisites, if any:

Consent of instructor.

MCL 598 will be taught at the same time and in the same place as LIN 517.

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: This course is part of a rotating series of topics courses, one of which will be offered e

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Since these are interdisciplinary topical courses, they would be of interest to students in affiliated fields, such as English, Hispanic Studies, Anthropology, History, Linguistics, etc.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ¹for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#)

Sociolinguistic Issues in Modern Russia and the States of the Former Soviet Union
MCL 598 Topics in Linguistics
W 3:00-5:30 PM – Commonwealth House, Room 201

Dr. Jeanmarie Rouhier-Willoughby
1049 Patterson Office Tower
257-1756
j.rouhier@uky.edu
<http://www.uky.edu/~jrouhie>
Office Hours: T 3:30-4:30, R 11-11:50
and by appointment

Dr. Mark Richard Lauersdorf
1129 Patterson Office Tower
257-7101
lauersdorf@uky.edu
<http://www.as.uky.edu/linguistics/faculty/lauersdorf>
Office Hours: TR 2:30-3:15 & 5:00-5:30
and by appointment

COURSE DESCRIPTION

This course investigates various socio-cultural aspects of language use in Russia and the states of the former Soviet Union, focusing on sociolinguistic phenomena in Russian itself as well as Russian in contact with other languages of the former USSR.

After studying basic concepts in linguistics and the historical sociolinguistic development that produced the modern context, students will examine a series of interconnected contemporary issues such as: Russian regional dialects and the standard language, language and education, “official languages” and linguistic legislation, linguistic landscapes (public uses of written language). We will consider the seminal role that a person’s language plays in politics, the media, at work, in social interaction, and in the construction of individual and national identities.

COURSE GOALS

In this course you will:

- become familiar with issues and methods of scientific inquiry in the field of sociolinguistics;
- understand the sociolinguistic contexts of the USSR/FSU in a deeper, more nuanced way;
- contextualize the interaction of language within society in both Soviet and post-Soviet periods;
- recognize differences among scholarly approaches and differing scholarly opinions on sociolinguistic issues;
- write cogent, well-crafted, carefully edited prose that demonstrates not only intellectual acumen, but also rhetorical skill;
- conduct research using a variety of sources in order to produce a significant analytical essay that demonstrates your knowledge and your writing abilities.

GRADING

The following grading scale will be used in this course:

Undergraduates:

A = 100-90% ; B = 89-80% ; C = 79-70% ; D = 69-60% ; E = Below 60%

Graduates:

A = 100-90% ; B = 89-80% ; C = 79-70% ; E= 69% or below

Final course grades will be calculated according to the following categories (explained in detail below):

Undergraduate Students:

weekly 2-page papers = 60% (6 papers x 10% per paper)

annotated webliography entries = 10%

final research paper = 30%

Graduate Students:

Graduate students are required to lead one class discussion on a text of their choice. In preparation for this task, individuals will identify a text from a list provided by the instructor and consult with the instructor on the planning of their session. Each session will consist of a brief introductory presentation of author and text as well as a subsequent guided discussion among participants.

weekly 2-page papers = 50% (5 papers x 10% per paper)

class discussion lead = 10%

annotated webliography entries = 10%

final research paper = 30%

COURSE WORK

Readings

You will have **weekly readings** on the course topics. The specific readings will be assigned in class each week. It is important that you read carefully and critically. Think about the intellectual and socio-cultural context in which the work is written, the author's point of view in his/her intellectual arguments, goals of the work and/or of the author. When you read each source, carefully examine the scholarly apparatus that accompanies the text itself – introduction/preface, illustrations/tables/maps, footnotes/endnotes, index, bibliography. Careful reading will greatly assist you in crafting your written analysis of the material as well as in preparing for the discussion of the material in class.

Written Assignments

1) Weekly 2-page summaries/analysis papers that review the main arguments and ideas of the readings in a clear and concise fashion. The 2-page limit is intentional so as to train you to distill your ideas down to their clearest, most precise form, producing cogent, clear, fluid prose that delivers as much meaning as possible in the space allotted.

(for undergraduate students, 6 papers x 10% per paper = 60% of overall course grade; for graduate students, 5 papers x 10% per paper = 50% of course grade)

Rubric for assessment of 2-page summaries/analysis papers

- 5 Student has demonstrated mastery of the concepts/theory under consideration. The paper is well organized and well written. It is supported with examples/data.
- 4 Student has demonstrated some mastery of the concepts/theory under consideration. The paper is less well organized and written. It is supported with some examples/data, but not all points are adequately supported.
- 3 Student has demonstrated minimal mastery of the concepts/theory under consideration. The paper is minimally well organized and written. It is supported only minimally with examples/data.
- 2 Student has demonstrated essentially no mastery of the concepts/theory under consideration. The paper is not well organized and written. It contains no support from examples/data.
- 0 Student does not submit the assignment or submits it late.

2) Weekly contributions to an annotated list of websites dealing with the topics covered in the course. Each student will identify one (1) website that provides discussion, illustration, or examples/data for each weekly topic discussed in the course. For each website chosen, the student will provide: (a) the name of the site, (b) the main URL for the site, and (c) a brief 4-5 sentence description/assessment of the content of the site, designed to provide

everyone in the course a basic idea of the content and value of the site to the topics being discussed in the course. Each student will also perform an editorial review of one of his/her classmates' annotated website entries each week. The accumulated list of sites will serve as a webliography for the course topics, providing a reference guide not only for final paper topics, but also for future work. The annotated list will be maintained online and will be continuously accessible to everyone in the class throughout the semester.

(5 contributions + 5 editorial reviews x 1% = 10% of overall course grade)

Timeline and assessment of web assignments

- 1) Students will complete each weekly annotated web entry by Sunday evening at 5:00 PM of that week.
- 2) Each student will be responsible for performing an editorial review of one of his/her classmates' entries for that week, based on a rotation established at the start of the semester. This editorial review must be completed by Tuesday evening at 5:00 PM of that same week and will include the following aspects:
 - a) verification of the name of the site and the main URL for the site;
 - b) additional comments on the content of the site or corrections/amendments to the original site description.
- 3) The five (5) web entries and five (5) editorial reviews completed during the semester will each be worth one (1) point. This point will be awarded for completion of each entry and each review in the manner outlined above by the listed deadlines. No points will not be awarded if the assignment is in any way incomplete or was completed after the listed deadlines.

3) A final research paper that will:

- be no fewer than 15 typewritten, double-spaced pages with 1" margins (page count does not include bibliography) for undergraduate students; be no fewer than 25 typewritten, double-spaced pages with 1" margins (page count does not include bibliography) for graduate students;
- contain a properly formatted bibliography of no fewer than 10 cited sources (no more than half of which are digital publications), this does not include sources used to gather your primary linguistic data for analysis
- Russian majors using this course as their senior capstone course must cite at least 5 sources written in Russian (either theoretical/factual sources or sources user to gather your primary linguistic data)
- contain properly formatted footnotes;
- be written in stages, starting with an annotated bibliography, moving to a thesis statement and introductory paragraph, followed by 5 draft pages, then a fairly full second draft, and then completed with a full, final draft of the paper;
- discuss a topic drawn from the course material and determined in consultation with the professors;
- be due no later than 1:00 PM on Friday, 6 May 2011 (the scheduled start time for the final exam for this course).

(30% of overall course grade)

Rubric for assessment of final research paper

Analysis

- 15 The paper presents a plausible analysis that goes beyond the commonplace by offering original insights, both in terms of the whole and particular parts of the data.
- 12 The paper presents a plausible analysis and may contain one or two original insights but on the whole does not go beyond the common range of interpretations.
- 9 The paper reiterates in general terms a common interpretation of the material with no original ideas.
- 6 This paper presents original ideas that are inconsistent with the known evidence.
- 0 The paper does not offer a data analysis.

Socio-Cultural Contextualization

- 15 The analysis is appropriate to the social and cultural situation in which the linguistic data are situated, and this socio-cultural contextualization forms an integral part of the argument. The connections are profound, interesting, or complex.
- 12 The analysis is appropriate to the social and cultural situation in which the linguistic data are situated, and this socio-cultural contextualization forms an integral part of the argument. The connections are plausible.

- 9 The analysis is appropriate to the social and cultural situation in which the linguistic data are situated, and this socio-cultural contextualization forms some portion of the argument. The connections are obvious and commonplace.
- 6 The paper offers some mention of the socio-cultural contextualization of the data and analysis, but the connections are not plausible.
- 0 The paper makes no attempt at socio-cultural contextualization of the data and analysis.

Theory

- 10 The paper demonstrates a thorough understanding and application of appropriate linguistic theory.
- 8 The paper demonstrates a reasonable understanding and application of appropriate linguistic theory, but the understanding and/or application of the theory are not as complete as they should be.
- 6 The paper demonstrates a rudimentary/surface understanding and application of appropriate linguistic theory.
- 4 The paper demonstrates a poor understanding and application of appropriate linguistic theory.
- 0 The paper demonstrates no understanding or application of appropriate linguistic theory.

Strength of Argument

- 10 The paper offers a logical, coherent argument for the analysis with a well-formulated thesis and conclusion. All assertions are supported and amplified with details from personal experience or from other sources. The writer pursues an original line of argument in at least one portion of the paper.
- 8 The paper offers a logical, coherent argument for the analysis but only partially supports or amplifies the assertions, the thesis/conclusion are not as well formulated. Or the writer does not pursue an original line of argument.
- 6 The paper offers an argument that contains some lapses in logic and/or offers only minimal support or amplification of assertions. Thesis/conclusion not well formulated
- 4 The paper offers an argument that is seriously flawed in logic or that fails to support or amplify most or all assertions. The paper is basically a list with no attempt to support the argument, no thesis/conclusion.
- 0 The paper does not present an argument to support the data analysis.

Incorporation of Counterarguments

- 5 This paper acknowledges significant counterarguments (alternative interpretations and reasons) and either effectively refutes or successfully accommodates them into the interpretation being argued.
- 4 The paper acknowledges several but not all counterarguments and refutes or accommodates some.
- 3 The paper acknowledges at least one counterargument (perhaps more) but is unsuccessful in the attempt to refute or to accommodate it/them.
- 2 The paper mentions at least one counterargument but makes no attempt to refute or accommodate it.
- 0 The paper ignores all counterarguments.

Grammatical and Technical Apparatus of the Paper

- 5 The paper has no errors in language, usage, or citations (footnotes/bibliography) and uses the required number of sources.
- 4 The paper has one consistent error in language, usage, or citations and uses the required number of sources.
- 3 The paper has several errors in language, usage, or citations and uses the required number of sources.
- 2 The paper has frequent errors in language, usage, or citations and uses the required number of sources.
- 0 The paper is incomprehensible due to errors in language, usage, or citations, or does not use the required number of sources.

COURSE POLICIES

Attendance and participation

We will keep track of attendance, but attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to learn from the classroom discussions and also because material in your written assignments will often be drawn directly from those classroom discussions. If you miss a class session for any reason, it is

your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates or come to see one of us to find out what you missed. In addition, we expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed opportunity to better understand and assimilate the material. Along with regular attendance, we expect your regular and full participation in classroom discussions. Needless to say, your ability to participate regularly and fully in class discussions will be greatly improved by your conscientious preparation of the required readings for each session.

Making up missed work

Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as "excused absences":

"**A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"**B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"**C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"**D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class."

"**E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence."

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a quiz or exam is given, you must make arrangements with us within one week of your absence to arrange for making up that work. If you are absent from class *for any other reason* on a day when a homework assignment is collected or a quiz or exam is given, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism

We expect all work that you submit to us for a grade to be work that you produce on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to us must be your own and not the product of collaboration with others or stolen from someone else. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

"6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully

acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.”

“6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.”

Classroom behavior, decorum, and civility

The classroom is a place of learning and as such has certain understood rules that we will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but we expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations

If you have a documented disability that requires academic accommodations, please see us as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, e-mail address: jkarnes@email.uky.edu) for coordination of campus services available to students with disabilities.

COURSE CALENDAR (as far as we can predict it):

January 12: Introduction to sociolinguistic issues.

Due January 19:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.
- Write an annotated entry for a website that focuses on Russian dialects or the Russian standard language; and perform an editorial review of the website entry of one of your classmates (as assigned).

January 19: Russian dialects, standard language, post-Soviet Russian language change and controversy.

Due January 26:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.
- Write an annotated entry for a website that focuses on language policy in any country; and perform an editorial review of the website entry of one of your classmates (as assigned).

January 26: Language policy, public/private expression of language as a statement of identity.

Due February 2:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.
- Write an annotated entry for a website related to USSR language policy; and perform an editorial review of the website entry of one of your classmates (as assigned).

February 2: Language policy and planning in the USSR.

Due February 9:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary. *Be ready to discuss how the post-Soviet situation differs from the Soviet era.*
- Write an annotated entry for a website related to developments in post-Soviet language policy; and perform an editorial review of the website entry of one of your classmates (as assigned).

February 9: Language policy and planning in the post-Soviet countries.

Due February 16:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary. *Be ready to discuss how the educational policies regarding language differ from/intersect with general language policies.*
- Write an annotated entry for a website related to language and educational policy in the (F)SU; and perform an editorial review of the website entry of one of your classmates (as assigned).

February 16: Language and educational policy in the SU and FSU.

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- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.

February 23: Historical and contact linguistics of the languages of the (F)SU.

Due March 2:

- Determine 2-3 possible research topics that you would like to consider for your final research paper.
- Write a descriptive paragraph for each of the 2-3 topics, outlining: your proposed research issue/question, possible sources of data, and project goals. Bring copies of these materials for everyone.

March 2: Discussion of possible topics and collaborative brainstorming of ideas for final research papers.

Due March 9:

- Prepare the assigned reading(s).
- Select a topic for your final research paper.
- Meet individually with Drs. Rouhier and Lauersdorf to present your topic and have it approved.

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- Prepare the assigned reading(s).
- Write up, in proper style/format (consult either the *Chicago Manual of Style* or *The MLA Handbook* for style outlines), a preliminary working bibliography for your final paper. Annotate the bibliography, providing 1-3 sentences after each source that reveal why the source is useful and pertinent for your research.

March 16: Spring Break

March 23: Language and identity in FSU: Case study on Ukraine.

Due March 30:

- Prepare the assigned reading(s).
- Write a thesis statement and an introductory paragraph (typewritten and double-spaced) for your final research paper. Make copies for everyone so that we can provide comments for revision.

March 30: Language and identity in FSU: Case study on Estonia

Discussion of thesis statements and introductory paragraphs of final research papers.

Due April 6:

- Prepare the assigned reading(s).
- Begin working on a written draft of the first 5 pages of your final research paper. They will be due for discussion in class on April 13.

April 6: Language and identity in FSU: Case study on Ossetia/Georgia

Due April 13:

- Prepare the assigned reading(s).
- Bring in the written draft of the first 5 pages of your final research paper (typewritten and double-spaced). Bring a copy for everyone so that we can provide some collective commentary and feedback.

April 13: Language and identity in FSU: Case study on Kazakhstan/Uzbekistan.
Discussion of first 5 pages of final projects.

Due April 20:

- Prepare the assigned reading(s).
- Begin working on the complete rough draft of your final research paper. It will be due for discussion in class on April 27.

April 20: Language and identity in FSU: Case study on Siberia

Due April 27:

- Bring in a complete rough draft of your final research paper (typewritten and double-spaced). Come to class ready to discuss your classmates' papers, to present your own paper, and to analyze what conclusions we can draw from our study of sociolinguistics in Russia/FSU.

April 27: In-class workshop for final research papers.

May 6: Final research paper due today at no later than 1:00 PM (start time for final exam).

14 years into the merger of our department and the expansion of world language offerings, we find we need a battery of courses available on topics of interest to all of our language areas. These may be team taught or stand alone. These multidisciplinary courses will be available as electives to not only our graduate students in Classics, French, German, MATESL and MATWL, but also in other departments, particularly Linguistics. Advanced undergraduates all MCL languages will also be allowed to take the 500 level courses, which will enrich their academic experience. These courses allow us to take full advantage of faculty expertise from all our language areas.

MCL 598 Topics in Linguistics: Sociolinguistic Issues in Modern Russia and the States of the Former Soviet Union

W 3:00-5:30 PM – Commonwealth House, Room 201

Dr. Jeanmarie Rouhier-Willoughby
1049 Patterson Office Tower
257-1756
j.rouhier@uky.edu
<http://www.uky.edu/~jrouhie>
Office Hours: T 3:30-4:30, R 11-11:50
and by appointment

Dr. Mark Richard Lauersdorf
1129 Patterson Office Tower
257-7101
lauersdorf@uky.edu
<http://www.as.uky.edu/linguistics/faculty/lauersdorf>
Office Hours: TR 2:30-3:15 & 5:00-5:30
and by appointment

COURSE DESCRIPTION

This course investigates various socio-cultural aspects of language use in Russia and the states of the former Soviet Union, focusing on sociolinguistic phenomena in Russian itself as well as Russian in contact with other languages of the former USSR.

After studying basic concepts in linguistics and the historical sociolinguistic development that produced the modern context, students will examine a series of interconnected contemporary issues such as: Russian regional dialects and the standard language, language and education, “official languages” and linguistic legislation, linguistic landscapes (public uses of written language). We will consider the seminal role that a person’s language plays in politics, the media, at work, in social interaction, and in the construction of individual and national identities.

Prerequisites: [*Varies according to course topic*].

COURSE GOALS

In this course you will:

- become familiar with issues and methods of scientific inquiry in the field of sociolinguistics;
- understand the sociolinguistic contexts of the USSR/FSU in a deeper, more nuanced way;
- contextualize the interaction of language within society in both Soviet and post-Soviet periods;
- recognize differences among scholarly approaches and differing scholarly opinions on sociolinguistic issues;
- write cogent, well-crafted, carefully edited prose that demonstrates not only intellectual acumen, but also rhetorical skill;
- conduct research using a variety of sources in order to produce a significant analytical essay that demonstrates your knowledge and your writing abilities.

REQUIRED MATERIALS [*Varies according to instructor.*]

GRADING

The following grading scale will be used in this course:

Undergraduates: A = 100-90% ; B = 89-80% ; C = 79-70% ; D = 69-60% ; E = Below 60%

Graduates: A = 100-90% ; B = 89-80% ; C = 79-70% ; E= 69% or below

Final course grades will be calculated according to the following categories (explained in detail below):

Undergraduate Students: weekly 2-page papers = 60% (6 papers x 10% per paper)
annotated webliography entries = 10%
final research paper = 30%

Graduate Students: Graduate students are required to lead one class discussion on a text of their choice. In preparation for this task, individuals will identify a text from a list provided by the instructor and consult with the instructor on the planning of their session. Each session will consist of a brief introductory presentation of author and text as well as a subsequent guided discussion among participants.

weekly 2-page papers = 50% (5 papers x 10% per paper)
class discussion lead = 10%
annotated webliography entries = 10%
final research paper = 30%

Midterm grades (for undergraduates): Midterm grades will be posted in myUK by the deadline established in the Academic Calendar at: <http://www.uky.edu/Registrar/AcademicCalendar.htm>

DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS

Readings

You will have **weekly readings** on the course topics. The specific readings will be assigned in class each week. It is important that you read carefully and critically. Think about the intellectual and socio-cultural context in which the work is written, the author's point of view in his/her intellectual arguments, goals of the work and/or of the author. When you read each source, carefully examine the scholarly apparatus that accompanies the text itself – introduction/preface, illustrations/tables/maps, footnotes/endnotes, index, bibliography. Careful reading will greatly assist you in crafting your written analysis of the material as well as in preparing for the discussion of the material in class.

Written Assignments

1) Weekly 2-page summaries/analysis papers that review the main arguments and ideas of the readings in a clear and concise fashion. The 2-page limit is intentional so as to train you to distill your ideas down to their clearest, most precise form, producing cogent, clear, fluid prose that delivers as much meaning as possible in the space allotted.

(for undergraduate students, 6 papers x 10% per paper = 60% of overall course grade; for graduate students, 5 papers x 10% per paper = 50% of course grade)

Rubric for assessment of 2-page summaries/analysis papers

- 5 Student has demonstrated mastery of the concepts/theory under consideration. The paper is well organized and well written. It is supported with examples/data.
- 4 Student has demonstrated some mastery of the concepts/theory under consideration. The paper is less well organized and written. It is supported with some examples/data, but not all points are adequately supported.
- 3 Student has demonstrated minimal mastery of the concepts/theory under consideration. The paper is minimally well organized and written. It is supported only minimally with examples/data.
- 2 Student has demonstrated essentially no mastery of the concepts/theory under consideration. The paper is not well organized and written. It contains no support from examples/data.
- 0 Student does not submit the assignment or submits it late.

2) Weekly contributions to an annotated list of websites dealing with the topics covered in the course. Each student will identify one (1) website that provides discussion, illustration, or examples/data for each weekly topic discussed in the course. For each website chosen, the student will provide: (a) the name of the site, (b) the main URL for the site, and (c) a brief 4-5 sentence description/assessment of the content of the site, designed to provide everyone in the course a basic idea of the content and value of the site to the topics being discussed in the course. Each student will also perform an editorial review of one of his/her classmates' annotated website entries each week. The accumulated list of sites will serve as a webliography for the course topics, providing a reference guide not only for final paper topics, but also for future work. The annotated list will be maintained online and will be continuously accessible to everyone in the class throughout the semester.

(5 contributions + 5 editorial reviews x 1% = 10% of overall course grade)

Timeline and assessment of web assignments

- 1) Students will complete each weekly annotated web entry by Sunday evening at 5:00 PM of that week.
- 2) Each student will be responsible for performing an editorial review of one of his/her classmates' entries for that week, based on a rotation established at the start of the semester. This editorial review must be completed by Tuesday evening at 5:00 PM of that same week and will include the following aspects:
 - a) verification of the name of the site and the main URL for the site;
 - b) additional comments on the content of the site or corrections/amendments to the original site description.
- 3) The five (5) web entries and five (5) editorial reviews completed during the semester will each be worth one (1) point. This point will be awarded for completion of each entry and each review in the manner outlined above by the listed deadlines. No points will not be awarded if the assignment is in any way incomplete or was completed after the listed deadlines.

3) A final research paper that will:

- be no fewer than 15 typewritten, double-spaced pages with 1" margins (page count does not include bibliography) for undergraduate students; be no fewer than 25 typewritten, double-spaced pages with 1" margins (page count does not include bibliography) for graduate students;
- contain a properly formatted bibliography of no fewer than 10 cited sources (no more than half of which are digital publications), this does not include sources used to gather your primary linguistic data for analysis
- Russian majors using this course as their senior capstone course must cite at least 5 sources written in Russian (either theoretical/factual sources or sources user to gather your primary linguistic data)
- contain properly formatted footnotes;
- be written in stages, starting with an annotated bibliography, moving to a thesis statement and introductory paragraph, followed by 5 draft pages, then a fairly full second draft, and then completed with a full, final draft of the paper;
- discuss a topic drawn from the course material and determined in consultation with the professors;
- be due no later than 1:00 PM on Friday, 6 May 2011 (the scheduled start time for the final exam for this course).

(30% of overall course grade)

Rubric for assessment of final research paper

Analysis

- 15 The paper presents a plausible analysis that goes beyond the commonplace by offering original insights, both in terms of the whole and particular parts of the data.
- 12 The paper presents a plausible analysis and may contain one or two original insights but on the whole does not go beyond the common range of interpretations.
- 9 The paper reiterates in general terms a common interpretation of the material with no original ideas.
- 6 This paper presents original ideas that are inconsistent with the known evidence.
- 0 The paper does not offer a data analysis.

Socio-Cultural Contextualization

- 15 The analysis is appropriate to the social and cultural situation in which the linguistic data are situated, and this socio-cultural contextualization forms an integral part of the argument. The connections are profound, interesting, or complex.
- 12 The analysis is appropriate to the social and cultural situation in which the linguistic data are situated, and this socio-cultural contextualization forms an integral part of the argument. The connections are plausible.
- 9 The analysis is appropriate to the social and cultural situation in which the linguistic data are situated, and this socio-cultural contextualization forms some portion of the argument. The connections are obvious and commonplace.
- 6 The paper offers some mention of the socio-cultural contextualization of the data and analysis, but the connections are not plausible.
- 0 The paper makes no attempt at socio-cultural contextualization of the data and analysis.

Theory

- 10 The paper demonstrates a thorough understanding and application of appropriate linguistic theory.
- 8 The paper demonstrates a reasonable understanding and application of appropriate linguistic theory, but the understanding and/or application of the theory are not as complete as they should be.
- 6 The paper demonstrates a rudimentary/surface understanding and application of appropriate linguistic theory.
- 4 The paper demonstrates a poor understanding and application of appropriate linguistic theory.
- 0 The paper demonstrates no understanding or application of appropriate linguistic theory.

Strength of Argument

- 10 The paper offers a logical, coherent argument for the analysis with a well-formulated thesis and conclusion. All assertions are supported and amplified with details from personal experience or from other sources. The writer pursues an original line of argument in at least one portion of the paper.
- 8 The paper offers a logical, coherent argument for the analysis but only partially supports or amplifies the assertions, the thesis/conclusion are not as well formulated. Or the writer does not pursue an original line of argument.
- 6 The paper offers an argument that contains some lapses in logic and/or offers only minimal support or amplification of assertions. Thesis/conclusion not well formulated
- 4 The paper offers an argument that is seriously flawed in logic or that fails to support or amplify most or all assertions. The paper is basically a list with no attempt to support the argument, no thesis/conclusion.
- 0 The paper does not present an argument to support the data analysis.

Incorporation of Counterarguments

- 5 This paper acknowledges significant counterarguments (alternative interpretations and reasons) and either effectively refutes or successfully accommodates them into the interpretation being argued.
- 4 The paper acknowledges several but not all counterarguments and refutes or accommodates some.
- 3 The paper acknowledges at least one counterargument (perhaps more) but is unsuccessful in the attempt to refute or to accommodate it/them.
- 2 The paper mentions at least one counterargument but makes no attempt to refute or accommodate it.
- 0 The paper ignores all counterarguments.

Grammatical and Technical Apparatus of the Paper

- 5 The paper has no errors in language, usage, or citations (footnotes/bibliography) and uses the required number of sources.
- 4 The paper has one consistent error in language, usage, or citations and uses the required number of sources.
- 3 The paper has several errors in language, usage, or citations and uses the required number of sources.
- 2 The paper has frequent errors in language, usage, or citations and uses the required number of sources.
- 0 The paper is incomprehensible due to errors in language, usage, or citations, or does not use the required number of sources.

Final exam There is no final exam in this course.

COURSE POLICIES

Attendance and participation

We will keep track of attendance, but attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to learn from the classroom discussions and also because material in your written assignments will often be drawn directly from those classroom discussions. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates or come to see one of us to find out what you missed. In addition, we expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed opportunity to better understand and assimilate the material. Along with regular attendance, we expect your regular and full participation in classroom discussions. Needless to say, your ability to participate regularly and fully in class discussions will be greatly improved by your conscientious preparation of the required readings for each session.

Making up missed work

Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as "excused absences":

"**A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"**B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"**C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"**D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays no later than the last day for adding a class."

"**E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence."

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a quiz or exam is given, you must make arrangements with us within one week of your absence to arrange for making up that work. If you are absent from class *for any other reason* on a day when a homework assignment is collected or a quiz or exam is given, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. We expect all work that you submit to us for a grade to be work that you produce on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to us must be your own and not the product of collaboration with others or stolen from someone else. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Classroom behavior, decorum, and civility

The classroom is a place of learning and as such has certain understood rules that we will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but we expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations

If you have a documented disability that requires academic accommodations, please see us as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, e-mail address: jkarnes@email.uky.edu) for coordination of campus services available to students with disabilities.

COURSE CALENDAR (as far as we can predict it):

January 12: Introduction to sociolinguistic issues.

Due January 19:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.
- Write an annotated entry for a website that focuses on Russian dialects or the Russian standard language; and perform an editorial review of the website entry of one of your classmates (as assigned).

January 19: Russian dialects, standard language, post-Soviet Russian language change and controversy.

Due January 26:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.
- Write an annotated entry for a website that focuses on language policy in any country; and perform an editorial review of the website entry of one of your classmates (as assigned).

January 26: Language policy, public/private expression of language as a statement of identity.

Due February 2:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.
- Write an annotated entry for a website related to USSR language policy; and perform an editorial review of the website entry of one of your classmates (as assigned).

February 2: Language policy and planning in the USSR.

Due February 9:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary. *Be ready to discuss how the post-Soviet situation differs from the Soviet era.*
- Write an annotated entry for a website related to developments in post-Soviet language policy; and perform an editorial review of the website entry of one of your classmates (as assigned).

February 9: Language policy and planning in the post-Soviet countries.

Due February 16:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary. *Be ready to discuss how the educational policies regarding language differ from/intersect with general language policies.*
- Write an annotated entry for a website related to language and educational policy in the (F)SU; and perform an editorial review of the website entry of one of your classmates (as assigned).

February 16: Language and educational policy in the SU and FSU.

Due February 23:

- Prepare the assigned reading(s).
- Write a 2-page, typewritten, double-spaced summary of one of the readings. You will share your comments with us in the class discussion and submit the written summary.

February 23: Historical and contact linguistics of the languages of the (F)SU.

Due March 2:

- Determine 2-3 possible research topics that you would like to consider for your final research paper.
- Write a descriptive paragraph for each of the 2-3 topics, outlining: your proposed research issue/question, possible sources of data, and project goals. Bring copies of these materials for everyone.

March 2: Discussion of possible topics and collaborative brainstorming of ideas for final research papers.

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- Prepare the assigned reading(s).
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- Meet individually with Drs. Rouhier and Lauersdorf to present your topic and have it approved.

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- Prepare the assigned reading(s).
- Write up, in proper style/format (consult either the *Chicago Manual of Style* or *The MLA Handbook* for style outlines), a preliminary working bibliography for your final paper. Annotate the bibliography, providing 1-3 sentences after each source that reveal why the source is useful and pertinent for your research.

March 16: Spring Break

March 23: Language and identity in FSU: Case study on Ukraine.

Due March 30:

- Prepare the assigned reading(s).
- Write a thesis statement and an introductory paragraph (typewritten and double-spaced) for your final research paper. Make copies for everyone so that we can provide comments for revision.

March 30: Language and identity in FSU: Case study on Estonia

Discussion of thesis statements and introductory paragraphs of final research papers.

Due April 6:

- Prepare the assigned reading(s).
- Begin working on a written draft of the first 5 pages of your final research paper. They will be due for discussion in class on April 13.

April 6: Language and identity in FSU: Case study on Ossetia/Georgia

Due April 13:

- Prepare the assigned reading(s).
- Bring in the written draft of the first 5 pages of your final research paper (typewritten and double-spaced). Bring a copy for everyone so that we can provide some collective commentary and feedback.

April 13: Language and identity in FSU: Case study on Kazakhstan/Uzbekistan.

Discussion of first 5 pages of final projects.

Due April 20:

- Prepare the assigned reading(s).
- Begin working on the complete rough draft of your final research paper. It will be due for discussion in class on April 27.

April 20: Language and identity in FSU: Case study on Siberia

Due April 27:

- Bring in a complete rough draft of your final research paper (typewritten and double-spaced). Come to class ready to discuss your classmates' papers, to present your own paper, and to analyze what conclusions we can draw from our study of sociolinguistics in Russia/FSU.

April 27: In-class workshop for final research papers.

May 6: Final research paper due today at no later than 1:00 PM (start time for final exam).