RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
City Streets and Hallways: Cultural Analyses of Linguistic Landscapes

Course Information
INTD 101-22
Prerequisites and/or Co-requisites: None
Fall 2019
Tue/Fri 9:55am-11:35am, Room G237

Instructor Information
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Ph. 908-601-0437
E-mail: ndoerr@ramapo.edu
Mailbox Location: 224

Common FYS Course Description
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: technological competency, understanding diverse communities, oral communication, and information literacy. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

City Streets and Hallways: Cultural Analyses of Linguistic Landscapes
How do our physical surroundings make us feel? How can we participate in making our own surroundings? What surroundings create a sense of community that is welcoming to all? These are the questions that this course will be addressing with a special focus on language signs on walls and posts: linguistic landscape. Through theoretical readings, class discussions, and hands-on class projects consisting of interviewing and interpreting actual signs, we will learn how to analyze the signs we see on the streets of New Jersey towns as well as at Ramapo College. What languages are they in? What does that tell us? How can we make it more welcoming to all? We will also try to make pro-active changes in Ramapo College’s linguistic landscape. This course will nurture your skills in analyzing your daily surroundings and introduce you to the Ramapo college community as an engaged participant.

Course Goals
In this course, students will gain skills in cultural analysis of daily life. In particular, students will learn how to analyze linguistic signs: how language can affect our sense of self and community, how race and class relations are reflected and reproduced in the use and treatment of particular linguistic varieties, historical and current relationships between nationalism and language, and notions and treatment of diverse linguistic varieties (e.g., standard, dialect, accents) and power politics. Through hands-on, pro-active research projects, students will also learn about Ramapo College and how to be engaged active citizens.
General Education Program Course
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

This particular section fulfills the FYS category of **interdisciplinary studies** (we will cover cultural anthropology, linguistics, and political science) and **intercultural understanding** (we will discuss how to acknowledge and celebrate diversity while creating unified community).

Peer Facilitators
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have two peer facilitators. These upper-level students will attend FYS classes and act as student leaders modeling engaged participation in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising
Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Student Success who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are required to schedule individual appointments with their assigned Academic Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call the Center for Student Success at (201) 684-7441 or via email at: success@ramapo.edu

Important Dates
First Day of Classes: September 4th
Last day for Class Adjustments (on the Web): September 10th
Last day to withdraw from courses with “W” grade: November 15th
Thanksgiving Recess: Nov 27th – Dec 1st
Final Exam Week: December 16th – 21st
Common Finals: December 21st
Last day to request “I” grades: December 21st
Final Exam Make-Up Day: December 23rd

Measurable Student Learning Outcomes

<table>
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<tr>
<th>Objective</th>
<th>Outcome</th>
<th>Information Literacy Session</th>
<th>Peer Curriculum</th>
<th>Summer Reading Paper</th>
<th>Midterm project &amp; paper</th>
<th>Final project</th>
<th>Final paper</th>
<th>Oral Presentation (Midterm &amp; Final)</th>
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<tr>
<td>1 Develop the skills necessary to locate, evaluate, and employ</td>
<td>1. Locate Information Effectively.</td>
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<td>Community Skill</td>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
<td>Activity 4</td>
<td>Activity 5</td>
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<td>2. Speak effectively in scholarly and creative contexts.</td>
<td>Deliver a central message that is easy to identify, vivid, and memorable.</td>
<td>Use appropriate language for the subject and the audience.</td>
<td>Deliver oral communications in an engaging manner.</td>
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<td>3. Use technology to communicate, manage, solve problems</td>
<td>Use technology to communicate information.</td>
<td>Use technology to manage information.</td>
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<td>4. Understand diverse communities on local, national, and/or global levels</td>
<td>Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.</td>
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<td>5. Participate in an engaged, experiential activity that connects course material to real world settings</td>
<td>Critically reflect on the experiential activity and articulate your conclusions.</td>
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<td>A. Analytical skills</td>
<td>Interpret various signs in terms of their cultural meanings.</td>
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<td>B. Civic engagement</td>
<td>Engage in one’s own environment as co-participant and create positive changes.</td>
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Class Policies

Electronic Communication: All students must activate and access their Ramapo email accounts. The professor will use this address to contact you. You will also need to access the Moodle account for this class using your Ramapo email address and password. If you have any questions regarding the use of Moodle, please contact the professor.

Students with Disabilities: If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please contact me by the third week of the semester.

Academic Integrity: You are responsible for reading and understanding the Ramapo College Academic Integrity Policy in the college catalog (http://www.ramapo.edu/catalog-2015-2016/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter. Plagiarism is a serious offense. If any part of any assignment is plagiarized, the paper will be sent to the Vice Provost for Academic Affairs and you will receive no credit for the paper.

Use of Cell Phones: Please turn off your cell phone during the class.

Use of Laptop Computers: Please do not use laptop computers in class. Lecture notes will be in Power Point and will be posted on Moodle after the class.

Recording the Class: If you want to record the class, you need to receive permission from the professor before you record it.

Incomplete grade: You must complete 75% of the course work in order to request an “incomplete” grade. It is your responsibility to arrange the paper work and have the professor sign it.

A Note on Sexual Misconduct: Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends. If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact Kat McGee, the College’s Director of Title IX at 201-684-7220. The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident.

Required Readings


SUMMER READING

*Journal articles, book chapters, and newspaper articles designated in the course schedule: they are available at the Moodle site for this course.
Course Requirements

Classroom Participation – You are required to read the assigned readings before the class and participate in class discussions.

Class Projects, Oral Presentations, and Writing Assignments – There are four assignments: (1) summer reading paper, (2) midterm project (presentation and paper), (3) final project, and (4) final paper.

(1) summer reading paper: 1 double-spaced page: due 11:59pm, 9/13/19; submit it on moodle
Topics to cover will be sent to you by 8/31/19. Cover these topics and discuss your views on the book.

(2) midterm project: NJ and Ramapo Linguistic Landscapes
For this midterm project, you will be analyzing linguistic landscape of a New Jersey town of your choice and Ramapo College. You will work in a group of three for the project and presentation, but write the midterm paper individually.

Each of you will:
(a) Choose one New Jersey town and choose one non-English language sign on the street there. Take a photo of the sign (NO signs from the Internet).
(b) Interview (A) one person who knows that language of the sign and (B) one person who does not know that language. Ask each of them the following questions:
   (i) What language(s) he/she knows
   (ii) What the sign means or (if he/she cannot read it, what he/she thinks it means)
   (iii) For whom the sign is
   (iv) If there is no English translation of the sign, why
   (v) What the difference is in impression when the signs are written in the language he/she understands or not. E.g., Does he/she buy things more from the place with the sign in his/her language?
(c) Find one scholarly article that discusses the community in New Jersey that speak that language. Get the approval of the professor if that article is relevant. Read the article to understand the community behind that sign you chose.
(d) Analyze the sign you chose in terms of what kind of community they reflect and produce based on your own interpretation, what your interviewees said, and what the article you chose says.

As a group, you will (you can work together or divide up the work):
(e) Find three signs on the Ramapo campus and take photos of them. Find who made the signs.
(f) Interview three people on campus (1 person who made the sign, 1 professor, and 1 student; choose at least one person who speaks more than one language) and ask following questions:
   (i) What language(s) he/she knows
   (ii) For whom the signs you chose are
   (iii) Regarding the language signs (i.e., posters, office signs, street signs, etc.) on the Ramapo campus in general,
      a. What kind community they reflect and produce in his/her view?
      b. What kind of signs can further create a sense of unified community of Ramapo?
      c. What kind of signs can further create a sense of diversity within the Ramapo community?
      d. Is he/she happy with the current linguistic landscape (i.e., language signs) on campus? If not, what changes he/she wants to see?
(g) Analyze the signs you chose in terms of what kind community they reflect and produce based on your own interpretation and what your interviewees said.
(h) Identify what can be changed (this will be your final project)
(A) midterm presentation (group presentation): 10/10/19 and 10/11/19
As a group, present:
(a) each person’s NJ town linguistic landscape analyses
   (i) photos of the sign you chose
   (ii) summary interview results
   (iii) your analyses of the sign and the community it indicates
(b) Group work on the Ramapo campus linguistic landscape. Present:
   (i) photos of the signs
   (ii) summary interview results
   (iii) your analyses of the sign and the community it indicates
   (iv) what can be changed regarding the Ramapo campus linguistic landscape

(B) midterm paper (individual paper): 4 double-spaced pages: due 11:59pm on 10/15/19
Individually write a paper and cover the following:
(a) your own NJ town linguistic landscape analyses
   (i) description of the sign you chose (e.g., where you found it)
   (ii) summary interview results
   (iii) your analyses of the sign and the community it indicates. Cite the article you read about the community that uses the language of the sign.
(b) group work on the Ramapo campus linguistic landscape.
   (i) description of the signs
   (ii) summary interview results
   (iii) your analyses on the Ramapo campus linguistic landscape
   (iv) what can be changed regarding the Ramapo campus linguistic landscape

*Attach photos of the signs as an appendix.
*Put a reference list at the end of the paper. Use the MLA format.

(3) final project:
*Submit the poster design by 11/4/19
*Submit the poster (digital format) by 11/12/19
Work as a group from the midterm project. Based on your midterm project findings, make a proactive change on the Ramapo campus linguistic landscape by creating three new signs (one sign per student) to put on the Ramapo campus. You will:
(a) Identify how the Ramapo campus linguistic landscape has to be changed based on your midterm project findings.
(b) Identify what kind of signs need to be created to make that change.
(c) Identify the process of creating and posting these signs.
(d) Post the signs that would change the Ramapo campus linguistic landscape. You need to actually post these by 12/2/19.

(A) final project presentation: 12/3/19 and 12/6/19
As a group, present the following:
(a) Describe how the Ramapo campus linguistic landscape has to be changed based on your midterm project findings
(b) Show photos of the signs you made and posted to make that change.
(c) Give reasons why such signs help would make the change you want.
(d) Describe the process of creating and posting these signs.
(B) final paper: 3 double-spaced pages: due TBA (during the final exam period)
Individually, write a paper that cover the following:
(a) A brief summary of your midterm project and what you learned from it in terms of:
   (i) the relationship between language signs and one’s sense of community belonging
   (ii) the role of language signs in creating the sense of community
(b) A brief summary of your final project regarding what you did and why you did it.
(c) Interview two persons about what they thought about the signs you created and summarize their responses. Ask questions regarding the following:
   (i) the sense of unity it creates for the Ramapo college community
   (ii) the sense of diversity it creates for the Ramapo college community
   (iii) pros and cons about the signs
   (iv) what other signs they want to see around the Ramapo campus
(d) Discuss midterm and/or final project by drawing on one class reading.
(e) Describe what you would have done differently if you could do the final project again.
(f) Put a reference list. Use the MLA format.

Grading Policy

Your final grade will be based on the following five criteria:

1. summer reading paper (1 double-spaced page: due 11:59pm, 9/13/19): 10% (100 points)
2. Midterm project
   (A) Group presentation (10/10/19 and 10/13/19): 10% (100 points)
   (B) Midterm paper (individual paper: 4 double-spaced pages: due 10/15/19): 30% (300 points)
3. Final project
   (A) Group presentation (12/3/19 and 12/6/19): 10% (100 points)
   (B) final paper (3 double-spaced pages: due TBA): 30% (300 points)
4. Attendance: 5% (50 points)
   Attendance will be taken at any time during the class. If you need to miss a class for unavoidable reasons including sickness, please provide a written note. College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.
   If you miss up to one class throughout the semester, you will receive 50 points for attendance. If you miss up to three classes throughout the semester, you will receive 20 points for attendance. If you miss more than four classes throughout the semester, you will receive 0 points for attendance.
5. Participation: 5% (50 points)
   Students are expected to participate in class discussion. You can receive up to 50 points for active class participation.

A  900-1000 points
A-  850-899 points
B+  800-849 points
B   750-799 points
B-  700-749 points
C+  650-699 points
C   600-649 points
C-  550-599 points
D   450-549 points
F   449 points or less
<table>
<thead>
<tr>
<th>Date</th>
<th>Class topic, reading assignment</th>
<th>Paper due date</th>
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<tr>
<td><strong>September 4th</strong></td>
<td><strong>Opening Convocation, Summer reading author</strong></td>
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<td><strong>Week 1:</strong></td>
<td>9/6: Introduction</td>
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<td>*Peer-Facilitator: build connections</td>
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<td><strong>Week 2:</strong></td>
<td>9/10: Discussion on the summer read</td>
<td>9/13: Summer read essay</td>
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<td>film: Our Spirits Don’t Speak English (1/2)</td>
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<td>*Peer-Facilitator: club fair</td>
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<td>Assimilation;</td>
<td>film: Our Spirits Don’t Speak English (2/2)</td>
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<td>Linguistic</td>
<td>*Peer-Facilitator: Title IX</td>
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<td>Landscapes</td>
<td>9/20: @Backhaus, Peter. <em>Linguistic Landscapes</em>. Multilingual Matters, 2007. (Chapters 2, 4 &amp; 5)</td>
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<td>*Peer-Facilitator: connect</td>
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<td><strong>Week 4:</strong></td>
<td>9/24: Guest lecture: Ms. Mary Cicitta on making posters</td>
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<td>Making Posters</td>
<td>9/27: *Peer-Facilitator: uAchieve; scavenger hunt</td>
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<td><strong>Week 5:</strong></td>
<td>10/1: library workshop</td>
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<td>*Peer-Facilitator:</td>
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<td><strong>Week 6:</strong></td>
<td>10/10: Midterm presentations</td>
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<td>Midterm presentation</td>
<td>10/13: Midterm presentations</td>
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<td>*Peer-Facilitator:</td>
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<td>Daorba Yduts activities</td>
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<td>10/18: film: Killing Me Softly 4</td>
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<td>*Peer-Facilitator:</td>
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<td>Week 9</td>
<td>Museum landscapes</td>
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@Lonetree, Amy. *Decolonizing Museums.* University of North Carolina Press, 2012. (Chapter 3)  
*Peer-Facilitator: fostering community* |

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<tr>
<th>Week 10</th>
<th>Making Posters 2</th>
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| 11/5: guest lecture: Ms. Mary Cicitta on creating posters 1  
11/8: guest lecture: Ms. Mary Cicitta on posters 2  
*Peer-Facilitator* |

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<th>Week 11</th>
<th>Cultural Appropriation</th>
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| 11/12: | @cultural appropriation  
11/15: | @cultural appropriation  
*Peer-Facilitators* |

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<th>Week 12</th>
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| 11/19: | film: Harvest of Empire (1/2)  
*Peer-Facilitator: on upcoming semesters* |

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<th>Week 13</th>
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| 11/26: | film: Harvest of Empire (2/2)  
11/29: | Happy Thanksgiving! |

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<th>Week 14</th>
<th>Final project presentations</th>
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| 12/3: | Final project presentations  
12/6: | Final project presentations |

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<th>Week 15</th>
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| 12/10: | *Peer-Facilitator: reflect on past semester  
12/13: | conclusion  
*Peer-Facilitator: reflect on past semester and goals for the upcoming semester* |

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| 12/2: | Post posters  
12/3 & 6: F project presentations |

*Peer-Facilitator: fostering community*  
*TBA (final exam time): Final paper*