

6. Please present concise arguments for the GE principles applicable to this course.

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|----------------------------------|---|
| □ General Knowledge | The course introduces students to an ongoing debate about language by looking at a wide variety of genres. Although the course is based in the 18 th c, it encourages students to reflect on how these concerns about language continue in the 21 st c. |
| □ Integrative Learning | Again, the wide variety of genres encourages students to think across disciplines. Students will understand how the same debate about language occurs in literary texts, philosophical texts, and historical texts. |
| □ Ethical Implications | The course will interrogate the way that language informs power structures and designates certain groups as normative and others as non-normative or deviant. |
| □ Cultural Diversity | The course looks at both British and American texts and encourages reflection on a variety of classes and social groups within those national categories. |
| □ Critical Thinking | This course will inculcate critical thinking at every turn. Students will be asked to think critically in every class meeting and in every assignment. |
| □ Rhetorical Effectiveness | This course is partly <i>about</i> rhetoric, and it will teach rhetorical effectiveness through class discussion, writing assignments, and performance exercises. |
| □ Problem-solving | Students will be asked to connect disparate ideas and to extrapolate from 18 th -c texts to 21 st -c problems. |
| □ Library & Information Literacy | This course will introduce students to research skills through a trip to the library and work with the Library of Congress archive (online). |

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------|---------|
| 1. Lecture: | _____ | (hours) |
| 2. Discussion Section: | 3 | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|-----------|---------|
| 1. General Review & Preparation: | na | (hours) |
| 2. Reading | 5 | (hours) |
| 3. Group Projects: | na | (hours) |
| 4. Preparation for Quizzes & Exams: | na | (hours) |
| 5. Information Literacy Exercises: | 1 | (hours) |
| 6. Written Assignments: | 5 | (hours) |
| 7. Research Activity: | 2 | (hours) |

(B) TOTAL Out-of-class time per week **13** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **16** **(HOURS)**

Instructor: Taylor F. Walle
 twalle@ucla.edu
 Office Hours: TBD

English 98T: TALK OR TEXT? ORALITY AND LITERACY IN EIGHTEENTH-CENTURY LITERATURE

COURSE DESCRIPTION

In *Tristram Shandy* (1759), Laurence Sterne's narrator observes, "writing is but a different name for conversation." This statement, however, glosses over the anxieties about speech that plagued eighteenth-century Britain, especially the gnawing worry that speech could not be trusted. Is speech a reliable basis for linguistic standardization? Do oral performances appeal to passion at the expense of reason? Is oral testimony as legitimate as textual evidence? Over two hundred years later, we continue to fret about what kind of language is "legitimate": is the Internet eroding standard grammar? should Spanish be adopted as a second national language? does texting demean the quality of communication? This attempt to designate the boundaries of "standard" language continues to inform the way we understand ourselves as members of communities, both local and national.

This course will consider the eighteenth century as the original moment of this linguistic anxiety. Looking at a broad range of genres—novels, poetry, essays, speeches, and dictionaries—this class will attempt to determine why the question of speech is such a sensitive one. In other words, what is at stake in this distinction between talk and text? Moreover, this class considers how and why certain kinds of language are designated more "legitimate" than others. Through engagement with a wide variety of primary and secondary materials, students will learn how to think critically, apply theoretical frameworks, conduct research (including basic archival research), and write a research paper.

READING LIST

Blair, Hugh. Selections from *A Critical Dissertation on the Poems of Ossian*. 1763.

Ferrier, Susan. *Marriage*. 1818.

Grose, Francis. Selections from *Classical Dictionary of the Vulgar Tongue*. 1785.

Hazlitt, William. "On the Difference Between Speaking and Writing." 1820.

Homer. Books 8-12 of the *Odyssey*.

Jefferson, Thomas. The Declaration of Independence. 1776.

———. Second Inaugural Address. 1805.

Johnson, Samuel. Selections from *Journey to the Western Islands of Scotland*. 1775.

———. *Preface to the Dictionary*. 1755.

Macpherson, James. *Fragments of Ancient Poetry*. 1760.

Sheridan, Thomas. Selections from *A Course of Lectures on Elocution*. 1762.

Walpole, Horace. *The Castle of Otranto*. 1764.

***Secondary reading excerpts from:**

Barrell, John. "The Language Properly So-Called: the Authority of Common Usage." 1983.

Ong, Walter. *Orality and Literacy*. 1982.

Said, Edward. *Orientalism*. 1978.

Turkle, Sherry. *Alone Together*. 2011.

COURSE REQUIREMENTS

- 1) *Oral history or "found manuscript" project* (10%): Seek out a story about someone no longer alive, either via oral retelling or textual documentation (e.g. a letter or a journal), and write a 1-2 page analysis of your efforts to verify the details of the story. How does the oral or written form of the story affect your sense of its veracity? How might your perception of this story differ if it were conveyed to you in another form? The goal of this exercise is to encourage students to reflect on their own assumptions and biases about orality and textuality (see Weeks 1-3).
- 2) *Dramatic reading of Declaration or Second Inaugural* (20%): After looking at Jefferson's marks on the manuscripts of these documents, choose a short section of either the Declaration or the Second Inaugural and mark it with your own pauses and accents. This assignment has two components: you will perform your speech in class, and you will write a 1-2 page analysis of how your performance affects our understanding of the meaning of the text. The goal of this exercise is to (a) demonstrate that performance is itself a method of interpretation and (b) illuminate the potential connection between oratory and demagoguery (see Weeks 4-5).
- 3) *Lexicon* (15%): Identify a specific vocabulary that you use—this could be anything from texting lingo, to the language of your sports team, to your regional dialect—and compile a lexicon of at least ten words that an outsider might not know. Provide a short definition for each word. Additionally, write a 1-2 page analysis of how this lexicon draws social boundaries and/or privileges one kind of speech over another (see Weeks 6-7).
- 4) *Research Paper* (35%): Write a 12-15 page research paper on a topic related to the class. You may focus on either (a) 1-2 work(s) from the syllabus or (b) a work of your own choosing (with my approval). You will develop an abstract by Week 6, submit a rough draft by Week 8, and turn in your final draft during finals week.
- 5) *Participation* (20%): Class discussion will be the cornerstone of our seminar. I will require active participation from each of you, every week, and as such I will expect that you come to class prepared with questions and observations about the reading.

POLICIES

Late papers will be marked down 1/3 of a letter grade for each day they are late (A becomes an A-, etc.). This policy applies not only to hard copies of your final draft, but also to late drafts and late submissions to TURNITIN. Departmental policy states that essays turned in more than one week late will receive an F. Extensions will not be granted.

TUTORING RESOURCES

The Student Writing Center (A61 Humanities) offers UCLA undergraduates one-on-one sessions that address individual writing issues. The Center is staffed by peer learning facilitators (PLFs): undergraduates trained to help at any stage in the writing process with writing assignments from across the curriculum. Students can walk in but appointments are preferred. For more information please call 310-206-1320 or visit www.wp.ucla.edu and click on “Student Writing Center/Make an Appointment.” Academic Advancement Program (AAP) students can also use AAP tutorials (1114 Campbell Hall, 206-1581).

STUDENTS WITH DISABILITIES

If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310-825-1501, 310-206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu

PLAGIARISM

According to UCLA’s Dean of Students, “academic dishonesty includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct.” You are expected to document all sources and acknowledge all borrowed words and ideas. You can find instructions on proper citation in *A Writer’s Reference* or the *MLA Handbook*, and feel free to come to me with any questions you might have. Any suspected cases of plagiarism will be reported to the Dean of Students. Disciplinary action may include an automatic fail in the assignment, class, and/or expulsion from UCLA. Please take the time to read UCLA’s plagiarism policy at www.studentgroups.ucla.edu/dos/students/integrity

TECHNOLOGY

In order to promote substantive engagement and active discussion, no cell phones, laptops, iPads, etc. in the classroom.

COURSE SCHEDULE

Unit 1: Orality in a Literate Society

Week 1: Introduction

Readings: Ong, *Orality and Literacy* (excerpt); Homer, Books 8-12 of the *Odyssey*

Questions: What does Ong mean when he calls writing a “technology”? According to Ong, how does the introduction of writing restructure our relationship with language? Thomas Jefferson remarked that it is clear from reading the *Odyssey* that Homer had “studied the human ear”: what evidence of that do you see in the *Odyssey*?

Week 2: The Ossian Question

Readings: Macpherson, *Fragments*; Johnson, *Journey* (excerpt)

Questions: What kind of sensory hierarchy does Johnson establish? Why, according to Johnson, is orality less reliable than textuality? How does *Fragments* evoke (or not) the orality of the *Odyssey*?

Library visit

Week 3: Found Manuscripts

Readings: Walpole, *The Castle of Otranto*

Questions: How does Walpole stake a claim for the veracity of his story? How do these claims reflect (or not) Johnson’s sensory hierarchy? How does the gothic genre of the story complicate notions of “legitimacy”?

Oral history due IN CLASS; analysis due FRIDAY by 11:59 pm

Week 4: Declaring Independence

Readings: Jefferson, Declaration of Independence and Second Inaugural Address; Sheridan, *Course of Lectures on Elocution* (excerpt)

Questions: Jay Fliegelman claims that the Declaration of Independence “was written to be read aloud”: how is this orality signaled formally? Similarly, Jefferson was an avid reader of Homer, Ossian, and Sheridan: where do you see evidence of their influence on his writing?

Week 5: Performing Independence

Readings: manuscript of Jefferson’s rough draft of the Declaration and of his Second Inaugural Address, accessible via the Library of Congress website (<http://loc.gov>); Hazlitt, “On the Difference Between Speaking and Writing”

Questions: How do Jefferson’s markings inform our understanding of these texts as “oral”? What do you think of Jefferson as a test case for Hazlitt’s theories?

Dramatic readings performed IN CLASS; analysis of readings due FRIDAY by 11:59 pm

Unit 2: Linguistic Standardization and the Other

Week 6: The Case for Standardization

Readings: Barrell, “The Language Properly So-Called” (excerpt); Johnson, *Preface*

Questions: How does Johnson make the case for linguistic standardization? Which kinds of language does he designate legitimate? Which illegitimate?

Abstract due FRIDAY by 11:59 pm

Week 7: Deviant Lexicons

Readings: Grose, *Classical Dictionary of the Vulgar Tongue* (excerpt); Said, *Orientalism* (excerpt)

Questions: Where does Grose draw the boundaries of legitimate or standard language? How does this conform to or diverge from Johnson? What are the larger sociopolitical implications of these linguistic boundaries?

Lexicon due IN CLASS; analysis due FRIDAY by 11:59 pm

Week 8: Dialect and Character

Readings: Ferrier, *Marriage*

Questions: How does Ferrier’s use of dialect function to identify and distinguish characters from one another? How does *Marriage* exemplify the same kind of boundary-drawing that we observed in Johnson and Grose? How does gender factor into these considerations?

Rough draft due FRIDAY by 11:59 pm

Week 9: Dialect in the Novel

Readings: Ferrier, *Marriage* continued

Questions: How does the genre of *Marriage* change the way that we think about these linguistic issues? What kinds of formal strategies does Ferrier use in order to differentiate speech and text?

Week 10: Talk or Text? The Contemporary Problem

Readings: Turkle, *Alone Together* (excerpt)

Questions: Compare Turkle’s argument about modern technologies to Ong’s explanation of writing as a technology: are we seeing a similarly seismic shift in our own era? How do Turkle’s concerns about communication reflect (or not) eighteenth-century anxieties about language? How has the debate shifted in the last two hundred years?

Final paper due FRIDAY of finals week by 11:59 pm



New Course Proposal

English 98T

Talk or Text? Orality and Literacy in Eighteenth-Century Literature

Course Number English 98T

Title Talk or Text? Orality and Literacy in Eighteenth-Century Literature

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description This course will consider the eighteenth century as the original moment of modern linguistic anxiety. Looking at a broad range of genres-novels, poetry, essays, speeches, and dictionaries -this class will attempt to determine why the question of speech is so sensitive, then and now.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Walle CUTF Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Chris Mott is the faculty mentor for this course

Grading Structure 10% oral history project; 20% dramatic reading project; 15% lexicon project; 35% research paper; 20% participation

Effective Date Spring 2016

Discontinue Date Summer 1 2016

<u>Instructor</u>	Name	Title
	Taylor Walle	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department English

<u>Contact</u>	Name	E-mail
	MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 6/26/2015 2:33:24 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 10:35:43 AM

Comments: Initiated a New Course Proposal



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