

The AP Linguistics Initiative

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In May 2016, the Executive Committee of the Linguistic Society of America (LSA) approved formation of an ad hoc AP Linguistics Committee (APLC), charged with studying the creation of an Advanced Placement Linguistics course and examination for U.S. high schools. APLC convened for the first time at the Annual Meeting of the LSA in January 2017. There it voted to proceed with the drafting a formal AP Linguistics proposal to the College Board (CB), and take whatever preparatory steps are required in that process.

In this paper we sketch the AP Linguistics initiative, describing the potential benefits of linguistics for American high schools and their students, the attractions of high school linguistics for the field of Linguistics itself, the motivations for an AP course Linguistics in this context, the formal requirements on an AP Linguistics proposal to the College Board and the steps being taken to meet those requirements.

1.0 Why Linguistics as a School Subject?

Going back to at least the mid-1960s with Project English (O'Neil 2007), a range of scholars and educators have explored the potentials of modern Linguistics in the K-12 curriculum, doing so in professional articles, dissertations, textbooks, films, educational programs and practical curricular experiments. Beyond the basic value of acquainting students with an interesting and rapidly emerging new body of knowledge, these studies have noted particular properties of Linguistics that make it attractive as a content area for secondary school students.

Linguistics offers a uniquely effective medium for STEM education

Linguistics is the scientific study of language. Linguists study language just like other scientists study other natural phenomena, such as photosynthesis, the solar system, DNA, or climate change. Linguists collect data, formulate and test precise hypotheses, create and refine explicit theories, etc. A number of educators have pointed to the virtues of Linguistics as a potentially effective medium for STEM education (Honda 1994, 1999; Honda and O'Neil 1993; Honda and O'Neil 2008; Honda, O'Neil and Pippin, D. 2010; Keyser 1970; Larson 1996, 2010, Lobeck and Lightfoot 2012).

Human language is accessible in depth, largely without the aid of complex technical apparatus or calculus-level mathematics. The movements of articulators, the pronunciation of forms, the acceptability of words, phrases and sentences, the meanings of words, phrases and sentences, the felicity of sentences in a given context, the "import" of an expression in a given context, the links between how we speak, where we come from and what communities we belong to (or are perceived to belong to) - these constitute core data for Linguistics and all are accessible to any competent speaker of a human language without any special equipment. Likewise, the core theories that linguists have devised to account for such linguistic data are technically simple in comparison to those in many other STEM areas. Basic concepts of algebra (graphs), physics (acoustics), logic and statistics are sufficient to conduct linguistic theorizing, at least at the introductory levels.

A highly attractive result of these features is the rapid movement it enables between data collection and the central intellectual processes of science: hypothesis generation, pursuit of evidence for or against a given hypothesis, reflection on why a given hypothesis might be expected to succeed or fail, development of abstract models of linguistics structure or speaker knowledge, etc. Unlike in physics, chemistry or biology where data must often be collected over considerable time periods with special apparatus or specimens in a laboratory setting, and where confirmation requires return to the laboratory, linguistics students can perform all data collection and testing within the "laboratory" of their own minds.

These virtues have been demonstrated in practice. Success with Linguistics as a K-12 science subject is documented in Honda (1994,1999) and Honda and O’Neil (1993). Success with Linguistics as a science subject in teacher education is explored and documented in Honda and O’Neil (2008) and Honda, O’Neil and Pippin, D. (2010). Larson (1996, 2010) applies these ideas in an undergraduate university context.

Linguistics offers tools to navigate a multilingual, multicultural world

Human language is a core component of human identity. Our vocabularies embed shared cultural concepts and institutions that frame us. Our pronunciations, word choices and grammars encode features that distinguish us. Our attitudes toward ourselves and other groups correlate, often strongly, with attitudes toward the ways in which we and they speak. Language thus presents a natural domain for exploring socio-cultural dimensions of personal, regional, ethnic, racial and economic identity and diversity. And Linguistics offers analytical tools to navigate this multilingual, multicultural world.

The value of such study at the early levels has been widely discussed and demonstrated (Adger, Wolfram and Christian 2007; Baugh 2000; Baugh and Alim 2006; Smitherman 2000; Charity Hudley and Mallinson 2010, 2013; Reaser and Wolfram 2007; Rickford and Finegan 2004; Devereaux 2014; Devereaux and Palmer 2018; among others). Knowledge of dialect and language variation and associated societally-determined attitudes is crucial for students in many different fields, following many different career and life trajectories.

Again these virtues have been demonstrated in practical settings. The **School Kids Investigating Language in Life and Society (SKILLS)** program in Santa Barbara County, California "prepares and motivates California’s public school students for higher education by giving them hands-on experience in studying language and culture" (<http://www.skills.ucsb.edu/>). SKILLS curricular units focus on language in the peer group, the family, the local community and the world and have been successfully implemented in one-semester elective social studies classes, in after school programs and in college prep classes in Santa Barbara area High Schools. Likewise the widely-used **Voices of North Carolina** program developed at North Carolina State University (Reaser and Wolfram 2007) offers curricula on language diversity via a North Carolina state-adopted social studies curriculum (<https://languageandlife.org/>).

Linguistics offers critical tools and knowledge for foreign language study

Knowing the sounds of languages, how meaning and structure are related in words, how grammars of languages work and vary, the principles of and differences in world writing systems, the culture-relativity of language and how cultural differences are encoded

linguistically, is extremely useful in advance of the study of any particular language. Linguistics provides critical tools and knowledge for foreign language study, as it occurs in English language arts, world languages, classical languages, English for those for whom English is not a first language. (Adger et al. 2002/2018; Ginsberg, Honda, and O'Neil 2011).

The success of Ohio State University's **Summer Linguistics Institute for Youth Scholars (SLIYS)** Program, which "promotes foreign language study...in all aspects by cultivating a deeper appreciation of language similarities and differences...[aiming] to provide high school students with greater linguistic awareness and understanding, with the ability to think critically about language, and with a deeper appreciation for all aspects of language and language study." has demonstrated the soundness of this view (<https://linguistics.osu.edu/sliys>).

Linguistics offers a pathway into exciting new career choices

The career paths for those who study linguistics are many and varied. Traditional careers include education, editing, publishing, journalism, marketing, language documentation and revitalization, forensic linguistics and polyglot jobs such as translator, interpreter, diplomat, or humanitarian aid worker (Denham and Lobeck 2018). Linguistics also offers a pathway into exciting new career choices including, computational and clinical linguistics.

The explosive growth of the internet and consequent accumulation of vast, publicly accessible domains of information in textual and spoken form have made the processing of linguistic information a paramount interest for science, industry, government and education. Simultaneously, the ubiquity of mobile devices with multimedia capabilities and speech recognition, along with advances in the ease of using speech-controlled applications on these devices, has led to remarkable growth of helpful "agents" like Siri and Alexa, tailored to assist people with various tasks and goals. The developing capacity to search texts quickly and efficiently for meaningful and relevant associations of data, to automatically translate texts to and from different languages, to convert spoken text into written text and vice versa, to relate commands and requests to actions, are having enormous impact on our individual lives and on human society generally - an impact that will only increase in the future. The area that applies the results of linguistics research to processing of speech and linguistic information theoretically and develops its practical applications is computational linguistics.

Likewise our increasingly deep understanding of how language is structured and how it is acquired, stored and processed in the brain is having profound impact on the study of what happens when "things go wrong" - when genetic, developmental, pathological and traumatic factors intervene and interfere with language function. The linguistic effects of congenital birth defects, of ASD, of dementia, of trauma (aphasias) and of normal aging are all part of the study of speech and language disorders, and fall within the ever expanding domain of clinical linguistics. A recent report by *U.S. News and World Report 100 Best Jobs of 2014* ranks Speech and Language Pathology (SLP) in the top 10 "best jobs", with a projected job growth rate for audiology at 34% and for SLP at 19%.

Linguistics offers opportunities for School - University Collaboration

Subject areas with curricular presence in high schools often develop educational and training opportunities in corresponding departments in local colleges and universities. These include

internship and summer residence programs allowing high school students to pursue research in campus laboratories and other research facilities. They also include workshops, research opportunities and professional development programs for teachers seeking to broaden their training, expand their teaching portfolios and in general to enrich their professional development.

Potential areas for collaboration within the broad field of Linguistics are numerous in subject areas like language, literature, and culture, psycholinguistics, sociolinguistics, experimental linguistics, field methods, endangered languages, phonetics, corpus linguistics, clinical studies and computational linguistics.

McKee et al. (2015) details a well-developed outreach program connecting the University of Arizona's Department of Linguistics with a public charter school, with a high school and a local public charter school designed for Native American students. These connections included guests lectures, visits to campus research labs.

A particularly rewarding basis of collaboration has developed recently with the establishment and growth of the North American Computational Linguistics Olympiad (NACLO), "a contest in which high-school students solve linguistic puzzles. In solving these puzzles, students learn about the diversity and consistency of language, while exercising logic skills" (<http://www.nacloweb.org>). An increasing number of U.S. Linguistics Departments are establishing themselves NACLO test sites, offering test prep sessions and general introductory lectures to students as part of their NACLO participation.

Growing Interest and Attention

The number of colleges and universities offering linguistics courses continues to rise, as does the number of students studying linguistics. Figure-1 from the LSA (2017) documents the steady growth in Linguistics BA degrees granted since the mid-90s.

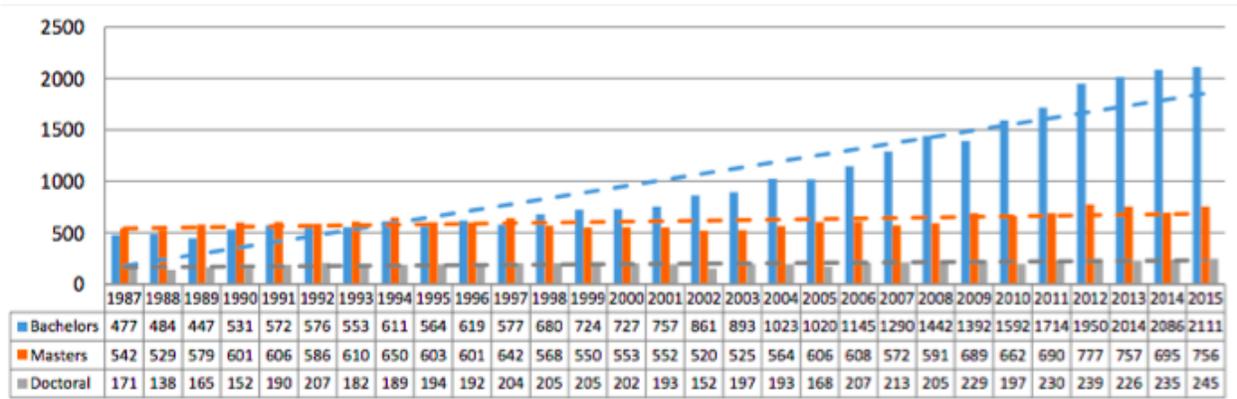


FIGURE 1 - TRENDS IN THE GROWTH OF LINGUISTICS DEGREES

At the same time, many U.S. Linguistics Departments anecdotally report increasing numbers of undergraduate declaring an interest in Linguistics upon matriculation, despite virtual absence of the subject in the formal K-12 curriculum.

These trends suggest a growing national awareness of Linguistics as a discipline at many levels. In this context it seems natural to think that student interest might be well-served by offering the subject matter formally in K-12, feeding what seems to be a growing appetite.

1.2 Attractions for Colleges and Universities

Linguistics as a school subject is attractive not only from the K-12 perspective, but from the vantage point of colleges and universities as well.

Beyond a "discovery major"

Although trends are encouraging, Linguistics nonetheless remains a subject that most students are unaware of upon matriculation at a college or university. It must be "discovered" in the course of studies, if indeed it is found at all. The formal presence of linguistics at the K-12 level would plainly assist students who would be naturally drawn to the subject matter and wish to explore it, but who currently miss the opportunity by sheer ignorance.

Greater visibility as a field

Although comparable in size to Astronomy as a professional field in terms of numbers of departments offering BA degrees, Linguistics is vastly less familiar to teachers, administrators, parents, and the public at large. Everyone knows (or has some idea) of what astronomers do. Virtually none have equal clarity about linguists. The formal presence of linguistics at the K-12 level would greatly enhance field visibility. Not only would students encounter it, but also parents, school administrators, guidance counselors, etc.

Improved outreach and collaboration

We noted above that many STEM and Humanities disciplines support summer programs, workshops, and internships for K-12 students and for their teachers. These connections are not only enriching for those students and teachers, but for the academic departments as well and for the colleges and universities that house them. Outreach is now widely recognized as a key mission for modern research institutions.

1.3 The AP Linguistics Idea

The educational and professional motivations for introducing Linguistics at the K-12 level appear sound. Nonetheless, the challenges to doing so are also quite serious. In the majority of U.S. high school, for example, the day is divided into 6-8 45-55 minute class periods (or 4 90 minute class periods if the school does block scheduling), with various different course subjects - both required and elective - competing for student attention.¹ In this context, both administrators and teachers are typically pressed by the time and resource commitments they already carry. The curriculum thus becomes, in effect, a table with limited seating, serving out limited portions, and with many of the already-seated concerned about getting enough for their own needs. Why a new "seat at the table" for Linguistics versus some other attractive elective? Why should administrations invest resources in creating a course? Why should teachers invest in the training time necessary to deliver a course? What additional incentive might one offer?

Advanced Placement (AP) Curricula have become increasingly attractive to districts focused on college readiness. AP classes have their contents and examinations fixed and

¹ See Baker et. al. (2006) and Williamson (2010) and the references therein on current scheduling models in U.S. high schools.

regulated nationally by the College Board (CB), and offer rigorous modern college level curricula. The College Board's AP Central webpages list the following benefits to students taking AP courses (<https://apcentral.collegeboard.org/about-ap/discover-benefits>):

"Build skills and confidence.

- AP students learn essential time management and study skills needed for college and career success.
- They dig deeper into subjects that interest them and learn to tap their creativity and their problem-solving skills to address course challenges.

Get into college.

- Students who take AP courses send a signal to colleges that they're serious about their education and that they're willing to challenge themselves with rigorous coursework.
- 85% of selective colleges and universities report that a student's AP experience favorably impacts admission decisions.

Succeed in college.

- Research shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.

Save time and money in college.

- Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time - which means they avoid paying for, for example, a fifth year of tuition.
- Most colleges and universities nationwide offer college credit, advanced placement, or both for qualifying AP Exam scores. This can mean:
 - Fulfilling graduation requirements early
 - Being able to skip introductory courses or required general-education courses"

(<https://apcentral.collegeboard.org/about-ap/discover-benefits>)

The attraction of AP curricula for schools is clearly attested by program growth. Malkus (2016) reports "2.2 million students took 3.9 million AP exams in 2012–13, both of which are twice the number from a decade earlier. Over the past two decades, the number of students taking AP exams increased at a remarkable average annual rate of 8.5 percent."

Interestingly, among 37 subject areas, 2016 CB data ranks AP Psychology, the subject perhaps most closely related to Linguistics, as 7th in the number of schools offering it, and 5th in the number of students taking it (<https://secure-media.collegeboard.org/digitalServices/pdf/research/2016/Program-Summary-Report-2016.pdf>). Over the 2006-2016 decade, AP Psychology also showed the 7th greatest volume growth (190%) only a few percentage points behind Computer Science. (<https://secure-media.collegeboard.org/digitalServices/pdf/research/2016/2016-Exam-Volume-Change.pdf>)

Having an AP offering in Linguistics would plainly be a powerful inducement to high schools for introducing the subject into their curriculum. Furthermore, CB provides continuing

support in delivering APs courses, including teacher training, advice on course content, etc.

2.0 How Do You Create an AP?

The process for creating of new AP courses is specified in the document *AP - New Course Proposal.pdf* (abbrev. APNCP) available on request from the College Board.

2.1 The Procedure

APNCP stipulates the following four-step procedure in creating a new AP course and examination. First, a professional body informs CB of intent to develop a proposal for a new AP course. The professional body then drafts a formal proposal meeting stated proposal requirements. CB then reviews the proposal at various levels and decides whether or not to proceed with development. If development is approved, funding must be found (estimated at \$5-7 million).

2.2 AP Proposal Requirements

The College Board requires AP proposals to demonstrate "proof of concept" in three key areas.

First, the proposal must document **a national college-level course to which the AP would correspond**. This includes providing "a description of the standard, commonly offered college course upon which the proposed AP course will be modeled" (APNCP, p. 1). It also includes support for the description in the form of "ten or more sample syllabi representing a range of higher education institutions; these syllabi should demonstrate that there is a degree of consistency across colleges & universities in what is taught and learned in this course and how the proposed AP course aligns with college-level expectations." (APNCP, p. 1) Finally, the proposal must describe the "sequent courses into which students earning AP credit would receive placement, typically the next course in the sequence following the standard, introductory college course." In a college curriculum, the latter would be courses to which the AP-correspondent is a prerequisite.

Second, the proposal must document **the AP course's eligibility for college credit**, in the form of explicit attestations. "[A] minimum of 100 colleges and universities should attest to their desire for an exam that would allow high school students to place out of that course in college." (APNCP, p. 1)

Third, the proposal must document **sufficient existing demand for such the AP course**. It must "indicate (by inclusion of letters) how many high schools in the United States offer an advanced or honors course in this discipline, and how many will agree to offer this proposed AP course in the first year that it is available...The list should include representation across the country and be sufficient to lead to a sustainable offering." (APNCP, p. 1) Again, demand is to be documented by attestation. APNCP notes (p. 1) "Most proposals include **letters of attestation from 250 or more schools**, with a total number of students for all attesting schools to be no fewer than 6000."

3.0 Meeting CB's Requirements for an AP Linguistics Proposal

The LSA's AP Linguistics Committee is taking steps to meet the requirements for a formal AP Linguistics proposal to the College Board, understanding the effort will be a protracted one.

3.1 Documenting Existence of a National college-level Course

Upon discussion at its initial meeting in 2017, APLC concluded that an introductory college-level "LING 101" course was the natural counterpart to an eventual AP Linguistics offering. Representatives from LSA's Linguistics in Higher Education Committee (LiHEC) volunteered to survey introductory college-level "LING 101" course offered by U.S. Linguistics departments and programs, collecting syllabi and information on such parameters as course length, frequency and duration of class meetings, topics covered, textbook choice, etc. The survey was designed in Fall 2017, opened in Winter 2018 and closed in early Spr 2018. A formal report by LiHEC is in preparation, however preliminary results demonstrate widespread national congruence regarding the content, goals and target learning outcomes of an introductory linguistics course. In particular, the survey revealed that the basic subareas of linguistics including phonetics, phonology, morphology, syntax and (to a lesser extent) semantics are universally regarded as the backbone of such a course. Figure -2 displays survey results concerning topics covered, covered in passing and not covered at all. In view of these results, APLC concludes that the proposed AP Linguistics offering would have a "standard, commonly offered college course upon which the proposed AP course will be modeled" and that it will be able to document this claim to the satisfaction of the College Board.

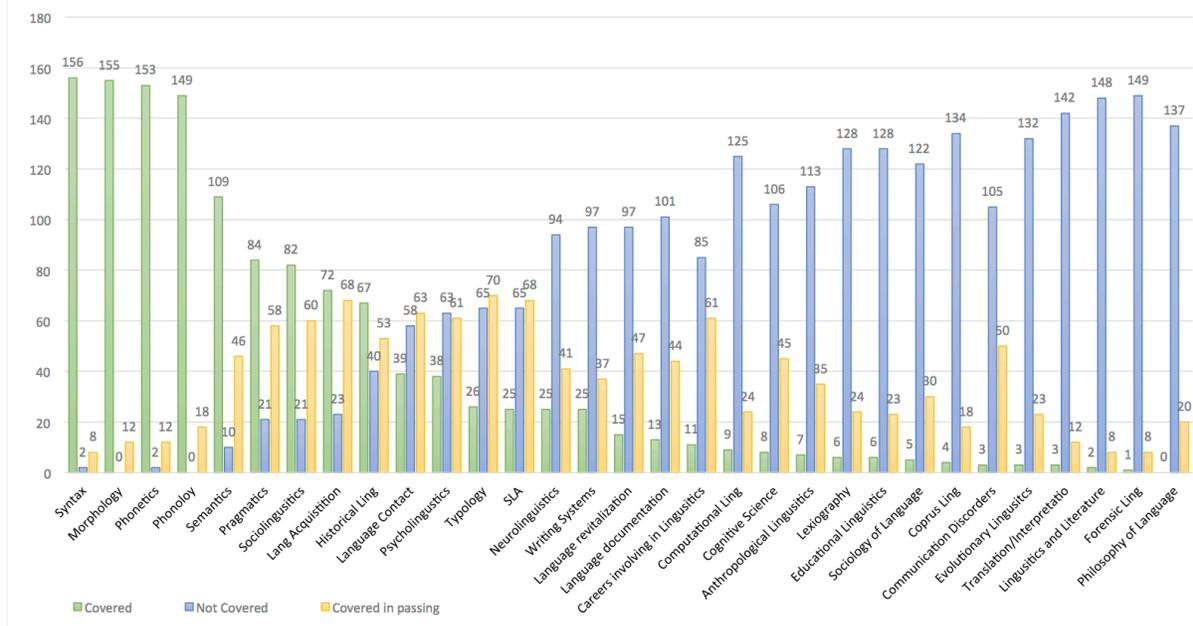


FIGURE 2 - TOPIC COVERAGE IN INTRODUCTORY LINGUISTICS COURSES

3.2 Proof of College Credit

The granting of credit for AP courses in the U.S. differs by college and university and by subject area. Some schools award no AP credit at all in any subject (e.g., Yale University). For those

granting AP credit, the total is typically limited by the university; the specific form of credit is decided by the departmental home of the corresponding subject area; that is, Physics Departments decide on credit for AP Physics exams, English Departments decide on credit for AP English exams, etc.

Departmental decisions to award AP credit will obviously depend on several factors. Since AP courses rarely match corresponding college courses precisely, program alignment will involve both AP course content and exam score (5-1). Furthermore there will be calculations regarding impact on major numbers and program. Awarding AP credit for an introductory course potentially means reduced enrollments in the corresponding college level course. At the same time, it also potentially means faster entry into, and larger enrollments in, upper division courses to which the introductory course is a prerequisite, as well as increased major numbers given the interest generated by the AP course and exam itself.

APLC is currently preparing a sample AP Linguistics syllabus, based on the results of the LiHEC survey and plans to circulate it to chairs and directors of U.S. Linguistics departments and programs. APLC will ask whether their program would award AP credit for such a course given CB's examination scoring of 5 (Extremely well qualified), 4 (Well qualified) or 3 (Qualified). APLC believes that for most U.S. Linguistics programs, the advantages of awarding AP credit will outweigh any disadvantages in terms of reduction in Introductory Linguistics enrollments and that it will be able to document this to the satisfaction of the College Board in the form of at least 100 affirmative answers.

3.3 Proof of Demand

The College Board's Demand Requirement presents the most serious current hurdle for an AP Linguistics proposal. To the best of APLC's knowledge, only a handful of U.S. high schools or college preparatory institutions have offered, currently offer or plan to offer something like the envisioned AP Linguistics course. Since no school can be expected to attest willingness to offer an AP subject with which it has had no prior experience and for which it has no established staffing, the CB proposal requirement of 250 school attestations supporting AP Linguistics cannot be met at present.

4.0 Where Do We Go From Here? The High School Linguistics Initiative

Evidently, if demand for linguistics is currently absent from modern U.S. high schools, the only path forward for the AP Linguistics Initiative is to create demand of the relevant kind. As one U.S. Linguistics Department chair succinctly put it, "AP Linguistics must build on non-AP Linguistics, which itself first needs to be a thing!"

APLC is now in the process of organizing a sub-project in pursuit of its larger goal, "The High School Linguistics Initiative". The aim of the latter is simply to seed AP Linguistics "precursor" courses in US high schools, to support these courses and ensure that they are successful, and to enlist their schools in the subsequent AP proposal campaign, aiming for 250 or more in total.

4.1 Creating Demand for High School Linguistics

Two key elements of creating demand in the commercial sector include identifying a product that will appeal to consumers and advertising it effectively.

We noted earlier the features that combine to make Linguistics simultaneously a STEM, Humanities and Social Sciences subject, and hence an attractive bridge between them. Linguistics is a uniquely effective medium for science education. It offers a special window into human social identity and social history. It supports foreign language study. And it offers pathways into exciting new careers. These properties doubtless help to explain why, at a time when many college Humanities programs report falling major numbers and falling numbers of degrees awarded, Linguistics continues as a "bright spot" (Schmidt 2108). But they also make Linguistics attractive for high school administrators looking to strengthen connections between Humanities and STEM areas, and to Humanities and Social Sciences teachers looking to expand their teaching portfolios while supporting their own content areas. For a modern foreign language teacher or classical language teacher, Linguistics is a chance to add STEM education to their resumes, while enhancing language teaching. For Social Studies teachers, it a chance to add a Humanities area, while adding a revealing new domain of inquiry. For science teachers, it is presents a rare opportunity to move beyond the standard high school quartet of Earth Science-Biology-Chemistry-Physics. Linguistics thus has clear "product appeal" to a range of "consumers".

Informing consumers of product appeal is the job of advertising. APLC has plans to advertise Linguistics in conferences of high school language teachers, social studies teachers, science teachers and math teachers. As spokespeople we will use our current AP Ling High School teachers group, all of whom have direct experience with Linguistics in K-12. APLC received NSF funding to support conference activity of this kind in June 2017.

APLC also plans to organize workshops stressing and exploring connections between Linguistics and the teaching languages, social studies, science and mathematics. Such a workshop was organized for NYC/Long Island area Latin teachers in Fall 2017 at Stony Brook University (<https://www.stonybrook.edu/llw/>) and was a significant success.

Finally, because new courses must ultimately be pitched before school administrators and department heads, APLC is preparing a presentation package including a slide show and written materials explaining the benefits of High School Linguistics.

4.2 Supporting High School Linguistics

Launching a new course in a new subject area is a significant undertaking. APLC is offering support for High School linguistics courses and their teachers in a variety of areas.

Our professional organization, the Linguistic Society of America is extending opportunities for participation to K-12 teachers by creating a new category of membership that can be obtained without charge. This will allow teachers to attend LSA meetings, workshops and other events. In addition, the LSA is moving to incorporate dedicated sessions on high school linguistics into its annual meeting program.

APLC is seeking to create opportunities for teacher training in Linguistics through summer workshops at universities around the country, through summer courses, including courses

offered at the bi-annual Linguistic Society of America Summer Institutes, and through on-line course offerings.

Finally, and perhaps most importantly, APLC is seeking support from U.S. Linguistics departments and programs in assisting local high schools in creating and sustaining high school linguistics courses, especially in the initial period. Such assistance can include help with curriculum design and lesson planning, suggestions and brain-storming on in-class activities, coordination on-campus visits to laboratories and research facilities, student internships, and guest lectures and demonstrations by university faculty.

Ward Melville High School (East Setauket, NY) – Stony Brook Linguistics

An example of high school - university partnership in delivering High School Linguistics is a recent initiative by Ward Melville High School (East Setauket, NY) and the Department of Linguistics at Stony Brook University (Stony Brook, NY). The initial connection came through APLC member Professor Christina Tortora (College of Staten Island, CUNY Graduate Center), an alumnus of Ward Melville High School who has maintained connections with her alma mater. In September 2017, Professor Tortora organized a meeting between herself, the Stony Brook Linguistics chair (Prof. R.K. Larson), the Stony Brook Linguistics NACLO Site Coordinator (Prof. Lori Repetti), the principal of Ward Melville High School (Dr. Alan Baum), his assistant principals and heads of departments. Professor Tortora and the Stony Brook group briefly introduced linguistics, pitched the idea of a high school linguistics course and offered Stony Brook Linguistics department support in its offering. Ward Melville High School administration was enthusiastic and gave the go-ahead for course development. In October 2017, Professor Tortora drafted a course proposal for a new Ward Melville High School course *The Science of Language*, to be launched in Sept 2018. In November 2017, OSU Press (T Sanfilippo) agrees to provide copies of *Language Files 12th Ed.* for Ward Melville High School teachers and students in the new course free of charge as an experiment. The LSA survey of introductory courses identified *Language Files* as the most popular textbook (by a considerable margin) for introductory linguistics courses in the U.S. and OSU Press was interested in its potential use in a high school setting. In June 2018, Tortora and Larson met with Ward Melville High School teachers Cynthia Porter and Lisa Crispino to organize drafting of *Science of Language* curriculum. During July and August 2018, Tortora, Larson and Prof. Mark Aronoff of Stony Brook Linguistics met with Porter and Crispino at intervals to discuss *Science of Language* details and plans. The course was formally launched in Fall 2018, on schedule, and will be accompanied by a NACLO examination offering at Ward Melville High School in January 2019.

Long Island/NYC HS Linguistics Initiative

In Fall 2018, APLC plans an ambitious expansion of the Ward Melville - Stony Brook experiment. The project will attempt to establish partnerships in the greater Long Island and Five Burroughs area between area high schools and linguistics programs at Borough of Manhattan Community College, Brooklyn College, College of Staten Island (CUNY), Fordham University, Hofstra University, Hunter College (CUNY), Kingsborough Community College (CUNY), LaGuardia Community College (CUNY), Lehman College (CUNY), Long Island University, Brooklyn, Long Island University, CW Post, New York University, York College (CUNY) and Queens College (CUNY).

In addition, APLC has made contacts with Linguistics departments and programs elsewhere in the country and is actively exploring the creation of similar high-school university partnerships in their areas.

5.0 Closing Thoughts

AP Linguistics holds significant promise both for U.S. high schools and their students and for U.S. Linguistics departments and programs. Success is not foreordained however. Simply to attain the point where APLC can offer a credible proposal to the College Board will require concerted, grass roots efforts by the field of American linguistics over a span of years in launching the high school linguistics courses that will lay the necessary groundwork.

Nonetheless, APLC remains convinced that whatever the ultimate result of its efforts to create a formal AP Linguistics course and examination through the College Board, the steps taken in pursuit of this goal will have enduring value. Introducing American high school students to Linguistics, the study of arguably the most important evolutionary development in the history of the human species, can only be counted an important step forward in American education, one that may well impact a generation of American high school students in remarkable but unforeseen ways.

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