

Applied Phonetics

ELING 327 Winter 2026
JFSB B050 MWF 10:00–10:50am
Last Updated: January 5, 2026

Instructor: Dr. Joey Stanley
Email: joey_stanley@byu.edu
Office 4059 JFSB
Office hours: By appointment

TA: Hallie Davidson
Email: hp343@student.byu.edu
Office hours: By appointment

Background

You may know that our department used to offer a BA in “English Language.” For a while it primarily served as the major for students who were minoring in Editing and Publishing. When Editing and Publishing became its own major though, most of them switched over, leaving relatively few English Language majors. Furthermore, it wasn’t quite clear how the major fit into the department’s ecosystem. So, a couple years ago, we changed the major to the Applied English Linguistics major.

ELANG 327 used to be called “English Phonetics and Phonology” and fit well within the English Language major. However, with the creation of the new Applied English Linguistics major, we felt it was time to revamp this course. So, in Winter 2024, Lisa Johnson and I piloted this new course. We felt like it was a successful course, so the department moved forward with submitting the paperwork to make the change official. This is the first time it’s officially taught as “Applied Phonetics.”

Learning Outcomes

Principles	Students will classify, describe, and transcribe speech sounds.
Applications	Students will describe how knowledge of these phonetic principles is used in a variety of disciplines and careers related to linguistics and articulate new ways of using these principles in other disciplines or professions.
Experience	Students will employ systematic and principled phonetic research methods to solve problems in authentic/real-world scenarios.
Communication	Students will communicate about phonetic applications and findings to a general audience in various ways that are appropriate for that audience.

Prerequisites

ELING 223 (Introduction to the English Language) or LING 201 (Introduction to Linguistics).

Materials

Munro, Murray J. 2021. *Applying Phonetics: Speech Science in Everyday Life*. Wiley Blackwell.

This is the perfect textbook for this course. I heard about it after planning most of the topics I wanted to cover in this course, and it happens to follow the outline I had in mind perfectly. The chapters are short, so it should be no problem to do the required readings before class.

How this course will work

This course can be divided into two main parts. Part 1 establishes background in phonetics and phonology. It will feel like a typical phonetics and phonology course and will cover topics like IPA, transcription, acoustic phonetics, phonemes, phonological rules, and suprasegmentals, though in less detail than what you might get in a different sounds course. These are topics that you need to know to fully appreciate the later topics. At the end of this unit there will be a midterm (our only exam of the semester).

Part 2 is the meat of the course and is where we see how knowledge of phonetics can be applied to a variety of different fields. We'll cover a variety of topics for about a week at a time. Some of the topics are deliberately directly related to tracks within the Applied English Linguistics major (e.g. TESOL, linguistics computing). Others are related to other courses in our department (forensic phonetics, L1 acquisition) or to programs that you might be interested in (speech pathology, gerontology, SLAT). And a few may not be directly related to coursework you might eventually take, but are meant to broaden your horizons about how phonetics can be used (singing, dialect coaching, animation, business applications). For each major topic in this part of the course, I try to line up guest speakers who are experts in those fields. We should have about half a dozen over the course of the semester.

Assignments and Grades

Homework (50%)	Weekly homework assignments. They correspond to material learned that week and are usually mini-projects to give you experience applying phonetics in novel ways.
Pop Quizzes (5%)	During the introductory part of the course, there will be frequent pop quizzes during the first few minutes of class. They are low stakes, worth a combined total of just 5% of your final grade, and the lowest two will be dropped. They're there to give me a feel for how we'll you're doing with these foundational topics.
Midterm (15%)	There is one midterm that covers the phonetics and phonology portion of the course. There is no final exam.
Final Project (30%)	Your final project consists of two parts: a presentation and a write-up. More details will be provided later.

There may also a few opportunities for extra credit.

Your assignments will be weighted according to the weights on Learning Suite, and your final grade will be determined using the following table:

Grade	Minimum %	Grade	Minimum %	Grade	Minimum %
A	93	B–	80	D+	67
A–	90	C+	77	D	63
B+	87	C	73	D–	60
B	83	C–	70	E	0

Communication

I will be using Learning Suite for course-related communication that needs to go to the entire class. All the assignments and grades will be available there.

You may communicate with me by sending an email at any time. However, be aware that I do try to treat my job as a 9–5 gig, so I may not answer it until I get in the next day. That means if you email me late Friday night, I might not get to it until Monday morning.

Office Hours

My office hours are by appointment. I say “by appointment” not to discourage you from meeting with me. In fact, I do want to meet with you! But, I’ve found that no matter what time I set, it seems like most students aren’t available then anyway and almost all of my meetings with students end up being by appointment anyway. I am happy to meet in-person at 4059 JFSB or via Zoom.

What are office hours for, you ask? Well, they’re for YOU! This is time that I have set aside each week to dedicate to helping students. Do not feel like you are taking my time by coming by—that is what that time is for! And don’t feel pressured into making it quick: if you want to spend the whole block of time hashing out some things or getting help for whatever reason, that’s okay!

You may think that office hours are only for help with homework or if you didn’t understand the lecture. Not true! I mean, if you’d like to meet for those reasons, that’s certainly fine. But, you can come into office hours to talk about whatever—other things related to the class, other linguistics classes, some fun project idea you’re thinking about and how to get funding for it, guidance on picking a research topic, talking about your future after graduation, shooting the breeze about breadmaking, knitting, succulents, or playing the organ or whatever else you want. This is your chance to have dedicated one-on-one time with me to talk shop, regardless of whether it has to do with this class (or any class). I love it when students come by and you should definitely feel comfortable doing so, for whatever reason.

They’re also good ways for me to get to know you. If you end up applying to a future job, a PhD program, law school, or med school and need letters of recommendations, I can’t really write a

good one if you were “just” another student in my class. But if you’ve come into office hours and given me a chance to get to know you a little bit better, I can definitely write a better letter for you, if needed.

Classroom Policies

Late Policy

Homework is due *when class starts* (not midnight!) on the days they are listed on Learning Suite. After that, work will be accepted without penalty until the TA starts grading them. The TA may grade one assignment three minutes after class starts and another assignment a week after it’s due. If you turn it in after the TA grades it, it will not be accepted.

I do this so that grading can happen all in one sitting. It’s unfair to the TA to have to switch tasks and return to the same assignment multiple times. It’s also unfair to the students who turn materials in on time and have to wait a long time for their grade. It is also better for you because grading is more consistent when it is graded in one sitting.

I understand that “it’s due when the TA gets to it” can be anxiety-inducing. Just remember that you’re safe if you turn things in before the due date/time that is listed on Learning Suite.

Remote Learning

I would very much prefer that you attend in-person as much as you can. However, I do record each lecture on Zoom and make the recording available on LearningSuite. You’re welcome to attend live or watch the recording afterwards. You can find the link and the recordings by going to Learning Suite > Online. With enough clicking (usually there’s an eye icon), you should be able to see the password

Please be aware that your online experience may be less than ideal. I may forget to share my screen (particularly if I have to jump back and forth between PowerPoint and something else), share the sound, or position the camera. I may even forget to turn on Zoom entirely. My focus is on the in-person attendees, so I cannot guarantee a good user experience for online participants.

To reiterate, I very much prefer that you attend in-person, and I believe you will have a better experience by doing so.

Overlapping Work

Occasionally, students propose a final project that overlaps to some degree with a project they are doing or have done for another class. In general, this may be acceptable under the following conditions:

- You get prior approval both from me and from the instructor of the other course. I prefer that you contact each of us separately first to seek that approval. I ask then that once we've agreed to it, you send an email to the two of us together confirming it so that everyone's on the same page.
- The paper/project you submit for this course meets all the requirements for this course and should be written in such a way that I wouldn't be able to tell that it was used for another course. This typically means substantially rewriting the paper.
- Your paper demonstrates that you have gained new knowledge in this course and/or you have completed additional analysis. This means turning in something that was mostly done in a previous semester is probably not going to work out unless you've done a substantial new development.
- You are honest in your representation of the work you have done.

Let me know if you have any questions about this policy or wish to discuss a project proposal.

Using AI

What has BYU said about AI?

There is no official policy at the university-level regarding AI. However, here's what the department policies are regarding the use of AI:

The Department of Linguistics supports the [university-level statement](#) on the use of generative artificial intelligence (AI) for academic and professional purposes. The department also expects students, faculty, and staff to follow the [Academic Honesty Policy](#). In addition, the department expects graduate students to follow the [Graduate Studies Statement on Use of AI](#).

The department encourages its instructors to clearly delimit what their expectations are with respect to the use or non-use of generative AI in their classes, and their students are encouraged to follow those expectations. Use of generative AI that is not consistent with the expectations of a given instructor is considered a violation of the Academic Honesty Policy.

Please also see the [Teaching With Artificial Intelligence](#) document put together by the College of Humanities Task Force. It is more intended for faculty, but it is worth a read still.

What is responsible use of AI?

AI can be an extremely helpful tool and when used responsibly, can enhance your education rather than replace it. Proper use of AI means treating it primarily as a tool to *augment* your own work rather than to *replace* it.

A few years ago I was in a position to create a new course. When deciding which topics to include in the course, I consulted potential textbooks to give me ideas and surveyed students

who might be interested in the course before coming up with my own tentative list. Only then did I turn to AI to come up with a list of topics. As it turns out, it provided me a very similar list to what I had already which served as a confirmation to me that my list was good. I don't want to compare AI to the Spirit, but D&C 9:8 comes to mind here. I knew enough about the topic before turning to AI so that I could spot its bad recommendations. If it had provided me with a new idea, I would not have accepted it at face value but I would have done some additional research to decide whether I should include it. In no way would I have accepted the output at face value.

There are times when AI could be used to help with coursework. Let's say you struggle with writing in an academic register, either because English is not your first language or because you're just not comfortable with this style of writing. An inappropriate use of AI is to let it complete your assignment for you. An appropriate use of AI would be to give it a prompt like this:

“Here is a paragraph I am writing for a college term paper. [Provide the paragraph]. I am struggling with two things: English prepositions and English tense [or appropriate writing style, or whatever]. Please correct any errors you can find in either of these. Mark the corrections for me. Then give 3–4 tips for prepositions and tense based on the corrections.”

With this method, you are using AI to help you learn and get better—augmenting what you can already do—rather than having it do your work for you. (I thank Dan Dewey for this example.)

There are times when it is not appropriate to use AI. Unfortunately, students and faculty disagree on what is considered appropriate use of AI. [Here](#) are the results of a survey of BYU linguistics graduate students in Fall 2025. The survey showed that most students used AI at least once a week for academic work, that they expect professors to teach how to use AI, and that AI is appropriate in a variety of situations. While AI use varies among faculty, most of us are on the more conservative side of AI use in academic work and believe that students should not use it for any academic work.

Regarding using Large Language Models (LLMs) specifically to generate text in order to replace the work of writing, please do not do that. Andrew Heiss, a public policy and political science professor at Georgia State, has a nice explanation about why not [here](#). (He's a member of the church too and has a sidenote explaining the colorful language!) It basically comes down to this: writing is an essential part of learning and if you skip it, you're not learning. Plus, I would 100% rather see sincere thoughts conveyed in your own voice (even if it has imperfect spelling, grammar, organization, and punctuation) than artificial thoughts in pristine writing. If you're not going to spend the time to write, why should I or the TA spend the time reading and grading it?

At this point, I assume that you regularly use AI in your daily life. I do, especially for recipes and recommended runs to improve my pace. But one issue that I am now seeing with student work

though is that even if they did not use AI for academic writing (or at least claim to), their writing style is starting to mimic it. Think about it: how much AI-generated content have you read about topics related to linguistics? Now think about how much actual linguistic writing you've read. If AI-generated writing makes up a disproportionately large amount of what you read about linguistics... well that's not good for a lot of reasons. But one is that when it comes time for you to write academically, what you're most familiar with is AI-generated writing and so that's what you'll mimic. I therefore again strongly urge you to not use AI for course content, even if it's unrelated to homework, and to read as much academic writing written by actual humans as you can.

So what is the policy in this course?

Here is a paragraph from BYU's [Generative Artificial Intelligence](#) folks that I think best describes how you should use AI:

Before using GenAI on an assignment, you must ask your professor for permission if they have not already explicitly stated that it is permitted. If the professor has not said anything about GenAI use for either the assignment or in the syllabus, assume that using GenAI is not permitted. For each class, the professor is the arbiter of academic integrity. Use [your professor] as your first recourse when determining what is acceptable or unacceptable for an assignment.

So, in line with department policy of clearly delimiting what my expectations are with AI, here is my policy: unless I explicitly say when and how to use AI for a particular assignment, **I expect zero AI use whatsoever for anything you turn in to me.** If you do use AI in those very few situations, I expect a note somewhere in your assignment that explicitly states that you did so. Any other use may be considered a violation of the Academic Honesty Policy.

Schedule (subject to change)

Topic	Reading	Date	Lecture	Homework
Introduction	Ch1	Jan 7	Introduction to Applied Phonetics	
		Jan 9	<i>No class (I'll be at a conference)</i>	
Articulatory Phonetics	Ch2-3	Jan 12	Articulation and physiology	Get to know you survey
		Jan 14	Transcription and IPA	
		Jan 16	Consonants	
Phonetic Transcription	Ch4	Jan 19	<i>MLK Day - No School</i>	Final project brainstorm
		Jan 21	Vowels	
		Jan 23	IPA Practice	
Introduction to Phonology	—	Jan 26	Acoustic phonetics	Movie quotes in IPA
		Jan 28	Phonemes	
		Jan 30	Phonological rules	
Beyond Segments	Ch5	Feb 2	Syllables	Spanish and English
		Feb 4	Intonation	
		Feb 6	Voice Quality	
Topic	Reading	Date	Lecture	Homework
Speech Disorders and Pathology	Ch8	Feb 9	Disordered speech	Phonetics midterm
		Feb 11	Speech language pathology	
		Feb 13	<i>Guest lecture: Dallin Bailey</i>	
Speech Disorders and Pathology	Ch7	Feb 17	L1 speech development	Treating disordered speech
		Feb 18	Speech across the lifespan	
		Feb 20	<i>Guest lecture: Wendy Smemoe?</i>	
Forensic Phonetics	Ch10	Feb 23	Earwitness identification	L1 Phonetic Processes
		Feb 25	Expert speaker identification	
		Feb 27	Speaker profiling	
Computational Phonetics	Ch9	Mar 2	<i>Guest lecture: Savannah Walker</i>	Comparing voices
		Mar 4	Speech tech and speech recognition	
		Mar 6	<i>Guest lecture: Earl Brown</i>	
In the Media	Ch12	Mar 9	Computational speaker identification	AI-generated speech
		Mar 11	Classical singing	
		Mar 13	Dialect coaching	
Second Language Acquisition	§13.1	Mar 16	Animation	Dialect coaching
		Mar 18	<i>Guest Lecture: Nathan Lindsay</i>	
		Mar 20	<i>No school</i>	
Applications in Business	Ch11	Mar 23	<i>Guest lecture: Jenelle Cox?</i>	Animations
		Mar 25	SLA I	
		Mar 27	SLA II	
In Entertainment	§13.2	Mar 30	Branding	Pronunciation teaching
		Apr 1	Language-learning apps	
		Apr 3	Advertising	
Project Presentations	—	Apr 6	<i>Guest lecture: Dallin Oaks</i>	
		Apr 8	Final project presentations	
		Apr 10	Final project presentations	
Wrap-Up and Review	Ch15	Apr 13	Final project presentations	
		Apr 15	Course wrap-up and review	

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning

atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all

members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's

own individual work without proper attribution is a serious form of plagiarism.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu>.

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu>. Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation,

or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to.

Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without

the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

BYU College of Humanities Statement on Inclusion

We strive to cultivate mutual respect and empathy for all people, no matter their ethnic, racial, or cultural background, or sexual orientation. Elder Ballard said at a BYU devotional in Feb. 2020: "Through discrimination, racism, sexism, and other social ills, we will often impose false identities on others that keep them and us from progressing. This can stop when we see all people as children of God. We consider every person divine in origin, nature, and potential. Each possesses seeds of divinity. And 'each is a beloved spirit [child] of heavenly parents.'"

We invite all to participate in open and honest inquiry in our classrooms where we deal with complicated social and moral issues. In these conversations we seek to

- Respect and value the contributions of people from backgrounds, religions, and cultures other than our own
- Be aware of hurtful words and phrases
- Learn about and understand different cultural traditions

- Acknowledge discomfort when participating in class discussions about difficult topics
- Speak up on behalf of those who may be hurt by harmful speech
- Show willingness to work in groups with people of diverse backgrounds
- Respond with humility and teachability when our words offend
- Approach these issues with sincerity, respect, and compassion
- Express tolerance, love, and understanding

We fall short of our ideals when we

- Behave as if one is morally superior for treating someone of another race with kindness or not recognizing that benevolent stereotypes can be condescending or paternalistic
- Use words without understanding social context or the full range of a term's meanings
- Expect that everyone in the Church shares similar cultural or political values
- Tacitly accept derogatory, racist, or sexist language without calling it into question
- Excuse or minimize the damage done by others—including leaders—who discriminate or who are biased
- Make assumptions about someone's abilities or attributes based on the color of their skin or national origin
- Assume on the basis of a person's appearance or accent that they come from another country or have a certain immigration status
- Presume that those who suffer from famine, poverty, crime, environmental disasters, or war

brought these conditions upon themselves

The College of Humanities is attuned to the reality of an increasingly diverse Church membership. We aspire to better understand our own language and history, and to use language to connect and heal rather than to divide and harm. We invite students, staff, and faculty to use their time in our college to strive toward conduct worthy of Christian discipleship, where we are "no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God" (Ephesians 2:19).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not

to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

BYU College of Humanities Statement on Respect and Equity

The BYU College of Humanities strives to become a community of spiritual, emotional, and intellectual maturity. All participants in classes offered by our college are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. As President Oaks has advised, "Followers of Christ should be examples of civility." In keeping with this guidance, class members should eschew

insults and slurs of any variety; should engage openly and respectfully in dialogue with other members of the class, especially when discussing emotionally-charged issues; and should refrain from making assumptions based on gender, economic status, race, ethnicity, sexual orientation, or other groupings. Let our classrooms be places where we follow President Nelson's call to "lead out in abandoning attitudes and actions of prejudice." Let us use sensitivity when discussing Church policies related to gender, in "ways that show empathy and understanding for everyone," in Elder Holland's words. In addition, please be careful to treat all instructors and teaching assistants with due respect for their position and qualifications ([studies](#) suggest that students consistently evaluate instructors differently based on gender). We urge members of our community to embrace a professional ethic, and to recognize that all of God's children bring something unique and valuable to our collective experience.