



## School of Humanities and Languages

# ARTS3691, Sociolinguistics Semester 1, 2014

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## 1. Course Staff and Contact Details

Course Convenor			
Name	Dr Anikó Hatoss	Room	Morven Brown 220
Phone	93858340	Email	a.hatoss@unsw.edu.au
Consultation Time	Wednesdays and Thursdays 2pm-3pm		

## 2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>ARTS3691 provides a general introduction to sociolinguistics. It examines language use in society, with a particular focus on the distinctions between language and dialect. The first part of the course deals with language variation according to users, including regional and social dialects as well as variation by gender. It explores factors that contribute to language change. The second part of the course deals with language variation according to use. Topics include: language attitudes, ethnography of speaking, pragmatics and politeness, and analysing conversations. Students complete practical assignments of language use in society.</p>		
Course Aims	1.	To explore the relationship between linguistic and non-linguistic variables such as gender, social class and age.	
	2.	To enable students to develop the analytical skills used in sociolinguistics	
Student Learning Outcomes	1.	Upon successful completion of the course students will: Gain a theoretical grounding in the field of sociolinguistics.	
	2.	Explore the relationship between linguistic and non-linguistic variables such as gender, social class and age;	
	3.	collect linguistic data and analyse it from a sociolinguistic perspective;	
Graduate Attributes	1.	Upon successful completion of the course students will develop the following attributes: Familiarity with theories, bodies of knowledge and research methods.	
	2.	the capacity for analytical and critical thinking and for creative problem-solving in linguistics	
	3.	the skills of effective communication	
	4.	the ability to engage in independent and reflective learning	

### 3. Learning and Teaching Rationale

The content was carefully selected to cover selected major topics in sociolinguistics. Students will develop a broad understanding of how language and society are interrelated and how language used in real contexts can be analysed. Topics move from monolingual (English) to multilingual contexts of use. It is hoped that learners will develop a research interest to pursue a sociolinguistic study in the future, or apply the learnt theories in their future work contexts in communication or education. Due to the broad coverage, there is limited time spent on each topic. Students are asked to complete exercises and collect their own examples to demonstrate their understanding of various concepts and phenomena. It is recognised that students might have different interests in sociolinguistic-related topics, therefore, some of the selected readings are offered as choices to allow students to pursue their own interest.

### 4. Teaching Strategies

This course covers a broad range of topics in sociolinguistics, therefore, the teaching strategy I developed is to combine in class and out of class (online) work to maximise the learning experience. Face-to-face classes will be run in a 2-hour workshop format (Thurs 10am-12pm) which will integrate lecture and tutorial type activities. An additional hour is allocated (Thurs 9-10am) for independent asynchronous student learning, library research and data collection.

An important aspect of this course is reading in preparation for class. Obviously you gain more from a class discussion when you come prepared, having read the materials for discussion and considered the issues. Apart from your essay and mini-project, reading for class will take up much of the time you dedicate to this course. It is only fair therefore that the effort you place into preparations for class be recognised in the assessment (this is the educational notion of 'alignment').

Weekly reading reflections and exercises represent your efforts at preparation for class. They are submitted **prior to each class online on the Moodle platform (submission closes 1 hour prior to class)**. Students will be required to write approx. 300 words for each week.

The textbook will be used as a general guide and a source of independent learning and practice. Selected exercises will be part of class discussions. The readings expand on the topics and challenge students to think about the concepts critically. Several readings also illustrate sociolinguistic methods and fieldwork. Students will conduct a mini-project in which they collect empirical data about a sociolinguistic variable or issue. Students will be required to report the data and summarise the findings.

#### How to get a high score for the "tutorial" work? (30%)

- Come to class prepared and take an active part in group discussions;
- Submit a 300 word reflection on any of the readings set/recommended for that week (submission box will close 1 hour prior to class);
- Submit your best 3 reflection posts (16 May).

<b>5. Course Assessment</b>					
<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning Outcomes Assessed</b>	<b>Graduate Attributes Assessed</b>	<b>Due Date</b>
Assignment 1: essay	1500 words	30%	1,2,3	1,2	4 April
Assignment 2 Mini-project	2000 words	40%	1,2,3	1,2	16 May
Tutorial work	300 words/week	30%	1,2,3	1,2,3,4	16 May

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

### **Essay:**

**“Languages are all linguistically equal, but they are not all sociolinguistically equal” (Mesthrie 2006, p. 480)**

**Do you agree? Discuss your views and support your points with examples and references from the literature.**

This assignment has a holistic marking scheme. The criteria listed below serve as a guide only and they are not given “points”. I will use these criteria to indicate the areas where your essay could have been improved and where you did well. You will receive one holistic mark.

### **Assessment criteria**

- Understanding of sociolinguistic concepts (dialect vs. language, etc.)
- Demonstration of critical thinking
- Supportive evidence and examples
- Referencing (use approx. 5-8 different published sources in addition to the textbook)
- Quality of academic writing

### **Mini-project: Sociolinguistic interview/observation**

For this project you will need to conduct an interview with a friend or a family member or conduct an observation of language use. The interview/observation should be around 30-45 minutes. You will be asked to write a report based on this interview/observation about the findings.

**First step:** Identify a research question. E.g.

- Do women or men use X linguistic variable more?
- What are some of the characteristics of casual speech among Australian youth?
- How do people code-switch in casual conversations?

- How can we apply the ethnography of speaking model to describe x speech event?
- What politeness strategies are used in online chat-rooms?
- How do people accommodate their speech? (e.g. when talking to a friend of the same gender/age ethnicity as opposed to talking to a friend of different gender/age/ethnicity, etc.?)

**Second step:** narrow the focus, identify your linguistic variables or focus (e.g. standard non-standard, pronunciation, syntax, morphology, code-switching, language choice)

Examples: the use of non-standard grammatical forms in casual speech in Australian English; the use of X linguistic variable (in- vs. ing, pronunciation of intervocalic [t], e.g. butter, etc.), the use of high rise terminals) or language choices according to domains and situations in a bilingual/multilingual family.

**Third step:** design your instrument and methodology

- Who will be your subject(s)?
- How will you gather the data? What elicitation technique will you use?
- How will you summarise the findings?

**Fourth step: write up the report**

- Write about the limitations also
- What did you learn about the linguistic variable?
- What did you learn about the methodology?

The report should use academic style and use APA referencing. Present your data as evidence in an appendix.

### Assessment criteria

This assignment has a holistic marking scheme. The criteria listed below serve as a guide only and they are not given “points”. I will use these criteria to indicate the areas where your project could have been improved and where you did well. You will receive one holistic mark.

- Clarity and validity of research aim and research question
- Design of elicitation instrument
- Quality and face validity of data (e.g. attached full or partial transcript)
- Quality and face-validity of findings
- Ability to discuss findings and limitations
- Quality of academic writing
- Referencing

### **Assessing tutorial work:**

This assignment has a holistic marking scheme. The criteria listed below serve as a guide only and they are not given “points”. I will use these criteria to indicate the areas where your contributions could have been improved and where you did well. You will receive one holistic mark. I will deduct marks for missed online submissions or missed class participation (unless justified otherwise, e.g. medical certificate).

### **Assessment criteria**

- Consistent on-time submissions and participation (quantity)
- Understanding of sociolinguistic concepts (quality)
- Demonstration of critical thinking (quality)

- Supportive evidence and examples (quality)

## Grades

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand.

The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Schedule

Week commencing	Lecture Topic	Readings: *indicates core readings You need to read the readings prior to the class	Exercises to submit
3 March	Introduction: What does sociolinguistics study?	Textbook, Ch. 1 * <b>Mesthrie</b> , R. 2006 Society and language: An Overview pp 472-484. In: <i>The Encyclopedia of Language and Linguistics</i> . UNSW Library eCopy.	-
10 March	Language variation: Standards, regional and social dialects	Textbook, Ch. 6 * <b>Trudgill</b> 2002. Standard English: What it isn't. Ch 15 in <i>Sociolinguistic Variation and Change</i> . pp. 159-170. Edinburgh University Press: Edinburgh.  * <b>Eades</b> 1993 Aboriginal English. <i>PEN</i> . <a href="http://www.nacalc.org.au/cb_pages/files/Aboriginal%20English%20in%20the%20Legal%20System%20-%20Diane%20Eades.pdf">http://www.nacalc.org.au/cb_pages/files/Aboriginal%20English%20in%20the%20Legal%20System%20-%20Diane%20Eades.pdf</a>  <b>Recommended:</b>  Coupland 2007. Style for audiences Ch 3 in Coupland, N. <i>Style: Language variation and identity</i> . pp. 54-81.  Biber & Conrad: Register, genre and style. Ch 1. UNSW eLibrary.	t.b.a
17 March	Language variation: Methods of data collection and analysis	* <b>Tagliamonte</b> , S.A. 2007. Quantitative analysis. pp. 190-214. Ch 10 in Bayley, R. and Lucas, C. <i>Sociolinguistic variation: Theory, methods, and applications</i> . CUP.  * <b>Macaulay</b> 2006: Sociolect and social class In: <i>The Encyclopedia of Language and Linguistics</i> . UNSW Library eCopy. <b>pp. 484-489</b> .  <b>Recommended:</b>  Milroy, L. & Gordon, M. 2003. Locating and selecting subjects. Ch 2 in <i>Sociolinguistics: methods and interpretations</i> . pp. 23-45.  Como 2006: Elicitation techniques for spoken discourse. <i>Encyclopedia of Language and Linguistics</i> . UNSW Library eCopy	t.b.a.
24 March	Multilingual speech communities		t.b.a.



	Diglossia  Language domains  Language maintenance and shift	Textbook, Ch. 2  * <b>Kachru</b> 2001 Speech communities in <i>The Concise Encyclopedia of Sociolinguistics</i> UNSW eLibrary. pp. 105-107  * <b>Hudson</b> 2001 Diglossia. <i>In Concise Encyclopedia of Sociolinguistics</i> . UNSW eLibrary. pp. 226-230.  <b>Recommended:</b> Snow 2013: Revisiting Ferguson's defining cases of diglossia. <i>Journal of Multilingual and Multicultural Development</i> 34:1 pp. 61-76.	
31 March	Code-switching	Textbook Ch 2  * <b>McCormick</b> 2001 Code-switching: an overview pp.447-453. In <i>The Concise Encyclopedia of Sociolinguistics</i> . UNSW eLibrary.  * <b>Li Wei, Milroy and Ching</b> 2000 A two-step sociolinguistic analysis of code-switching and language choice: the example of a bilingual Chinese community in Britain. Ch 8 in <i>The Bilingualism Reader</i> . UNSW eBook.  <b>Assignment 1 due 4 April</b>	t.b.a.
7 April	Language change  Lingua Francas – World Englishes	Textbook Ch. 9, Ch. 4  * <b>Milroy</b> 2001 Sociolinguistics and language change. In <i>The Concise Encyclopedia of Sociolinguistics</i> . pp. 389-390.  * <b>Labov</b> 2002 “Driving forces in linguistic change” available from Labov's personal webpage  * <b>Kachru</b> : World Englishes In: <i>The Encyclopedia of Language and Linguistics</i> . UNSW Library eCopy	
14 April	Project discussions	Outlining project task and assessment criteria Discussing topics for projects	t.b.a.
<b>MID SEMESTER BREAK</b>			
28 April	Fieldwork – data collection – NO CLASS		
5 May	Ethnography of speaking		t.b.a.
12 May	Pragmatics and politeness	Textbook,	t.b.a.

	theory	Ch. 14 Assignment 2 due 16 May Critical reflections on readings due 16 May <b>Recommended:</b> Allan 2001. Speech act Theory: an Overview. <i>Concise Encyclopedia of Sociolinguistics</i> . pp. 197-207.	
19 May	Mini-project discussions/presentations (not assessed)		
26 May	Mini-project discussions/presentations (not assessed)		

## 9. Course Resources

### Textbook Details

Holmes, Janet (2013) *An Introduction to Sociolinguistics*. 4th edition. London: Pearson, Longman.

### Journals

International Journal of Language in Society  
 Anthropological Linguistics  
 Annual Review of Anthropology  
 Journal of Multilingual and Multicultural Development  
 World Englishes  
 Journal of Sociolinguistics

### Recommended sources:

Wardhaugh, Ronald (2010). *An introduction to sociolinguistics*. 6<sup>th</sup> edition. Wiley-Blackwell.  
 Meyerhoff, M. (2006) *Introducing sociolinguistics*. Routledge: London/N.Y.  
 Meyerhoff, M. and Schlee, E. (eds.) (2010). *The Routledge Sociolinguistics Reader*. Routledge: London/N.Y.  
 Encyclopedia of Language and Linguistics 2<sup>nd</sup> ed.  
<http://www.sciencedirect.com/science/referenceworks/9780080448541#ancpt1040>  
*The Concise Encyclopedia of Sociolinguistics*. 2001. UNSW eLibrary

### Websites

David Crystal's Homepage: [http://www.davidcrystal.com/David\\_Crystal/english.htm](http://www.davidcrystal.com/David_Crystal/english.htm)  
 William Labov's homepage: <http://www.ling.upenn.edu/~wlabov/>

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

I am pleased to share with you that in 2012 I received the Dean's Award for Excellence in Learning and Teaching and this achievement was based on my continuous innovation in my teaching and the serious consideration of the feedback that students provide.

In the past students have indicated their preference to spend more time on discussions, therefore, I have designed this course with the aim to minimise the upfront lecture component and maximise classroom interactions. Students have also indicated the need to include set readings to expand on their understanding of relevant theories. Students are expected to come to class prepared, having completed the exercises and the set readings.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:  
<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:  
<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:  
<https://my.unsw.edu.au>  
<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see  
<http://www.ohs.unsw.edu.au/>

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### **Student Equity and Disabilities Unit**

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.