1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
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8. Class Clash
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15. Other Information
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 1pm-3pm

2. Course Details

Units of Credit (UoC)  6

Course Description

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.

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 choices are dependent of various social factors. Topics move from micro- (such as language variation by age, gender) to macro-levels (such as diglossic communities) of language choice. 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 and students are expected to be actively participating in class discussions. It is recognised that students might have different interests in sociolinguistic-related topics, therefore, students can sign up to choose their topic of own interest for the discussion task as well as for the mini-project.

4. Teaching Strategies

This course follows a learner-centred or “flipped classroom” philosophy. Classes will be run in a 2-hour workshop format with only short lecture style introductions to the topic. Approx. half of the time will be devoted to discussions based on pre-set questions. The other half will be devoted to student-lead discussions or problem solving exercises. Each member of class will need to lead one discussion during the semester. You will be asked to sign up for your topic by week 2 the latest. There will be short lecture-style introductions to selected topics.

The textbook will be used as the main resource. Selected discussion questions will be part of class discussions. The extra readings listed expand on the topics and challenge students to think about the concepts critically. Some 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.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>1500 words</td>
<td>30%</td>
<td>1,2,3</td>
<td>1</td>
<td>27 March</td>
</tr>
<tr>
<td>Mini-project</td>
<td>2500 words</td>
<td>50%</td>
<td>1,2,3</td>
<td>1</td>
<td>29 May</td>
</tr>
<tr>
<td>Critical mini-discussion</td>
<td>10 minutes</td>
<td>20%</td>
<td>1,2,3</td>
<td>1,2,3,4</td>
<td>Class roster</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Essay (30%):

“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 (50%): 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 critical mini-discussions (20%)**: 

Critical mini-discussions should not be mere summaries of what has been read. Students should identify a sociolinguistic problem and discuss that problem using the reading as a guide as well as by reading other sources. Students should encourage the class to discuss possible solutions to this problem, and come up with some concluding remarks. Remember that you are not necessarily expected to “solve” the problem, but to critically discuss it.

**How to get a high score for the “critical mini-discussion”? (20%)**

- Come to class prepared by reading the relevant textbook chapter and be ready to discuss the set discussion questions as listed at the end of the chapter (see weekly schedule)
- Sign up for a topic/recommended reading and lead a 10-minute discussion in class about that topic;
- Make the topic interesting by linking the theory to practical use and your personal experience;
- Engage your classmates in a debate or problem solving exercise

**Assessment criteria**

- Preparation and evidence of careful reading
- Understanding of sociolinguistic concepts
- Demonstration of critical thinking
- Supportive evidence and examples
- Ability to relate theory to real examples
- Ability to engage classmates in discussion or problem solving
- Taking questions
- Clarity of expression

**Note:**
Your final mark for this task will be adjusted taking into consideration of your overall performance in class discussions based on textbook questions.

**Grades**

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://student.unsw.edu.au/grades

Submission of Assessment Tasks

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

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.
A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. 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:

## 10. Course Schedule

**To view course timetable, please visit:** [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week commencing</th>
<th>Lecture Topic</th>
<th>Readings:</th>
<th>Discussion questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 March</td>
<td>3. Gender</td>
<td>Textbook Chapter 3</td>
<td>Discussion questions at the end of chapter 3 MD4 Do men or women use more standard forms? MD5 Do men and women “text” differently? In what way? MD6 Do men or women lead language change? How can we find out?</td>
</tr>
<tr>
<td>23 March</td>
<td>4. Language variation: Methods of data collection and analysis</td>
<td>Textbook Ch 14 Research ethics</td>
<td>Discussion questions at the end of chapter 14</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Recommended:</td>
<td>MD9 How can we study variation by social class?</td>
<td></td>
</tr>
<tr>
<td>30 March</td>
<td>5. Language change</td>
<td>Textbook Ch 5</td>
<td>Discussion questions at the end of chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Labov 2002 “Driving forces in linguistic change” available from Labov’s personal webpage</td>
<td>MD11 How is Australian English changing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Kachru: World Englishes In: The Encyclopedia of Language and Linguistics. UNSW Library eCopy</td>
<td>MD12 Is the English language getting more uniform or more diverse across the globe?</td>
</tr>
</tbody>
</table>

**MID SEMESTER BREAK 3-12 APRIL**

Essay due 27 March 4pm in Moodle Turnitin

<table>
<thead>
<tr>
<th>13 April</th>
<th>6. Fieldwork</th>
<th>NO CLASS</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 April</td>
<td>7. Politeness</td>
<td>Textbook Ch. 6</td>
<td>Discussion questions at the end of chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD13 Contrast two cultures/languages in terms of politeness strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD14 What politeness strategies are used on Facebook?</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------------</td>
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<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>27 April</td>
<td>8. Ethnography of communication</td>
<td>t.b.a</td>
<td>MD15 What politeness strategies are often violated in texting?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD7a,b,c (3 students) Think of a communicative event (e.g. wedding). How do cultures differ in terms of how this event is conducted in speech?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD8 What are the characteristics of the ethnography of speech in a classroom setting versus a social informal setting?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD9 Why is the ethnography of speaking model useful? How can it be used to explore online communication?</td>
</tr>
<tr>
<td>4 May</td>
<td>9. Code-switching</td>
<td>Textbook Ch 7</td>
<td>Discussion questions at the end of chapter 7</td>
</tr>
<tr>
<td>11 May</td>
<td>10. Diglossia and bilingualism</td>
<td>Textbook, Ch 8</td>
<td>Discussion questions at the end of chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended:</strong> Snow 2013: Revisiting Ferguson’s defining cases of diglossia. <em>Journal of Multilingual and Multicultural Development</em> 34:1 pp. 61-76.</td>
<td></td>
</tr>
<tr>
<td>18 May</td>
<td>11. Language spread, maintenance and shift</td>
<td>Textbook Ch 9</td>
<td>Discussion questions at the end of chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD25 Do immigrants in Australia maintain their mother tongue?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MD26 What factors help/hinder language maintenance?</td>
</tr>
</tbody>
</table>
How can we measure language maintenance and shift?

Discussion questions at the end of chapter 10

MD28 How is identity connected with language?

MD29 How is identity expressed on social media?

MD30 Is it possible for ethnic and national identities to be in conflict? Give examples.

11. Course Resources

Textbook Details

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

Recommended sources:

The Concise Encyclopedia of Sociolinguistics. 2001. UNSW eLibrary

Websites
- David Crystal’s Homepage: http://www.davidcrystal.com/David_Crystal/english.htm
- William Labov’s homepage: http://www.ling.upenn.edu/~wlabov/

12. 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.

13. 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

14. 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://student.unsw.edu.au/complaints

15. 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
https://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://student.unsw.edu.au/special-consideration

**Student Equity and Disabilities Unit**

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.