



# **SOCIOLINGUISTICS & DIALECTOLOGY**

## **Description and goals of the course**

This course provides a broad overview of topics related to Sociolinguistics and dialectology. Drawing both on empirical research and personal experience we will discuss issues such as language variation, attitudes toward language, language change and linguistic conflict. Students will gain firsthand knowledge of sociolinguistic research methods by completing a research project examining effects of factors such as class, gender and register.

### **Goals:**

- (1) Using information from the texts, class discussions and personal experience, students will be able to explain and identify key sociolinguistic issues
- (2) Students will be able to design and carry out a data-based research project examining one or more sociolinguistic issues explored in class
- (3) Students will gain sensitivity towards many issues surrounding language use and its empirical study

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Course Calendar: LIN 310 Spring 2014 Wake Forest University

Class sessions: Monday & Wednesday 2:00-3:15pm, 250 Greene Hall

Texts: Wardhaugh (2010) *An Introduction to Sociolinguistics* (6th ed.)

Paulston & Tucker (2003) *Sociolinguistics: The Essential Readings* (see page 9)

## Structure of the course

Class sessions will be used to discuss the material assigned in the course calendar, to partake in activities promoting exploration of the topics presented in the books and to clarify students' doubts. Daily attendance and thorough preparation are necessary. The instructor reserves the right to administer "pop" quizzes if students demonstrate less-than-adequate preparation, the grades of which will contribute to homework and participation.

## Student tasks

### 1. Chapter glossary (5%)

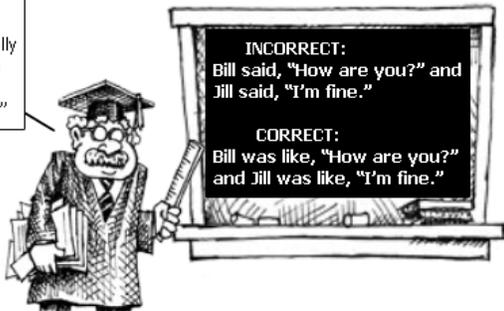
Students are responsible for composing 13 individual glossaries that cover the most important terminology and concepts discussed in each Wardhaugh chapter. Each glossary should contain at least 12 entries with definitions. Consultation of secondary sources is permitted, but you must properly cite these sources. It is to the student's advantage to be thorough and organized (name; chapter number, title and pages; pages associated with each entry) in the preparation of the glossaries as they will serve as convenient study guides for the tests. Late submissions will not be accepted.

### 2. Homework and participation (10%)

Related to each day's material, we will do a variety of exercises in class, for which active participation is expected. This includes thoughtful contributions to the discussion (in the form of questions, follow-up questions, commentaries, etc.), provision of personal examples/experiences and active engagement for the entirety of each class session (no cell phones, no computer use unless directed, courteous treatment of classmates, etc.). Students will also electronically submit typed homework assignments prior to the conclusion of each class session (see Course calendar). The grade earned depends both on the accuracy and the quality of the assignment. Late submissions will not be accepted.

## Modern English Lesson by Eric Per1in

The word "said" is now considered outmoded and officially archaic. In modern English, the proper phrase is "was like."



**INCORRECT:**  
Bill said, "How are you?" and Jill said, "I'm fine."

**CORRECT:**  
Bill was like, "How are you?" and Jill was like, "I'm fine."



WWW.PHDCOMICS.COM



### 3. Discussion leadership (15%)

Each student will select one of the assigned P&T chapters and will be responsible for presenting the material and leading class discussion. In most cases, 30 minutes will be allotted for each P&T chapter; therefore, students are expected to efficiently present the most relevant points and to design and guide engaging questions/activities that challenge the class to demonstrate their understanding and explore the topic in depth. As discussion leader, students are expected to demonstrate understanding of the material by clearly presenting the basics and by their ability to create interesting discussion questions, dynamic activities, etc. Students may use outside sources with proper citation. Visual aids, audio aids and “take-home” materials for your classmates (handout, electronic copy of PowerPoint, etc.) are encouraged. I highly suggest that you run your discussion leadership plan by me well in advance.

### 4. Tests (40% in total)

Two tests will be administered (each worth 20% of the final grade) during the semester as indicated in the Course calendar below (Feb 26 and Apr 28). Prior to each test, students will receive a study guide with objectives and sample test items. Tests will include both short answer items (definition, matching, T/F, etc.) and essay questions. If you are unable to attend a test for a justified reason, please inform me as soon as possible *prior* to the exam and a make-up session can be arranged. Make-ups are not allowed for uninformed absences.

### 5. Project (30% in total)

In pairs, students will design and conduct a sociolinguistic research project. As students are encouraged to explore topics that interest them, a number of approaches (replication study, novel study, etc.), methodologies (survey, interview, corpus-based, etc.) are acceptable. While students are not constrained by topic, approach or methodology, certain expectations must be met and deadlines are provided throughout the course to ensure this. Regardless of the specifics of each project, the background literature, research questions and predictions, importance/contribution, participants, methodology and findings must be clearly defined in both the project write-up and presentation.

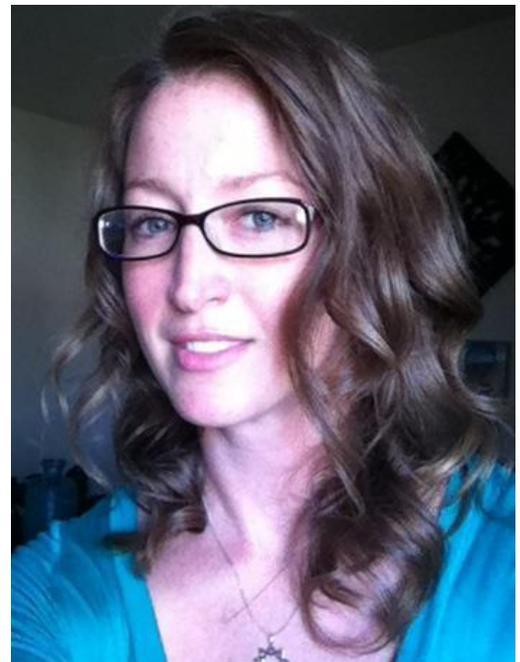
Great projects are built incrementally and with much thought and revision not at the last minute the first go around. Therefore, on separate dates, students will submit (1) an abstract (1%), (2) an annotated bibliography with 9 entries (1%), (3) research questions, predictions and methodology (2%) and (4) summary and analysis of the results (1%) during the semester (see Course calendar below). Each student pair must meet with Professor Judy within the first four weeks of the semester to discuss the research project. The final exam period (May 3) is reserved for presentation of the research projects (5%), while the final write-up (20%) is due May 6. Specific expectations regarding each component will be provided when appropriate.

#### Dr. Tiffany Judy

Greene 511

[judyte@wfu.edu](mailto:judyte@wfu.edu)

Office hours: Tuesday 2-3pm; Wednesday 9:30-11am; Thursday 9:30-11am and by appointment



## The Honor Code

Students are responsible for familiarizing themselves with Wake Forest University's Honor Code. If you have questions, please contact Professor Judy.

<http://www.wfu.edu/studentlife/judicial/honor.html>

## Special accommodations

Students requiring special accommodations should speak with Professor Judy and the Learning Assistance Center as early as possible in the semester. (<http://lac.wfu.edu/disability-services/>)

## Grading scale

93–100=A, 90–92 = A-, 88–89=B+, 83–87=B, 80–82=B-, 78–79=C+, 73–77=C, 70–72=C-, 68–69=D+, 63–67=D, 60–62=D-, <60=F

"Wisdom outweighs any wealth." Sophocles

## Solidarity & Group membership

<http://languagelog ldc.upenn.edu/nll/?m=200908&paged=3>



*'Yes well, legibility and correct punctuation might not be "street"... but that's how I roll, motherfucker.'*



*"Yes you did, Mike. You just said 'perchance.' And yesterday you called me 'my good fellow.' Twice."*

<http://www.cartoonstock.com/directory/d/dialect.asp>

## Course calendar

The four columns below outline the date, topic, in-class activities and homework for each class session. Specific readings and activities to be prepared before class are shown in the second column. The third column describes the topics and activities we will cover in each class session while the far right column indicates assignments to be turned in. Unless otherwise directed, please turn in all assignments **electronically** before the conclusion of our class (*go green! save paper!*). No late submissions of glossaries or PODs will be accepted. In special instances, late submission of other assignments will be accepted with a penalty of one letter grade (i.e. A → B). This course plan is *ideal*, but may not reflect the reality of the semester. When changes are necessary, they will be communicated as far in advance as possible.

Date	Topic and preparation	In-class activity	Turn in
<b>Week 1</b>			
Jan 15	<b>W</b> Ch. 1 Introduction Exploration 1.1: Idiolects (p. 4)	Introduction; Knowledge of language; Variation; Language and society; Methodology; Idiolects	
<b>Week 2</b>			
Jan 20	<b>NO CLASS – MLK DAY</b>		
Jan 22	<b>W</b> Ch. 2 Languages, Dialects, and Varieties Dialect Quizzes	Definitions; Bell’s criteria; Various -lects; Dialect quizzes & maps	<b>Glossary Ch. 1</b> <b>Glossary Ch. 2</b>
<b>Week 3</b>			
Jan 27	<b>W</b> Ch. 3 Pidgins and Creoles	Lingua franca, Pidgins and creoles; Distribution and characteristics; Origins; Life of a pidgin	<b>Glossary Ch. 3</b> <b>POD Ch. 3</b>
Jan 29	<b>P&amp;T</b> Ch. 16 Trade Jargons and Creole Dialects as Marginal Languages (Reinecke) <b>P&amp;T</b> Ch. 25 Dialect, Language, Nation (Haugen)		
<b>Week 4</b>			
Feb 3	<b>W</b> Ch. 4 Codes	Diglossia; Bilingualism and multilingualism; Code-switching (vs. borrowing); Accommodation	<b>Glossary Ch. 4</b> <b>POD Ch. 4</b>
Feb 5	<b>P&amp;T</b> Ch. 17 A Social Psychology of Bilingualism (Lambert) <b>P&amp;T</b> Ch. 20 Diglossia (Ferguson) <b>P&amp;T</b> Ch. 21 Bilingualism With and Without Diglossia; Diglossia With and Without Bilingualism (Fishman)		
<b>Week 5</b>			
Feb 10	<b>W</b> Ch. 6 Language Variation	Regional variation; Linguistic variables; Social variation; Data collection and analysis	<b>Glossary Ch. 6</b> <b>POD Ch. 6</b>
Feb 12	<b>P&amp;T</b> Ch. 13 Some Sociolinguistic Principles (Labov)		
Feb 14			<b>Abstract</b>

Week 6			
Feb 17	<b>W</b> Ch. 7 Some Findings and Issues	Various sociolinguistic studies	<b>Glossary Ch. 7</b> <b>POD Ch. 7</b>
Feb 19	<b>P&amp;T</b> Ch. 15 The Linguistic Individual in an American Public-Opinion Survey (Johnstone)		
Feb 21			<b>Annotated bibliography</b>
Week 7			
Feb 24	<b>W</b> Ch. 8 Change	The traditional view; Change vs. Variation; Some changes in progress; Process of change; Review	<b>Glossary Ch. 8</b> <b>POD Ch. 8</b>
Feb 26		Test 1	
Week 8			
Mar 3		Workshop on projects	
Mar 5		Workshop on projects	
Mar 7			<b>Research questions, Predictions and Methodology</b>
Week 9			
Mar 10	<b>NO CLASS – SPRING BREAK</b>		
Mar 12	<b>NO CLASS – SPRING BREAK</b>		
Week 10			
Mar 17	<b>W</b> Ch. 10 Ethnographies	Varieties of talk; Ethnography of speaking; Ethnomethodology	<b>Glossary Ch. 10</b> <b>POD Ch. 10</b>
Mar 19	<b>P&amp;T</b> Ch. 3 Models of the Interaction of Language and Social Life (Hymes) <b>P&amp;T</b> Ch. 4 Lands I Came to Sing: Negotiating Identities and Places in Tuscan “ <i>Contrasto</i> ” (Pagliai)		
Week 11			
Mar 24	<b>W</b> Ch. 11 Solidarity and Politeness	<i>Tu</i> and <i>Vous</i> ; Terms of address; Naming conventions; Politeness; Face (positive and negative); Honorifics	<b>Glossary Ch. 11</b> <b>POD Ch. 11</b>
Mar 26	<b>P&amp;T</b> Ch. 9 The Pronouns of Power and Solidarity (Brown & Gilman)		
Week 12			
Mar 31	<b>W</b> Ch. 12 Talk and Action	Types of speech acts; Utterances; Cooperation; Gricean maxims; Conversations; What goes unspoken	<b>Glossary Ch. 12</b> <b>POD Ch. 12</b>
Apr 2	<b>P&amp;T</b> Ch. 5 Narrative Analysis: Oral Versions of Personal Experience (Labov & Waletzky)		

	<b>P&amp;T</b> Ch. 7 Narrative Structure: Some Contrasts Between Maori and Pakeha (Holmes)		
<b>Week 13</b>			
Apr 7	<b>W</b> Ch. 13 Gender	Gender differences; Possible explanations; Preferred gender pronouns	<b>Glossary Ch. 13</b> <b>TBD</b>
Apr 9	<b>P&amp;T</b> Ch. 11 Selections from <i>Language and Woman's Place</i> (Lakoff) <b>P&amp;T</b> Ch. 12 The Relativity of Linguistic Strategies: Rethinking Power and Solidarity in Gender Dominance (Tannen)		
Apr 11			<b>Summary of results and Possible analysis</b>
<b>Week 14</b>			
Apr 14	<b>W</b> Ch. 14 Disadvantage	Codes; African American (Vernacular) English; Consequences for education	<b>Glossary Ch. 14</b> <b>POD Ch. 14</b>
Apr 16	<b>P&amp;T</b> Ch. 14 On the Construction of Vernacular Dialect Norms (Wolfram) <b>P&amp;T</b> Ch. 19 Linguistic Diversity, Schooling, and Social Class: Rethinking Our Conception of Language Proficiency in Language Minority Education (MacSwan & Rolstad)		
<b>Week 15</b>			
Apr 21	<b>W</b> Ch. 15 Planning	Status vs. Corpus planning; Linguistic assimilation; Linguistic pluralism; Vernacularization; Internationalization; Language planning around the world; Language loss; Language revival	<b>Glossary Ch. 15</b> <b>POD Ch. 15</b>
Apr 23	<b>P&amp;T</b> Ch. 26 Language Planning Goals: A Classification <b>P&amp;T</b> Ch. 29 Language Policies and Language Rights (Paulston)		
<b>Week 16</b>			
Apr 28		Test 2	
Apr 30		Workshop on projects	
May 3	<b>Presentation of Projects (2-5pm)</b>		
May 6			<b>Project Write-up</b>



<http://ccat.sas.upenn.edu/plc/clpp/images/cartoons/cartoons.htm>

## ADVICE

This course requires knowledge of discipline-specific material that we will regularly apply to larger topics. Procrastination is not a recommended strategy. To be successful in this course, it is necessary to understand and complete the material step by step.

**“Learning** is like rowing upstream: *as soon as you stop, you retrocede.*”

--Edward Benjamin Britten

Please do not hesitate to ask questions. Asking questions demonstrates that you are thinking and analyzing the material! While we may not have time to address all questions during class sessions, you are welcome to visit me during office hours or email me.

“Learn avidly. **Question repeatedly** what you have learned. Analyze it carefully. Then put what you have learned into practice intelligently.

--Edward Cocker

**“Behavior** is the mirror in which everyone shows their image.

--Johann Wolfgang von Goethe

Each of us is very fortunate to be a part of this great university. I invite you to show your gratitude by always behaving in an honest, respectful and enthusiastic manner. In this way, we will be sure to obtain our academic goals.

### Multitasking

Since we will cover a lot of information each class session, distractions must be minimized. Empirical investigation has demonstrated that multi-tasking impedes learning. As such, please refrain from using your cell phone in any capacity during class and reserve computer use for specially indicated activities.

## Resources and help

### Required texts for this course:

Wardhaugh, R. (2010). *An Introduction to Sociolinguistics* (6<sup>th</sup> ed.). West Sussex, UK: Wiley-Blackwell Publishing.

Paulston, C., & Tucker, R. (Eds.). (2003). *Sociolinguistics: The Essential Readings*. Oxford, UK: Blackwell Publishing Ltd.

### Research resources:

--Key Sociolinguistics journals: <https://mlc.linguistics.georgetown.edu/about-sociolinguistics/key-journals/>

### Webpages:

--Sociolinguistic Artefacts: <http://www.reed.edu/slx-artifacts/>

--International Dialects of English Archives: <http://www.dialectsarchive.com/>

--American English: <http://www.pbs.org/speak/speech/>

--Sociolinguistic project ideas: <http://lteacherstoolbox.blogspot.com/2010/08/sociolinguistics-projects.html>;  
<http://faculty.washington.edu/wassink/Ex%20of%20Past%20Term%20Pap.htm>

--Class session presentations on Prezi: [www.prezi.com](http://www.prezi.com)

--Dialectoteca del español: <http://www.uiowa.edu/~acadtech/dialects/>

### The Honor Code

<http://www.wfu.edu/studentlife/judicial/honor.html>

## Standardization

<http://codifiers weblog.leidenuniv.nl/category/76040comic>

