

SOCIOLINGUISTICS & DIALECTOLOGY

Index

Student tasks:	2-3
Evaluation scale:	4
WFU Honor Code:	4
Course calendar:	5-6
Advice:	7
Resources and help:	8

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 death, and linguistic conflict. Students will reflect on their perception of others based on language via exploration of linguistic inclusion, diversity and discrimination at Wake Forest University.

Goals:

- (1) Using information from the text, class discussions and personal experience, students will be able to explain and identify key sociolinguistic issues
- (2) Drawing on class materials and individual study, students will compose a reflection on linguistic inclusion, diversity and discrimination
- (3) Students will gain sensitivity towards many issues surrounding language use and its empirical study

Syllabus: LIN 310 Fall 2018 Wake Forest University

Class sessions: Monday & Wednesday 12:30-1:45pm, 311 Greene Hall

Text: Wardhaugh & Fuller (2015). *An Introduction to Sociolinguistics* (7th ed.) (see page 8)

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 (10%)

Students are responsible for composing 13 individual glossaries that cover the most important terminology and concepts discussed in each W & F chapter. Each glossary should contain at least 8 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 (20%)

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 our class discussions (in the form of starter 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 start 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."

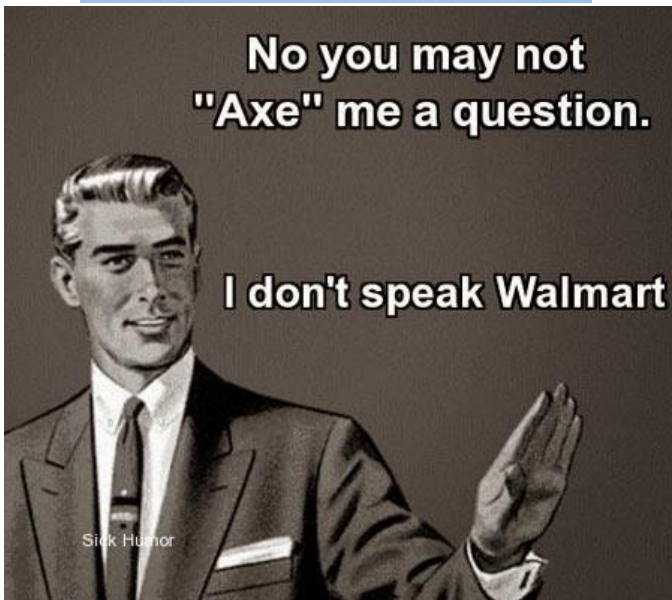
CORRECT:
Bill was like, "How are you?"
and Jill was like, "I'm fine."



WWW.PHDCOMICS.COM



Linguistic Discrimination



<http://upenglishes.blogspot.com/>

3. 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 (Oct 17 and Dec 5). 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.

Dr. Tiffany Judy

Greene 527

judyte@wfu.edu

Office hours:

<http://tiffanyjudy.weebly.com/>

4. Project: Linguistic Diversity, Inclusion and Discrimination (30% in total)

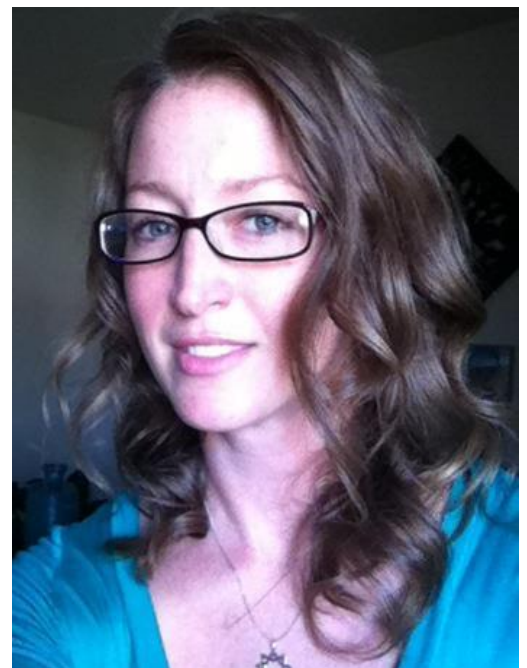
In response to demographic changes on campus, students will explore diversity, inclusion and discrimination as they relate specifically to language/linguistics. The objectives of this project are threefold:

- (1) Connect class material with our ambient reality
- (2) Foster a reflective and compassionate mindset towards linguistic diversity and inclusion
- (3) Create an open and honest dialogue at Wake that allows for dissemination of these reflections

Great projects are built incrementally and with much thought and revision. As such, students will individually submit the following written components of the project throughout the semester (see Course calendar below):

- (1) *What is Linguistic Diversity, Inclusion and Discrimination?* (5%)
- (2) *Language Myths* (5%)
- (3) Annotated bibliography with 3 entries (one of which is W&F Ch. 3 Defining Groups) (5%)
- (4) *In the Mouth and Mind of Another* (5%)
- (5) *Project Reflection* (10%)

Specific expectations for each component will be provided when appropriate. On several occasions throughout the semester, we will devote some class time to the project.



The Honor Code

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

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

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

Solidarity & Group membership



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

<http://www.funnytimes.com/playground/cartoon.php?id=13427#.UrnRn-LneSo>



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

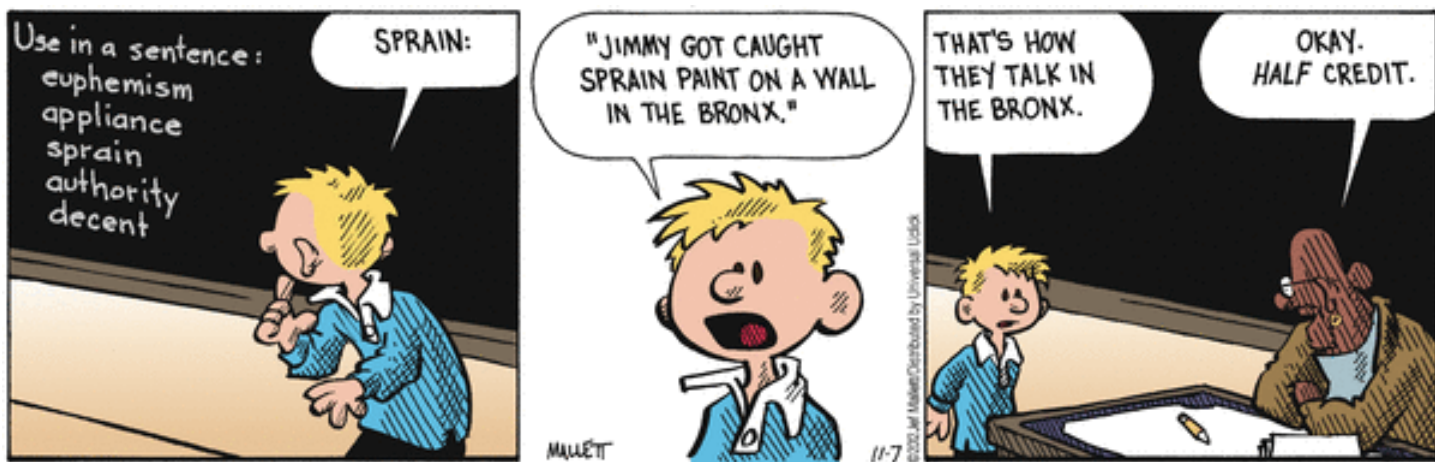
<http://www.cartoonstock.com/directory/d/dialect.asp>

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 start of class. Late submissions of glossaries or homework (e.g. POD) are not accepted. In special instances, late submission of other assignments will be accepted with a penalty of one letter grade (i.e. A → B) per class late. 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/topics	Turn in
Week 1			
M Aug 27		Introduction to the course!	
W Aug 29	W&F Ch. 1 Introduction Exploration 1.1: Idiolects (p. 4)	Introduction; Knowledge of language; Variation; Language and culture; Identity; Boundaries; Methodological concerns	
Week 2			
M Sep 3	W&F Ch. 2 Languages, Dialects, and Varieties	Language or dialect?; Standardization; Various <i>-lects</i>	Glossary Ch. 1
W Sep 5	Dialect Quizzes	Dialect quizzes & maps	Glossary Ch. 2
Week 3			
M Sep 10	W&F Ch. 3 Defining Groups	Speech communities; Communities of practice; Social networks and identities	POD Ch. 3
W Sep 12		Beliefs about language and social groups <i>Workshop on project</i>	Glossary Ch. 3
Week 4			
M Sep 17	W&F Ch. 4 Languages in Contact: Multilingual Societies and Multilingual Discourse	Multilingualism as a societal phenomenon; Diglossia	POD Ch. 4
W Sep 19		Multilingual Discourse	Glossary Ch. 4
Week 5			
M Sep 24	W&F Ch. 5 Contact Languages: Structural Consequences of Social Factors	Lingua francas; Pidgin and creole languages; Geographical distribution; Linguistic characteristics	POD Ch. 5
W Sep 26		From pidgin to creole and beyond; Mixed languages	Glossary Ch. 5
F Sep 28			What is...?
Week 6			
M Oct 1	W&F Ch. 6 Language Variation	Regional variation; Linguistic variable; Social variation	POD Ch. 6
W Oct 3		Data collection and analysis <i>Workshop on project</i>	Glossary Ch. 6

F Oct 5			Language Myths
Week 7			
M Oct 8	W&F Ch. 7 Three Waves of Variation Studies	First, second and third waves	POD Ch. 7
W Oct 10		<i>Workshop on project</i>	Glossary Ch. 7
Week 8			
M Oct 15		Review for Test 1	
W Oct 17		Test 1	
Week 9			
M Oct 22	W&F Ch. 8 Language Variation and Change	Traditional view; Some changes in progress	POD Ch. 8
W Oct 24		The process of change <i>Workshop on project</i>	Glossary Ch. 8
Week 10			
M Oct 29	W&F Ch. 9 Ethnographic Approaches in Sociolinguistics	Ethnography of communication; Communicative competence	POD Ch. 9 (optional)
W Oct 31		Ethnomethodology; Linguistic Ethnography	Glossary Ch. 9
F Nov 2			Annotated Bib
Week 11			
M Nov 5	W&F Ch. 12 Language, Gender and Sexuality	Terms; Sexist language; Discourses of gender and sexuality; Women's language	
W Nov 7	Short readings on Preferred Gender Pronouns (distributed by Dr. Judy)	PGPs; Dangers of language	Glossary Ch. 12
Week 12			
M Nov 12	W&F Ch. 10 Pragmatics	Speech acts; Implicature; Politeness	
W Nov 14		Pronouns; Naming and titles; What goes unspoken	Glossary Ch. 10
Week 13			
M Nov 19	W&F Ch. 13 Sociolinguistics and Education	Social dialects and education; Multilingual education; Education and world-wide English	POD Ch. 13 In the Mouth... Glossary Ch. 13
W Nov 21	NO CLASS – THANKSGIVING BREAK		
Week 14			
M Nov 26	W&F Ch. 14 Language Policy and Planning	Types; LLP around the world; Multilingual countries	POD Ch. 14
W Nov 28		Endangered languages	Glossary Ch. 14
Week 15			
M Dec 3		Review for Test 2	
W Dec 5		Test 2	
Finals week:			
M Dec 10	Last class session (2-5pm)		Project Reflection



<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 text for this course:

Wardhaugh, R. & Fuller, J. (2015). *An Introduction to Sociolinguistics* (7th ed.). West Sussex, UK: Wiley-Blackwell Publishing.

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

--Presentations on Prezi: www.prezi.com

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

The Honor Code

<https://studentconduct.wfu.edu/honor-system-wfu/>

Standardization

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

