

SOCIOLINGUISTICS & DIALECTOLOGY

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Course description

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. Importantly, you will reflect on your perception of others based on language via exploration of linguistic inclusion, diversity and discrimination at Wake Forest University.

Course outcomes

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

Syllabus: LIN 310 Spring 2020 Wake Forest University

Virtual class sessions: Monday & Wednesday 12:30-1:45pm

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

Structure of the course

Virtual 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 book and to clarify your doubts. Daily attendance and thorough preparation are necessary. I reserve the right to administer “pop” quizzes if the class demonstrates less-than-adequate preparation, the grades of which will contribute to homework and participation.

Assignments

1. Chapter glossary & PODS (20%)

You are responsible for composing 11 individual glossaries covering the most important terminology and concepts discussed in each W & F chapter. Each glossary must contain at least 10 entries with definitions. Consultation of secondary sources is permitted, but you must properly cite these sources. It is to your advantage to be thorough and organized (name; chapter; 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.

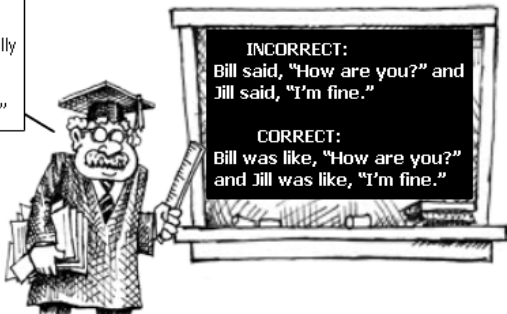
You will also respond to Points of Discussion (POD) assignments for each chapter. All assignments must be turned in electronically prior to the start of class session (see Course calendar). The grade earned depends both on the accuracy and the quality of the assignment. **Late submissions are not accepted.**

2. 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 our class discussions in the form of starter questions, follow-up questions, comments, provision of personal experiences and active engagement for the entirety of each class session (no cell phones, no computer use unless directed. courteous treatment of classmates. etc.).

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.”

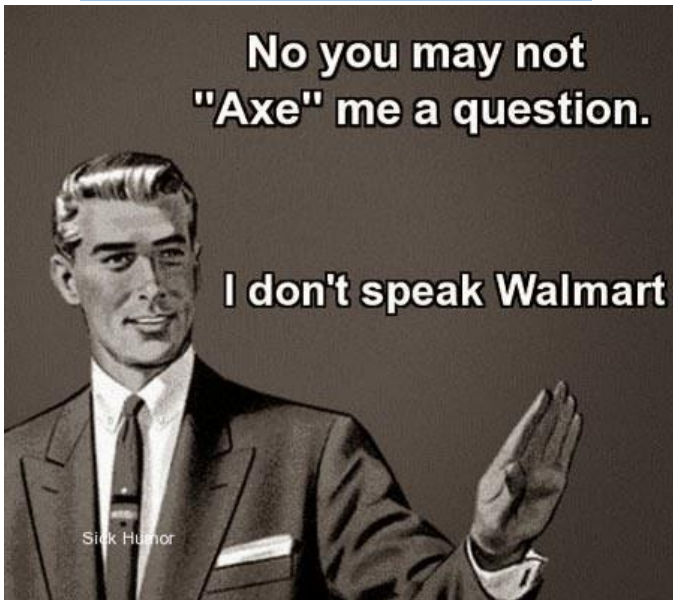
CORRECT:
Bill was like, “How are you?” and Jill was like, “I’m fine.”



WWW.PHDCOMICS.COM



Linguistic Discrimination



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

3. Tests (30% in total)

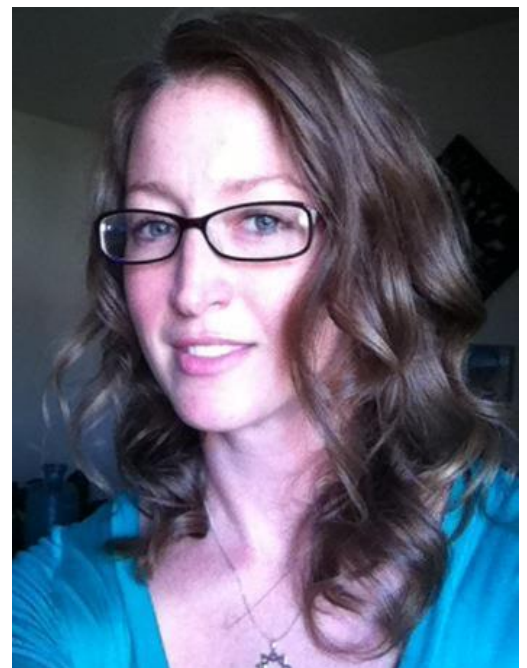
Two tests will be administered (each worth 15% of the final grade) during the semester as indicated in the Course calendar below (Mar 4 and Apr 29). Prior to each test, you will receive a study guide with objectives and sample test items. Tests will include both short answer items (definition, matching, 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

<https://wake.webex.com/meet/judyte>

Virtual office hours: please make an appointment via email (judyte@wfu.edu)

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



4. Project: Linguistic Diversity, Inclusion and Discrimination (40% in total)

In response to campus concerns, you 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 in class that allows for dissemination of these reflections

Great projects are built incrementally and with much thought and revision. As such, you 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) *Presentations* (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* (15%)

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

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

Special accommodations

If you require special accommodations, please speak with me and the Learning Assistance Center and Disability Services 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

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

Video-conferencing



<https://www.lifsize.com/en/video-conferencing-blog/meeting-memes>



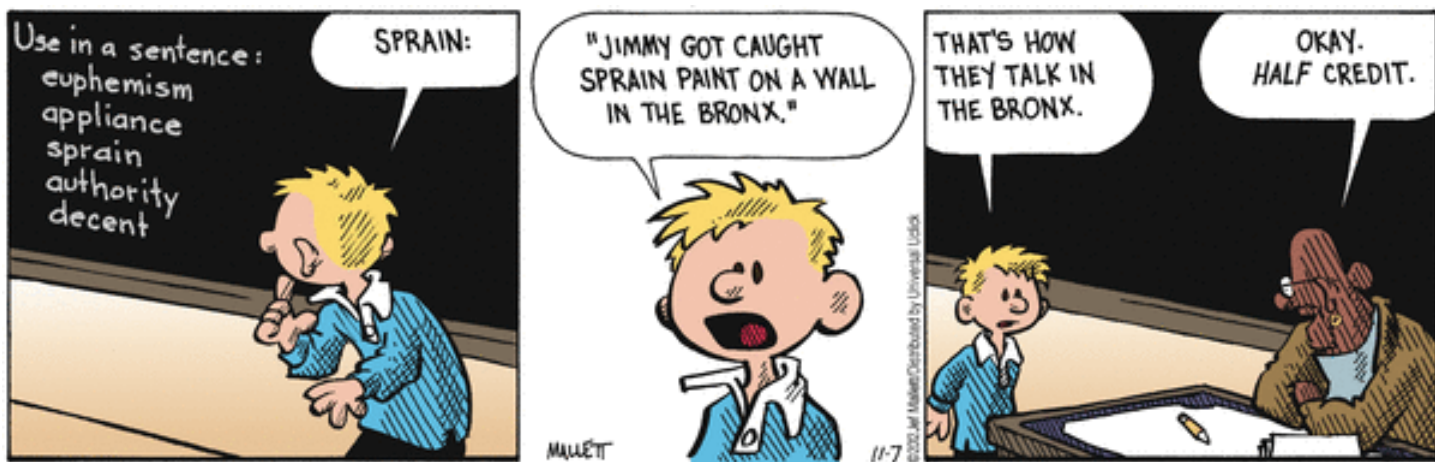
<https://alexsadvice.com/2018/08/23/10-tips-to-conference-calling/>

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 Jan 13		Introduction to the course!	
W Jan 15	W&F Ch. 1 Introduction Exploration 1.3: Idiolects (p. 9)	Introduction; Knowledge of language; Variation; Language and culture; Identity; Boundaries; Methodological concerns	
F Jan 17			Glossary Ch. 1
Week 2			
M Jan 20	NO CLASS – MLK DAY		
W Jan 22	W&F Ch. 2 Languages, Dialects, and Varieties Dialect Quizzes	Language or dialect?; Standardization; Various <i>-lects</i> Dialect quizzes & maps	Glossary Ch. 2
Week 3			
M Jan 27	W&F Ch. 3 Defining Groups	Speech communities; Communities of practice; Social networks and identities	POD Ch. 3
W Jan 29		Beliefs about language and social groups <i>Workshop on project</i>	Glossary Ch. 3
Week 4			
M Feb 3	W&F Ch. 4 Languages in Contact: Multilingual Societies and Multilingual Discourse	Multilingualism as a societal phenomenon; Diglossia	POD Ch. 4
W Feb 5		Multilingual Discourse	Glossary Ch. 4
Week 5			
M Feb 10	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 Feb 12		From pidgin to creole and beyond; Mixed languages	Glossary Ch. 5
F Feb 14			What is...?
Week 6			
M Feb 17	W&F Ch. 6 Language Variation	Regional variation; Linguistic variable; Social variation	POD Ch. 6

W Feb 19		Data collection and analysis <i>Workshop on project</i>	Glossary Ch. 6
F Feb 21			Language Myths
Week 7			
M Feb 24	No class		
W Feb 26			Presentations
Week 8			
M Mar 2		Review for Test 1	
W Mar 4		Test 1	
Week 9			
NO CLASS – SPRING BREAK			
Week 10			
NO CLASS – CORONA VIRUS			
Week 10			
M Mar 23	W&F Ch. 8 Language Variation and Change	Traditional view; Some changes in progress	POD Ch. 8
W Mar 25		The process of change <i>Workshop on project</i>	Glossary Ch. 8
F Mar 27			Annotated Bib
Week 11			
M Mar 30	W&F Ch. 12 Language, Gender and Sexuality	Terms; Sexist language; Discourses of gender and sexuality;	
W Apr 1	Short readings on Gender Pronouns (sent by Dr. Judy)	Women’s language; PGP; Dangers of language	Glossary Ch. 12
Week 12			
M Apr 6	W&F Ch. 10 Pragmatics	Speech acts; Implicature; Politeness	POD Ch. 10
W Apr 8		Pronouns; Naming and titles; What goes unspoken	Glossary Ch. 10
Week 13			
M Apr 13	W&F Ch. 13 Sociolinguistics and Education	Social dialects and education; Multilingual education;	POD Ch. 13
W Apr 15		Education and world-wide English	Glossary Ch. 13
F Apr 17			In the Mouth...
Week 14			
M Apr 20	W&F Ch. 14 Language Policy and Planning	Types; LLP around the world; Multilingual countries	POD Ch. 14
W Apr 22		Endangered languages	Glossary Ch. 14
Week 15			
M Apr 27		Review for Test 2	
W Apr 29		Test 2	
Finals week:			
F May 8	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.

