SOCIOLINGUISTICS & DIALECTOLOGY

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
(4) You will create and lead a campus forum on linguistic inclusion, diversity and discrimination

Syllabus: LIN 310 Spring 2022 Wake Forest University

Class sessions: Monday & Wednesday 2:00-3:15pm, 312 Greene Hall
Text: Wardhaugh & Fuller (2015). *An Introduction to Sociolinguistics* (7th ed.) (see page 8)

Assignments

1. Points of Discussion (PODs) (20%)

For each W&F chapter we cover, you will respond to Points of Discussion (POD) assignments. All PODs must be turned in via Canvas by the due date and time (see Course Plan). The grade earned depends both on the accuracy and the quality of the assignment. **Late submissions are not accepted.**

2. 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, 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.). **Stellar participation, given our class size, would mean thoughtfully contributing 5 times per session**.

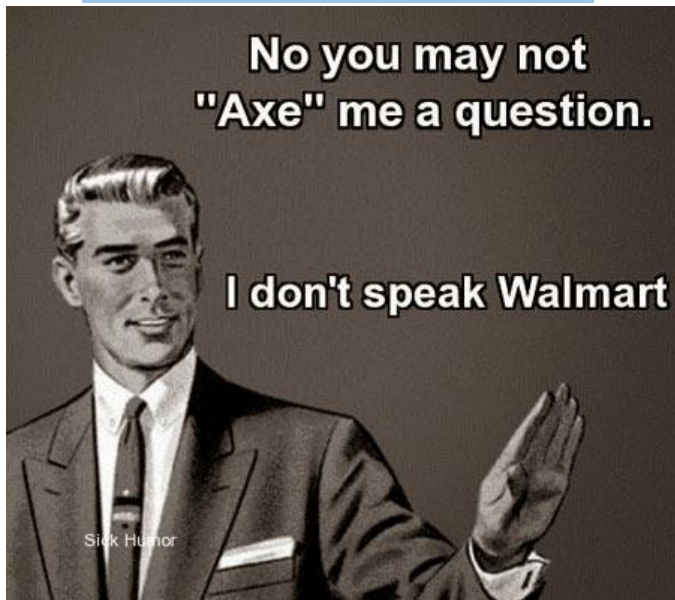**Modern English Lesson** by Eric Perlin

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

Linguistic Discrimination

No you may not "Axe" me a question.

I don't speak Walmart

http://upenglishes.blogspot.com/

4. Forum (20% in total)

On Wednesday, April 6th during class time, you will present a forum on linguistic diversity, inclusion and discrimination that will be open to the campus and surrounding community. The forum will be researched, designed and led by you, the students of LIN 310. Throughout the semester, there are various days dedicated to working on the forum together as a class. I will provide you with advice and some structure, but, as in years past, each class ultimately determines what components of linguistic diversity, inclusion and discrimination to focus on.

Dr. Tiffany Judy
Greene 527
judyte@wfu.edu

Office hours: By appointment (judyte@wfu.edu) via Zoom

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 at Wake 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) *Presentation* (10%)
(4) Annotated bibliography with 3 entries (one of which is W&F Ch. 3 Defining Groups) (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.
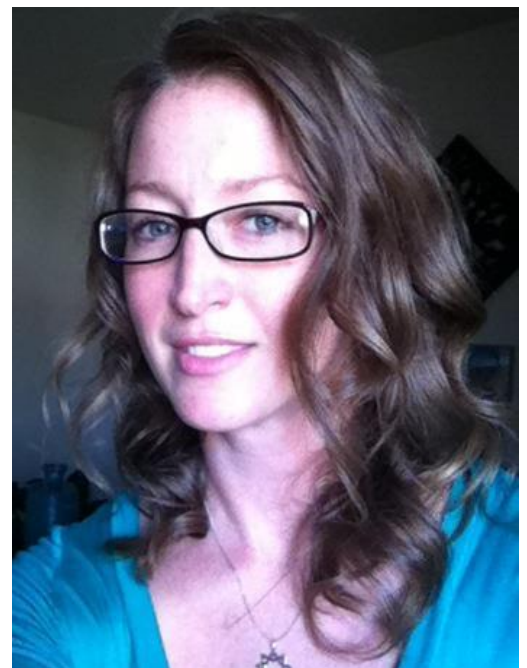
The Honor Code

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

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

Special accommodations

If you require special accommodations, please speak with me and the Center for Learning, Access and Student Success as early as possible in the semester. (https://class.wfu.edu/)

Grading scale

100-93=A, 92.99–90=A- ||| 89.99-88=B+, 87.99-83=B, 82.99-80=B- ||| 79.99-78=C+, 77.99-73=C, 72.99-70=C- ||| 69.99-68=D+, 67.99-63=D, 62.99-60=D- ||| <60=F

"*Wisdom outweighs any wealth*." Sophocles

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."

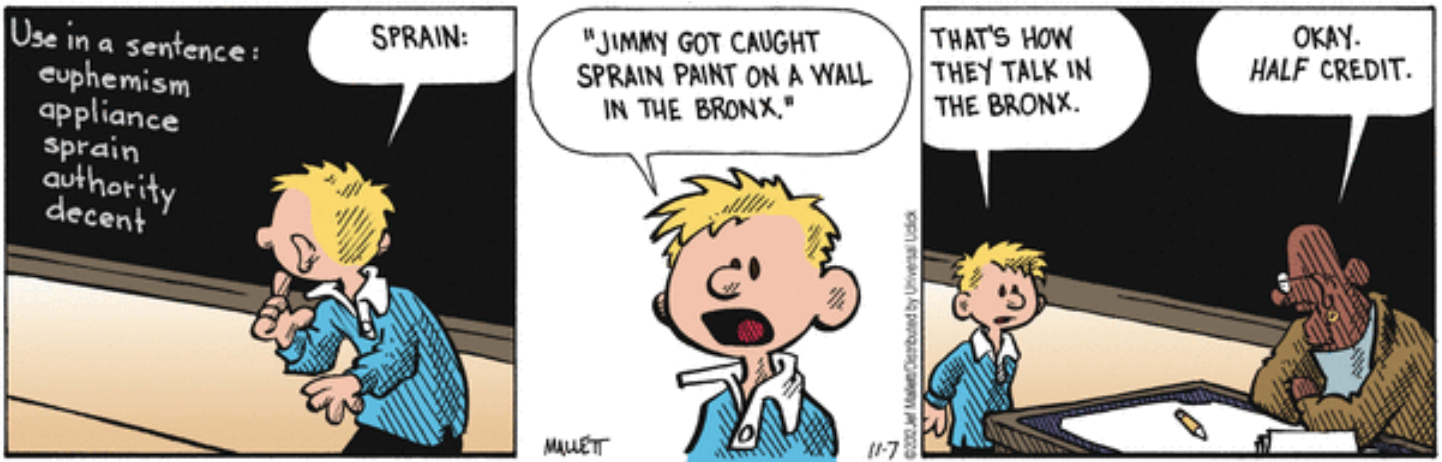http://www.cartoonstock.com/directory/d/dialect.asp

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	Materials to Prepare	In-class Activity/Topics	Turn in
Week 1			
M Jan 10		Introduction to the course!	
W Jan 12	**W&F** Ch. 1 Introduction Exploration 1.3: Idiolects (p. 9)	Introduction; Knowledge of language; Variation; Language and culture; Identity; Boundaries; Methodological concerns	**Preliminary Survey**
F Jan 14			
Week 2			
M Jan 17	**NO CLASS – MLK DAY**		
W Jan 19	**W&F** Ch. 2 Languages, Dialects, and Varieties Dialect Quizzes	Language or dialect?; Standardization; Various -*lects* Dialect quizzes & maps	**POD Ch. 2**
Week 3			
M Jan 24	**W&F** Ch. 3 Defining Groups	Speech communities; Communities of practice; Social networks and identities	**POD Ch. 3**
W Jan 26		Beliefs about language and social groups *Forum Workshop*	
Week 4			
M Jan 31	**W&F** Ch. 4 Languages in Contact: Multilingual Societies and Multilingual Discourse	Multilingualism as a societal phenomenon; Diglossia	**POD Ch. 4**
W Feb 2		Multilingual Discourse	
F Feb 4			**What is Linguistic…?**
Week 5			
M Feb 7	**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 9		From pidgin to creole and beyond; Mixed languages	
Week 6			
M Feb 14	**W&F** Ch. 6 Language Variation	Regional variation; Linguistic variable; Social variation	**POD Ch. 6**

W Feb 16		Data collection and analysis *Presentation/Forum Workshop*	
F Feb 18			**Language Myths**
Week 7			
M Feb 21	**W&F** Ch. 8 Language Variation and Change	Traditional view; Some changes in progress;	**POD Ch. 8**
W Feb 23		The process of change *Forum Workshop*	
Week 8			
M Feb 28		**Forum or Presentation Workshop / Review / Individual Work Day ?**	
W Mar 1			**Presentation**
Week 9			
NO CLASS – SPRING BREAK			
Week 10			
M Mar 14	**W&F** Ch. 9 Ethnographic Approaches in Sociolinguistics	Ethnography of communication; Communicative competence	**POD Ch. 9**
W Mar 16		Ethnomethodology; Linguistic Ethnography	
Week 11			
M Mar 21	**W&F** Ch. 12 Language, Gender and Sexuality	Terms; Sexist language; Discourses of gender and sexuality;	**POD Ch. 12**
W Mar 23	Short readings on Pronouns (sent by Dr. Judy)	Women's language; PGPs; Dangers of language	
F Mar 25			**Annotated Bib**
Week 12			
M Mar 28	**W&F** Ch. 10 Pragmatics	Speech acts; Implicature; Politeness; Pronouns; Naming and titles; What goes unspoken	**POD Ch. 10**
W Mar 30		*Forum Workshop*	
Week 13			
M Apr 4		*Forum Workshop*	
W Apr 6		Forum	
Week 14			
M Apr 11	**W&F** Ch. 13 Sociolinguistics and Education	Social dialects and education; Multilingual education;	**POD Ch. 13**
W Apr 13		Education and world-wide English	
Week 15			
M Apr 18	**W&F** Ch. 14 Language Policy and Planning	Types; LLP around the world; Multilingual countries	**POD Ch. 14**
W Apr 20		Endangered languages	
Week 16			
M Apr 25		*Project Reflection Workshop*	
W Apr 27		Semester Wrap-up	
Sa Apr 30			**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

Multitasking

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.

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

Research resources:
--Carol Cramer: https://guides.zsr.wfu.edu/linguistics
--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