Sociolinguistics
LING 491
The University of Montana

Autumn 2016
Instructor: Leora Bar-el

SYLLABUS

Instructor information

✍ <leora.bar-el@umontana.edu>
📚 Social Science Building, Room 210
☎ To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693
Office hours: Wednesdays 10am-12pm, or by appointment

Course meeting times and venue

Tuesdays and Thursdays
9:30am-10:50am
Social Science Building Room 254

Course description

This course surveys some of the central topics in the field of sociolinguistics, which, broadly speaking, is the study of language use in its social context. In this course we examine language variation across several variables, including social class, gender, age, ethnicity, and region. We also consider the relationship between language variation and change, and we reflect on the tension between so-called language "standards" and actual language use. We investigate attitudes towards language variation and change, and we explore the methods that sociolinguists use to collect and analyze data.

Prerequisites

LING 470 is a prerequisite for this course.

Moodle

This course has an online supplement Moodle site: http://umonline.umt.edu/ (click on Moodle NetID Login). Slides, handouts, readings, and other materials will be posted there for downloading. You will also be uploading your assessed work to Moodle.

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641
UMOnline services and support website: http://umonline.umt.edu/services-and-support
UMOnline technical support e-mail address: umonline-help@umontana.edu
IT Central: 406-243-4357
IT Central support website: http://umt.edu/it/support/
IT Central support e-mail address: italk@umontana.edu

Course Structure

Class meetings will include discussions based on the readings, activities that explore the weekly topics, guest talks, student presentations, and other linguistic training. Slides and other material presented in class will be available for downloading from our course Moodle site. Throughout the course we will be **reading** and **discussing** book chapters and articles. Readings will be available for downloading from the weekly sections of our course Moodle site (see reading schedule detailed below). You will complete a small **project on language attitudes** and a **larger project on a topic of your choosing**. Over the course of the semester we will have **three guest talks** which will focus on topics within the field of sociolinguistics (see schedule below).

Learning Outcomes

Upon successful completion of this course, you will:
  - (a) understand some of the central ways in which languages vary (and change) across social and regional variables,
  - (b) understand the role of language attitudes within and across communities,
  - (c) be familiar with several of the methods used by sociolinguists to collect and analyze data.
  - (d) be familiar with the ethical considerations of conducting sociolinguistic research.
  - (e) be able to develop a sociolinguistic research proposal
  - (f) be able to communicate findings of your own sociolinguistic research in the form of oral presentation and research paper

Assessment (undergraduate)

Participation	10%
Ethics training	5%
Weekly reading questions	10%
Leading discussion	10%
Language attitudes project	15%
Research project proposal (1st draft)	5%
Research project proposal (2nd draft)	5%
Research project presentation	10%
Research project final paper	30%

- <u>Participation</u> includes class attendance, contributions to in-class discussions and activities, introductory questionnaire, answering/asking questions in class, etc.

- <u>Ethics training</u>: Sociolinguistic research often involves data collection with people. Conducting research with human subjects must be approved by the <u>UM Institutional Review Board</u> (IRB). Before you can collect data, you are required to complete a <u>Human Subjects Protection Course</u> You are welcome to complete any of the three options, but for this course you are required to complete Sections 1, 2, and 6 of the <u>UM Online Research Ethics Course</u>. Copies of your assessment certificates (available electronically upon successful completion) must be uploaded to the IRB folder of our course Moodle site by **1pm on Thursday September 29.**

- <u>Weekly reading questions</u>: For each reading (with the exception of Week 1), you are required to post two discussion questions to the week's discussion question forum on Moodle before class. For Tuesday readings, your questions should be posted by **4pm on Mondays**. For Thursday readings, your questions should be posted by **4pm on Wednesdays**. You should also read your classmates questions before coming to class. This will help you prepare for the in-class discussions, and where possible, will help me to try to focus our discussions on the most interesting or challenging aspects of the readings.

- Leading discussion: Each student (individually or in pairs, depending on how many students are in the class) will lead an in-class discussion of one of our readings. A sign-up schedule will be circulated early in the semester.

- Language attitudes project: Following our unit on language attitudes, you will carry out a small perceptual dialectology project in which you will collect some data and write a short report of your findings. Further information about this project will be distributed later in our course. Reports should be uploaded to Moodle by **1pm on Thursday November 10**.

- Research project proposal: The project proposal is in three phases – you will bring in 3 possible research project **topics** to class on **Thursday September 22**. You will upload a **first draft** of your project proposal to Moodle by **1pm on Thursday October 6**. I will provide you with feedback on your proposal and then you will revise and expand your proposal and upload a second draft of your project proposal to Moodle by **1pm on Thursday October 20.** Further information about project proposals will be distributed in our in class mini-workshop on developing a project proposal.

- Optional paper draft: you have the option of submitting a draft of your paper to me by **1pm on Tuesday November 22**. Those students who choose to do so will receive feedback from me on their draft.

- Research project presentations will take place in the **two weeks of classes**. A presentation schedule will be circulated later in the term.

- Research project final papers must be uploaded to Moodle **by 9am on Thursday December 15**.

- Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss readings, research projects, etc. together with classmates, but you **must** write up your work **on your own**. Always keep a copy of your submitted work.

Assessment (graduate)

Participation	10%
Ethics training	5%
Weekly reading questions	10%
Leading discussion	10%
Language attitudes project	15%
Research project proposal (1st draft)	5%
Research project proposal (2nd draft)	5%
Research project presentation	10%
Research project final paper	25%
Research paper abstract	5%

Graduate students taking this course are required to write a conference-style abstract of their final paper which must be uploaded to Moodle along with their final paper (by 9:00am Thursday December 15). Furthermore, graduate student research papers have longer page requirements, and their work is expected to be of a more advanced nature. Further information will be circulated to graduate students later in the term.

Grading criteria

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below 60%
A-	90-92%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

Readings

- Required readings will be posted in the weekly sections of our course Moodle site. See below for the list of readings and the reading schedule.

Other resources

- Where relevant I will point you to further readings on the topics we discuss. Feel free to ask me about other relevant literature, and if you come across any articles, links or other material that you think the class would benefit from, please let me know and I will post them on Moodle where appropriate.

- You will be expected to seek out other literature relevant to your individual research project.

- Various resources on sociolinguistics, including books and journals, can be found in the Mansfield Library collection. Some e-journals and e-books that you might find relevant are:
  - *Journal of Sociolinguistics*
  - *Language in Society*
  - *Journal of English Linguistics*
  - *World Englishes*
  - *Language Variation and Change*
  - *American Speech*
  - *Publication of the American Dialect Society*
  - *Concise Encyclopedia of Sociolinguistics [e-book]*

- If the library does not own a book or article that you are looking for, you can request it through Interlibrary Loan (ILL): http://www.lib.umt.edu/about/departments/ill

- The Linguistics Program Library liaison is Julie Edwards julie.edwards@umontana.edu

UM Writing Center

The University of Montana Writing Center offers students in all disciplines free support as they write for any course. Welcoming all students, The Writing Center provides a comfortable environment where students can engage in supportive conversations about their writing and receive feedback at any point during a writing process. To make an appointment and learn more about The Writing Center's by-appointment and drop-in hours, visit www.umt.edu/writingcenter or call 243-2266. I encourage you all to take advantage of this excellent resource!

Course Policies and Procedures

- Attendance: You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible. I also urge you to contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is **your** responsibility to make sure that you sign the sheet so that you are registered as being in class.

- Respect your classmates: Arrive to class on time! You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. You can catch up on what you may have missed **after class**. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), please inform me as soon as possible.

- Student Conduct Code: You are expected to be familiar with the *University of Montana Student Conduct Code*, which is downloadable from the Student Conduct Code webpage: http://www.umt.edu/vpsa/policies/student_conduct.php. You are also expected to be familiar with the University of Montana Academic Policies and Procedures, which can be found on the Academic Policies and Procedures webpage: http://www.umt.edu/catalog/academics/academic-policy-procedure.php.

- E-mail**:** Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. **You are responsible for ensuring that you are able to receive any course information circulated by e-mail**. If you have any concerns about this, please contact me immediately.

- Course Accommodations Statement (DSS): The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or by calling 406-243-2243 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the Disability Services for Students website at http://life.umt.edu/dss.

- Technical Requirements: Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. More information can be found on the UMOnline Services and Support website: http://umonline.umt.edu/services-and-support/. Contact UMOnline for assistance: 406-243-4999 or toll-free 866-225-1641; UMOnline technical support e-mail address: umonline-help@umontana.edu. For those of you new to the Moodle Learning Environment, please visit UMOnline http://umonline.umt.edu/, follow the **Moodle NedID Login** link, and once you have logged in, click on the **Moodle 101 for Students** (under Useful Links).

- Naming and Submitting Assessed Work: Assessed work should be uploaded to the relevant section on Moodle as either .pdf or .docx files. Files should be named with your last name and an appropriate assessment category (e.g., "Smith Ethics Certificates" or "Jones Research Proposal 1"). If your operating system does not allow blank spaces in file names, you may use an underscore "_" (e.g., "Smith_Ethics_Certificates" or "Jones_Research_Proposal_1"). Please do not use any other symbols in your file name as I may not be able to open it.

"What can I say? I was an English major."

Proposed Schedule (subject to change)

Week	Day	Date	Topic	Readings	Deadlines
1	Tues	Aug. 30	Course overview and introduction		
	Thurs	Sept. 1	Dialects, "standards", and "non-standards"	• Wolfram & Schilling 2015, Ch 1	**Questionnaire due by 1pm (Moodle)**
2	Tues	Sept. 6	Language variation – an overview	• Meyerhoff 2006, Ch 2	
	Thurs	Sept. 8	Data collection methods	• Schleef & Meyerhoff 2010, Ch 1	
3	Tues	Sept. 13	Social class	• Ash 2013 • Labov 2009(1972)[1]	
	Thurs	Sept. 15	Social class (cont'd)	• Milroy & Milroy 2010(1992)[1] • Kerswill & Williams 2010(2000)[1]	
4	Tues	Sept. 20	Gender	• Meyerhoff 2014 • (Eckert 1989)[2]	
	Thurs	Sept. 22	Gender (cont'd) *Mini-workshop:* developing a research proposal	• TBD (possible topics: "vocal fry", "uptalk")	**Bring three possible research project topics to class**
5	Tues	Sept. 27	Age	• Llamas 2007 • Roberts 2013	
	Thurs	Sept. 29	Spanish sociolinguistics *Guest talk:* Pablo Requena	• TBA[3]	**Ethics assessment certificates due by 1pm (Moodle)**
6	Tues	Oct. 4	Ethnicity	• Fought 2013 • (Green 2004)[2]	
	Thurs	Oct. 6	Ethnicity (cont'd)	• Becker 2014 • Baugh 2004	**Research proposal draft #1 due by 1pm (Moodle)**
7	Tues	Oct. 11	Regional dialectology	• Mesrethie et al. 2009, Ch 2	
	Thurs	Oct. 13	Regional dialectology (cont'd)	• TBD[4]	
8	Tues	Oct. 18	Language attitudes	• Preston 2013	
	Thurs	Oct. 20	Language attitudes (cont'd)	• Bucholtz et al. 2007 (or Villarreal, in press)	**Research proposal draft #2 due by 1pm (Moodle)**
9	Tues	Oct. 25	Attitudes (cont'd); MT dialects of English	• Evans 2013 • (Purnell et al. 1999)[2]	

	Thurs	Oct. 27	Language "standards" and ideology, again.	• Milroy 2007 • Lippi-Green 2004	
10	Tues	Nov. 1	Language variation and change	• Chambers 2013	
	Thurs	Nov. 3	Sociolinguistics of ASL *Guest talk:* Mary Morrison	• TBA[3]	
11	Tues	Nov. 8	**No Class – Election Day**		
	Thurs	Nov. 10	TBD *Mini-workshop*: Writing a research paper	• TBD[4]	**Language attitudes project reports due by 1pm (Moodle)**
12	Tues	Nov. 15	TBD	• TBD[4]	
	Thurs	Nov. 17	Native American Englishes *Guest talk:* Susan Penfield	• TBA[3]	
13	Tues	Nov. 22	Language/dialect awareness in the community *Mini-workshop*: Giving a research presentation	• Wolfram 2013 • (Hudley 2013)[2]	**Optional: research paper draft due by 1pm (Moodle)**
	Thurs	Nov. 24	**No Class - Thanksgiving**		
14	Tues	Nov. 29	Student Presentations		Schedule TBA
	Thurs	Dec. 1	Student Presentations		Schedule TBA
15	Tues	Dec. 6	Student Presentations		Schedule TBA
	Thurs	Dec. 8	Student Presentations Course wrap-up		Schedule TBA

[1] *The readings that appear with two dates indicate that there are two versions of the paper. The first year is the date of publication of a short version of the paper published in a reader. The second date is the date of publication of the original paper. Where possible, I have posted both versions on Moodle for your reference. However, you are welcome to read the short version for the purpose of class discussion.*

[2] *Readings that appear in parentheses are not required readings at this time. As we get closer to those dates we will decide as a group whether to include them in our discussion.*

[3] *At this time there are no required readings on the days where we have a guest speakers. However, should our guest speakers assign a reading for us, I will let you know.*

[4] *For some classes there are no assigned readings as of yet as they will be dependent on the topics that are of interest to the class as our course develops. Suggestions are most welcome and we will revisit the scheduled readings for these days together.*

Reading list

Ash, Sharon. 2013. "Social Class". In *The Handbook of Language Variation and Change*, 2nd Edition. J.K. Chambers and Natalie Schilling (eds.). Wiley-Blackwell. 350-367.

Baugh, John. 2004. "Ebonics and its Controversy". In *Language in the USA: Themes for the Twenty-first Century*. Edward Finegan and John R. Rickford (eds.). Cambridge University Press. 305-318.

Becker, Kara. 2014. "Linguistic Repertoire and Ethnic Identity in New York City". *Language and Communication* 35: 43-54.

Bucholtz, Mary, Nancy Bermudez, Victor Fung, Lisa Edwards and Rosalva Vargas. 2007. "Hella Nor Cal or Totally So Cal? The Perceptual Dialectology of California". *Journal of English Linguistics* 35(4): 325-352.

Chambers, J.K. 2013. "Patterns of Variation Including Change". In *The Handbook of Language Variation and Change*, 2nd Edition. J.K. Chambers and Natalie Schilling (eds.). Wiley-Blackwell. 297-323.

Eckert, Penelope. 1989. "The Whole Woman: Sex and Gender Differences in Variation". *Language Variation and Change* 1: 245-267.

Evans, Betsy E. 2013. " 'Everybody Sounds the Same': Otherwise Overlooked Ideology in Perceptual Dialectology". *American Speech* 88(1): 63-80.

Fought, Carmen. 2013. Ethnicity. In *The Handbook of Language Variation and Change*, 2nd Edition. J.K. Chambers and Natalie Schilling (eds.). Wiley-Blackwell. 157-182. 388-406.

Green, Lisa. 2004. "African American English". In *Language in the USA: Themes for the Twenty-first Century*. Edward Finegan and John R. Rickford (eds.). Cambridge University Press. 76-91.

Hudley, Anne H. Charity. 2013. "Sociolinguistics and Social Activism". In *The Oxford Handbook of Sociolinguistics*. Robert Bayley, Richard Cameron and Ceil Lucas (eds.). Oxford. 812-831.

Kerswill, Paul and Ann Williams. 2010(2000). "Mobility Versus Social Class in Dialect Levelling: Evidence from New and Old Towns in England. In *The New Sociolinguistic Reader*. Nikolas Coupland and Adam Jawarski (eds.). Palgrave Macmillan. 409-417.

Labov, William. 2009(1972). "The Social Stratification of (r) in New York City Department Stores". In *The New Sociolinguistic Reader*. Nikolas Coupland and Adam Jawarski (eds.). Palgrave Macmillan. 49-59.

Lippi-Green, Rosina. 2004. "Language Ideology and Language Prejudice". In *Language in the USA: Themes for the Twenty-first Century*. Edward Finegan and John R. Rickford (eds.). Cambridge University Press. 289-304.

Llamas, Carmen. 2007. "Age". In *The Routledge Companion to Sociolinguistics*. Carmen Llamas, Louise Mullany and Peter Stockwell (eds.). Routledge. 69-76.

Mesrethie, Rajend, Joan Swann, Ana Deumert and William L. Leap. 2009. "Regional Dialectology". Chapter 2 In *Introducing Sociolinguistics, 2nd Edition*. Edinburgh University Press. 42-73.

Meyerhoff, Miriam. 2014. "Variation and Gender". In *The Handbook of Language, Gender, and Sexuality*, 2nd Edition. Susan Ehrlich, Miriam Meyerhoff and Janet Holmes (eds.). Wiley-Blackwell. 87-102.

Meyerhoff, Miriam. 2006. "Variation and Language". Chapter 2 in *Introducing Sociolinguistics*. Routledge. 8-26.

Milroy, James. 2007. The Ideology of the Standard Language. In *The Routledge Companion to Sociolinguistics*. Carmen Llamas, Louise Mullany and Peter Stockwell (eds.). Routledge. 133-139.

Milroy, Lesley and James Milroy. 2010(1992). "Social Network and Social Class: Toward an Integrated Sociolinguistic Model". In *The New Sociolinguistic Reader*. Nikolas Coupland and Adam Jawarski (eds.). Palgrave Macmillan. 392-408.

Preston, Dennis R. 2013. "Language with an Attitude". In *The Handbook of Language Variation and Change*, 2nd Edition. J.K. Chambers and Natalie Schilling (eds.). Wiley-Blackwell. 157-182.

Purnell, Thomas, William Idsardi, and John Baugh. 1999. "Perceptual and Phonetic Experiments on American English Dialect Identification". *Journal of Language and Social Psychology* 18(1): 10-30.

Roberts, Julie. 2013. "Child Language Variation". In *The Handbook of Language Variation and Change*, 2nd Edition. J.K. Chambers and Natalie Schilling (eds.). Wiley-Blackwell. 263-276.

Schleef, Erik and Miriam Meyerhoff. 2010. "Sociolinguistic Methods for Data Collection and Interpretation". Chapter 1 in *The Routledge Sociolinguistics Reader*. Miriam Meyerhoff and Erik Scheef (eds.). Routledge. 1-26.

Villarreal, Dan. In press. " 'Do I sound like a Valley Girl to you?': Perceptual dialectology and language attitudes in California". To appear in *Speech in the Western States Volume 1: The Coastal States*. Valerie Fridland, Tyler Kendall, Betsy Evans, and Alicia Wassink (eds.). Publications of the American Dialect Society.

Wolfram, Walt. 2013. "Language Awareness in Community Perspective: Obligation and Opportunity". In *The Oxford Handbook of Sociolinguistics*. Robert Bayley, Richard Cameron and Ceil Lucas (eds.). Oxford. 754-772.

Wolfram, Walt, and Natalie Schilling. 2015. "Dialects, Standards and Vernaculars". Chapter 1 in *American English, 3rd edition*. Blackwell.

This syllabus is subject to change