Linguistics 5310 ♦ Sociolinguistics
Fall 2006

Mondays and Wednesdays, 2:30 – 4:50 PM, Trimble Hall 216
http://ling.uta.edu/~david/socio/home.htm

Instructor
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office: 405 Hammond Hall
office hours: Mondays and Wednesdays, 1:00 – 2:00 PM; also by appointment

Prerequisites
Basic knowledge of linguistic analysis, such as that offered in LING 3311/5300.

Required Text

Course Description
LING 5310 introduces students to sociolinguistics: the study of how language relates to the social contexts in which it is used. Readings and discussions cover a range of issues in the sociolinguistic literature, from methodologies to language variation to language attitudes to language policies. As we consider each of the course’s themes, we will work toward understanding not only the “facts” but also the questions, methods, and assumptions that underlie research in the discipline. The backbone of the course is Coupland’s and Jaworski’s Reader. This book, which differs from a typical “textbook,” presents students with original essays written by some of the leading researchers in the field. In working through the articles in the Reader, students will have the opportunity to hear a range of scholarly voices, thereby experiencing the breadth of opinion and approach endemic to any academic discipline. Furthermore, students will begin developing a relationship with the academic literature in sociolinguistics, in a methodical, controlled context. Class meetings complement the readings by further elucidating key concepts and exemplifying these notions as appropriate.

Learning Goals / Objectives
The goal of LING 5310 is to help prepare students for careers in which it is crucial to understand how language operates in social contexts. By the end of the semester, students should be able to:

1. explain the scope of sociolinguistics in the context of the more field of linguistics;
2. distinguish among the various methodologies used for pursuing sociolinguistic research;
3. identify the sorts of linguistic variables that are used to mark social and stylistic relationships;
4. discuss how language attitudes manifest themselves and how these attitudes influence interpersonal relationships and public policy;
5. analyze a conversational excerpt and demonstrate how linguistic forms contribute to (or detract from) the concurrent social interaction;
6. summarize and respond to key readings in the discipline.

Attendance
As graduate-level course (cross-listed with senior-level undergraduate class), much of what you will learn will emerge through the classroom discussions. As such, you are expected to attend regularly and participate in ways that provide evidence of your having prepared for class in a careful and thoughtful manner. If you are absent, you should look to your colleagues for assistance (e.g., sharing class notes); moreover, you will be held responsible for whatever work that you might have missed.
Course Requirements

1. **CLASS PARTICIPATION** ................................................................................................................... 10%
   Throughout the semester, the quantity and quality student contributions during class will be noted. In December, these notes will be reviewed and each student will be awarded 0 to 10 percentage points, corresponding to his/her relative level of participation. While these points do not correspond to an attendance grade *per se*, regular attendance is a prerequisite to regular participation. Moreover, perfect attendance does not guarantee full marks for participation.

2. **IN-CLASS ESSAY QUIZZES** ............................................................................................................ 21%
   At three times during the semester, students will sit for a timed 35-minute in-class essay quiz. Prior to each quiz, a list of potential topics will be distributed, thereby allowing students time for preparation. Essays will be evaluated using the rubric employed for evaluating the Department of Linguistics and TESOL’s comprehensive examinations, and will receive a assessment of either High Pass, Pass, Low Pass, or Fail. For the purpose of determining grades in this course, HP=7 points, P=6 points, LP=5 points, and F=4 points.

3. **SUMMARY AND RESPONSE PAPERS** .......................................................................................... 20%
   Students will be required to write two (2) short papers in which they will summarize and respond to a course reading. A list of those articles that may be selected for this exercise will be distributed in class. Each paper will be worth 10 points with the following letter-grade equivalents: A-range=9-10; B-range=8-9; C-range=7-8; D-range=6-7; F-range < 6.

4. **POSITION PAPER** ...................................................................................................................... 25%
   Toward the end of the semester, students will submit a 1,500-word “Position Paper” on a course-related topic of their own choosing. In this document, students will establish a clear thesis statement in which they take a clear position on a relevant topic and then present arguments that support that position. It is expected that students will not only make reference some of the readings covered in the syllabus, but will also use the University’s library resources to locate at least 3 additional sources from which they will draw materials. Papers will be graded on the basis of a rubric that will be disseminated later in the semester, but will make reference to both content and style. Due date: Monday, December 4, at the beginning of class.

5. **FINAL EXAMINATION** .................................................................................................................. 24%
   On Monday, December 11, from 2:00 PM – 4:30 PM, students will sit for a final examination. The format of the examination will be announced in advance.

**Deadlines and Extensions**
It is fully expected that all students will submit all work on time. Late work will be accepted only if the student has made prior arrangements with the instructor and provided sufficient documentation (as appropriate) to justify such an accommodation to the course schedule. In the event that a can not be present for an in-class quiz, s/he should notify the instructor in advance so that alternative arrangements can be made. Should a student miss an in-class quiz without prior arrangement, s/he will be allowed to sit for a make-up quiz within 72 hours, and with a 1 point penalty, regardless of the circumstances that precipitated the original absence.

*There is no "extra-credit" or other "make-up" work in this course.*

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Important Academic and Administrative Policies

Final Review Week: A period of 5 class days prior to the first day of final examinations in the long sessions has been designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final exams. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final exam during Final Review Week.

Note: As indicated in this syllabus, the Position Paper is due on Monday, December 4, the first day of Final Review Week.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation (Public Law 93112, The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled the "Americans With Disabilities Act" (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

All members of the UT Arlington faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility rests with informing the instructor at the beginning of the semester of a disability that might require accommodation and in providing documentation through designated administrative channels; for more information, contact the Office of Students with Disabilities (University Hall 102: 817-272-3364 or http://www.uta.edu/disability/).

If you have a disability that might influence your performance in this course, you must inform me no later than Wednesday, September 6, 2006. According to Department of Linguistics and TESOL policy, "unofficial" or "informal" requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.

Academic Dishonesty: At UT Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

According the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor or your academic advisor.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. If you require assistance academically, personally, or socially, you should contact the Office of Student Success Programs at 817-272-6107 or http://www.uta.edu/uac/studentsuccess-home for information and referrals.

Enrollment and Withdrawal from this Course: Students are responsible for making all decisions regarding their enrollment status this course. Should a student decide to drop this class, s/he must either (1) withdraw him-/herself via MyMav or (2) complete an "add/drop" form and file it in the Linguistics and TESOL department office. Neither the instructor, nor the teaching assistant, nor the administrative staff of the Department of Linguistics and TESOL will independently undertake any enrollment actions (add, drop, change sections, etc.)

If you cease participation in this course with the intent of not being assigned a regular grade at the end of the semester (i.e., a grade of A, B, C, D, or F), then you must officially drop the course. Your failure to drop the class is not a reasonable excuse for receiving a grade other than A, B, C, D or F.

Auditors: All students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled the majority of his/her degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor). Exceptions to this policy must be approved by the department chair.

Gifts: The Department of Linguistics and TESOL has a "no gift" policy: instructors may not accept gifts of any kind from students, including meals, food, or flowers. All linguistics instructors have been instructed to refuse gifts. Students can avoid placing their instructors in an awkward position by not offering them any gifts. Students wishing to honor their professors may make a contribution to the LING-TESOL Scholarship Fund; visit the department office (Hammond Hall 403) and ask for a "Gift Giving Guide."

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## Projected Course Schedule
*(subject to modification with notice)*

<table>
<thead>
<tr>
<th>wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading (to be done before class)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug</td>
<td>28 Introduction</td>
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<tr>
<td></td>
<td>30</td>
<td>(Socio)Linguistics</td>
<td>1-Hymes, 2-Labov</td>
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<td>2</td>
<td>4</td>
<td>Labor Day – No class</td>
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<tr>
<td>6</td>
<td>Language in Social Context</td>
<td>3-Fishman, 4-Halliday</td>
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<tr>
<td>3</td>
<td>11</td>
<td>Language Use and Meaning</td>
<td>5-Gumperz, 6-Hodge &amp; Kress</td>
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<td></td>
<td>13</td>
<td>Rethinking the Field</td>
<td>7-Cameron</td>
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<tr>
<td>4</td>
<td>18</td>
<td>Basic Methodology</td>
<td>8-Milroy</td>
<td>Quiz #1 (in class)</td>
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<td></td>
<td>20</td>
<td>Field Methods</td>
<td>9-Wolfram and Fasold</td>
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<tr>
<td>5</td>
<td>25</td>
<td>Real People, Real Speech</td>
<td>10-Wolfsen</td>
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<td>27</td>
<td>Ethnographic Approaches</td>
<td>11-Saville-Troike</td>
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<td>6</td>
<td>2</td>
<td>Ethical Issues</td>
<td>12-Cameron et al.</td>
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<td>4</td>
<td>Language as Social Marker</td>
<td>13-Labov, Silva (TBA)</td>
<td>Summary-Response #1</td>
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<tr>
<td>7</td>
<td>9</td>
<td>Social Differences &amp; Function</td>
<td>14-Trudgill, 15-Cheshire</td>
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<td></td>
<td>11</td>
<td>Networks</td>
<td>16-Milroy &amp; Milroy</td>
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<td>8</td>
<td>16</td>
<td>Sex and Gender Issues</td>
<td>17-Eckert</td>
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<td>18</td>
<td>Accommodation Theory</td>
<td>18-Giles &amp; Powesland</td>
<td>Quiz #2 (in class)</td>
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<tr>
<td>9</td>
<td>23</td>
<td>Attention to Audience</td>
<td>19-Bell</td>
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<tr>
<td>25</td>
<td>Groups and Stereotypes</td>
<td>21-Hewstone &amp; Giles, 22-Edwards</td>
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<tr>
<td>10</td>
<td>30</td>
<td>Attitudes &amp; Popular Culture</td>
<td>23-Kristiansen</td>
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<td>1</td>
<td>6</td>
<td>Attitudes &amp; History</td>
<td>Silva (TBA)</td>
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<td>11</td>
<td>The Francophone World</td>
<td>24-Bourhis</td>
<td>Summary-Response #2</td>
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<td>8</td>
<td>(Non-)Standard Language(s)</td>
<td>25-Fishman, 26-Haugen</td>
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<td>12</td>
<td>13</td>
<td>Code-Switching</td>
<td>28-Gardner-Chloros</td>
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<td>15</td>
<td>15</td>
<td>Language Choice</td>
<td>29-Gal</td>
<td>Quiz #3 (in class)</td>
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<td>20</td>
<td>Bicultural-Bilingual</td>
<td>35-Agar</td>
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<td>22</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>14</td>
<td>27</td>
<td>Cross-Cultural Interactions</td>
<td>30-Gumperz, 31-Edwards</td>
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<tr>
<td>29</td>
<td>The Work of Interactions</td>
<td>32-Fishman, 33-Ochs</td>
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<tr>
<td>15</td>
<td>4</td>
<td>Language and Thought</td>
<td>34-Whorf</td>
<td>Position Paper</td>
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<tr>
<td>8</td>
<td>Wrapping Up</td>
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<tr>
<td>11</td>
<td>Final Examination</td>
<td>2:00 – 4:30</td>
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Note: While not indicated above, the “Editors’ Introduction” to each part of the text are worth reading. These introductions are useful means of setting the stage prior to reading each essay and of review after you have completed the readings. (I suspect that they would be particularly useful for those preparing for Comprehensive or Diagnostic Examinations.)

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