

A&H 303: Language and Society
Fall 2019



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Classroom no: Elliot 19 (C-19)

Class times: Tuesday 08:45-10.45 and Friday 13:45-15:45

Instructor: Dr. Ernestine Lahey

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Office no. & location: Eleanor 1.27

Office hours: by appointment

I. Track information

- a) Prerequisites for this course: A&H 126: Introduction to English Linguistics
- b) This course serves as prerequisite for: this course is not a prerequisite for any other course.

Other courses which are relevant to this course – e.g. as part of a minor:

Courses in the Sociology track

Methods and Statistics

Gender Studies courses in the History track

For further information about the track, please see the track document available on the UCR intranet.

II. Course description

'Language and Society' is an advanced (i.e. 300-level) course which focuses on the sub-discipline of linguistics known as 'sociolinguistics.' The course aims to explore the many and varied forms of mutual influence and interaction between language and society in different social contexts. As such, and in contrast to formalist approaches, this course puts *context* centre-stage. Some of the key questions considered in this course will include:

- How do norms of language use differ between societies and cultures?
- What is the relationship between language and individual or group identity?
- What has language got to do with power?
- Do people from different social classes use language differently?
- Why do languages change? Why do they die?
- How do dialects come about?
- Do women really use language differently than men? (And why are we so busy with this search for difference in the first place?)

The aims of this course are to provide students with a comprehensive coverage of theory and practice in sociolinguistics, to inform their understanding of its historical development through a critical reading of a classic texts in the field, to equip them with the analytical tools needed to understand and evaluate contemporary sociolinguistic research, and to develop their awareness of the complex interrelationships between linguistic and social structures.

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This course is intended to prepare students of linguistics for potential future work in the field at a graduate level, and the instructional models employed in this 300-level course reflect this aim. Class activities will be student-led and informed by student reading and presentations which will be assessed and which will form a significant part of each student's grade. The aims of this method of teaching and assessment are twofold: to prepare students for the highly interactive environment of a graduate school seminar room; and to provide students with a consistent method of continuous assessment throughout the course.

This course also includes a skills component. Through a series of carefully planned step-by-step assignments which will culminate in a final term paper, students will develop key skills in research, thus preparing themselves for more advanced research at the postgraduate level.

III. Study Load

This course earns students four credits (equivalent to 7.5 ECTS). The class meets twice a week for two hours. Preparation time is approximately 10 hours per week.

IV. Course materials

a) Required books and literature: **all students must acquire both of the following required texts:**

- Coupland, Nikolas & Adam Jaworski. *The New Sociolinguistics Reader*. Houndsmills, Basingstoke: Palgrave MacMillan, 2009.
- Wardhaugh, Ronald and Fuller, Janet M. *An Introduction to Sociolinguistics*. 7th ed. Oxford: Blackwell, 2010. **NOTE: This book is available for all students on WorldCat (via UU Library):** <https://utrechtuniversity-on-worldcat-org.proxy.library.uu.nl/search?databaseList=&queryString=wardhaugh+sociolinguistics>

Note that additional reading will be assigned (see schedule below).

b) Recommended books and literature: the material listed below is optional background reading which students may find useful, e.g. when completing homework assignments, presentations or papers in the course.

Brown, Keith, ed. *Encyclopedia of Language and Linguistics*. 2nd ed. Science Direct. Web.*

English, Fiona and Marr, Tim. *Why Do Linguistics: Reflective Linguistics and the Study of Language*. London: Bloomsbury, 2015. Print.

Fairclough, Norman. *Language and Power*. 2nd ed. London: Longman, 2001, Print.

Labov, William. *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press, 1972. Print.

Labov, William. *The Social Stratification of English in New York City*. 2nd ed. Cambridge: CUP, 2006, Print.

Labov, William et. al. *Phonological Atlas of North America*.

http://www.ling.upenn.edu/phono_atlas/home.html.

Llamas, Carmen, Mullany, Louise and Stockwell, Peter, eds. *The Routledge Companion to Sociolinguistics*. London: Routledge, 2007. Print.

Milroy, Lesley and Gordon, Matthew. *Sociolinguistics: Method and Interpretation*. 2nd ed. Oxford: Blackwell, 2008. Print.

Saville-Troike, Muriel. *The Ethnography of Communication: An Introduction*. Oxford: Wiley-Blackwell, 2008. Print.

Please also see recommended reading at the end of each chapter of the course textbook.

*This resource is available via the UU library portal – search engines – ‘linguistics’.

V. Course organization and requirements

- a) **General format of class meetings:** class meetings will consist primarily of student-led teaching and learning activities, including student presentations, group work and discussion.
- b) **Attendance:** Students who must miss class due to extenuating circumstances must inform the instructor and their tutor of their absence and of the reason for their absence, preferably in advance. Also note that students are expected to be in class **for the full two hours** during which class is scheduled. Train schedules, weekend plans and etc. do not constitute reasons for being dismissed early from class. Note that a student who is absent from more than six classes will receive an automatic grade of F for the course (see Student Handbook, section).
- c) **Reading/preparation:** Students are expected to have prepared well for the class; this includes completing all assigned reading and any other scheduled or assigned tasks. In-class discussion will be student-led: completing the assigned reading will be *essential* to your ability to participate in class activities and discussion. Where a student is repeatedly unable to satisfactorily contribute to in-class discussion or activities the student will automatically lose value from his/her final grade.
- d) **Participation:** Class participation is required and includes active participation in discussions and group activities (see especially the guidelines on student presentations for this course, to be handed out as a separate sheet). Unsatisfactory class participation (including missed classes) may result in a student being dismissed from the classroom for the duration of a lesson and can affect a student’s final grade.
- e) **Course materials:** There are two textbooks for this course. Students must obtain a hard copy of the reader. Additional readings have also been assigned for some sessions of the course (please consult schedule for details). The correct textbook(s) and any additional reading that has been assigned must be brought to every class, unless otherwise indicated. Repeated failure to bring the necessary texts will be noted and will result in an automatic grade deduction. Note that **laptops are permitted in class to consult the textbook only; students must not use laptops for other activities in class,** except in cases of documented special needs.
- f) **Deadlines:** all written work is due on Moodle at the start of class on the due date specified. **No exceptions will be made to this rule.** Written work that is late loses 10 marks per day (e.g. a grade of 90 becomes an 80, an 80 becomes a 70, etc.). Work will be considered late by one day if it is submitted **anytime after the start of class** (including during the break). Late work will be accepted according to this policy up to a maximum of 3 working days after the due date. Any work submitted after this point will receive an automatic F.
- g) **Extensions and alternative testing arrangements:** extensions will not be granted for any written work nor will alternative arrangements be made for any missed presentations or exams except in the case of extenuating circumstances. All requests for

extensions must be requested **in advance** and **in writing (i.e. by email)**. Requests for extensions made on the due date or the day of testing will not be considered, except in very unusual circumstances. Requests for extensions will be treated on a case-by-case basis -- please do not assume that your request will be granted.

Computer/printer/internet failure will not be considered adequate grounds for an extension under any circumstances.

- h) **Submitting written work:** This course makes use of Moodle. All students must have a Moodle account in order to participate in the course. Unless otherwise instructed, all written work must be submitted via Moodle. All work submitted to Moodle will be automatically checked for plagiarism using plagiarism detection software. Assignments which are not uploaded to Moodle will be considered unsubmitted and will not be marked.
- i) **Format of written work:** written work must be typed and double-spaced on one side of the page only. Please use standard margins (2.5-3.5 cm) and Times New Roman font, size 12. All work must be documented according to the accepted MLA guidelines. For help with MLA referencing, see the *Little, Brown Handbook*. Where work contains errors in referencing, points will always be deducted.
- j) **Policy on phone use in class.** Mobile phones and other devices which connect to the internet must not be used in class. If you are seen using these devices you will be required to hand in your device at the start of class every session from that point forward.
- k) **Course schedule:** the schedule below may need to be adjusted during the course of the semester to accommodate the schedules of guest lecturers, or in the case of instructor illness or other unforeseen situations.
- l) **Special needs:** students with documented learning disabilities or special needs should make their needs known to the instructor at the start of the course.
- m) **Plagiarism** is a serious academic offence which carries heavy sanctions. Acquaint yourself with the UCR policy on plagiarism (see your Student Handbook).
- n) **Procedures for communication:** email is the preferred method of communication outside of class hours.

This course is subject to UCR academic rules and procedures. Both students and instructors are required to know and follow these rules and procedures.

VI. Assessment

(a) Components and percentage of final grade

- A research project, consisting of several components:
 - (b) Proposal and annotated bibliography 10%
 - (c) Literature review presentation 10%
 - (e) Final paper (3500-4000 words) 30%
- Group presentations (2) 30% (2 x 15%)
- Quizzes (4) 20%

(b) Grading criteria

Detailed written guidelines for each of the components above will be given and will specify exactly what grading criteria are applied in each case.

VII. Course schedule

Time	Topics to be discussed	Course material used	Assignments and assessment
Week 1 Session 1 Aug 27	Introduction to the course/ What is meant by “Language and Society?”; Research project introduced	<ul style="list-style-type: none"> • Wardhaugh and Fuller, Ch. 1 • Coupland & Jaworski, Ch. 1 	In-class activities
Week 1 Session 2 Aug 30	VARIATION Regional variation	<ul style="list-style-type: none"> • Wardhaugh and Fuller, Ch. 2 and Ch. 6 	In-class activities
Week 2 Session 1 Sept 3	VARIATION Social variation 1	<ul style="list-style-type: none"> • Coupland and Jaworski, Ch. 3 (Labov) • Mather, “The Social Stratification of /r/ in New York City: Labov’s Department Store Study Revisited”, <i>Journal of English Linguistics</i>, 2012, Vol. 40(4): 338-56 	In-class activities
Week 2 Session 2 Sept 6	NO CLASS		
Week 3 Session 1 Sept 10	VARIATION Social variation 2	<ul style="list-style-type: none"> • Eberhardt and Downs, ““(r) You Saying Yes to the Dress””, <i>Journal of English Linguistics</i>, 2015, Vol. 43(2) 118–142 	In-class activities
Week 3 Session 2 Sept 13	VARIATION Social variation 3	<ul style="list-style-type: none"> • Wardhaugh and Fuller p. 188-89 (‘Jocks and burnouts’) • Coupland and Jaworski, Ch. 10 (Eckert) 	In-class activities Quiz 1
Week 4 Session 1 Sept 17	VARIATION Social variation 4	<ul style="list-style-type: none"> • Coupland and Jaworski, Ch. 6 (Tagliamonte) 	In-class activities
Week 4 Session 2 Sept 20	COMMUNITIES	<ul style="list-style-type: none"> • Wardhaugh and Fuller, Ch. 3 	Student presentations 1.1 Term paper proposals due

		<ul style="list-style-type: none"> Coupland and Jaworski, Ch. 7 (Milroy and Milroy) 	
Week 5 Session 1 Sept 24	COMMUNITIES	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 4 Coupland and Jaworski Ch. 20 (Rampton) 	In-class activities
Week 5 Session 2 Sept 27	Revision session – students working on research		
Week 6 Session 1 Oct 1	CHANGE	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 8 Coupland and Jaworski, Ch. 32 (Gal) 	Student presentations 1.2
Week 6 Session 2 Oct 4	CHANGE	<ul style="list-style-type: none"> Tagliamonte and Denis, 'Instant Messaging and Teen Language', <i>American Speech</i>, 2008, Vol. 83(1): 3-34. 	Student presentations 1.3
Week 7 Session 1 Oct 8	PRAGMATICS	<ul style="list-style-type: none"> Luchjenbroers and Aldridge-Waddon, 'Paedophiles and Politeness in Communications', <i>Journal of Politeness Research</i>, 2011, Vol. 7: 21-42. 	Student presentations 1.4 Quiz 2
Week 7 Session 2 Oct 11	PRAGMATICS	<ul style="list-style-type: none"> Excerpts from Wardhaugh, <i>An Introduction to Sociolinguistics</i>, 6th ed. on Taboo and euphemism; Coupland and Jaworski, Ch. 42 (Labov) 	Student presentations 1.5
MID-TERM BREAK: Oct 14-18			
Week 8 Session 1 Oct 22	DISCOURSE ANALYSIS	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 11 (relevant sections) Coupland and Jaworski, Ch. 44 (Coupland) 	Student presentations 2.1
Week 8 Session 2 Oct 25	DISCOURSE ANALYSIS	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 11 (relevant sections) 	In-class activities

		<ul style="list-style-type: none"> Coupland and Jaworski, Ch. 45 (Jaworski) 	
Week 9 Session 1 Oct 29	Literature review presentations 1		
Week 9 Session 2 Nov 1	UCR Moderation – NO CLASS		
Week 10 Session 1 Nov 5	Literature review presentations 2		
Week 10 Session 2 Nov 8	Literature review presentations 3		
Week 11 Session 1 Nov 12	Literature review presentations 4		
Week 11 Session 2 Nov 15	Individual consultations		
Week 12 Session 1 Nov 19	Individual consultations		
Week 12 Session 2 Nov 22	LANGUAGE, GENDER AND SEXUALITY	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 12 Exerpts from Cameron (2007) <i>The Myth of Mars and Venus</i> 	Student presentations 2.2 Quiz 3
Week 13 Session 1 Nov 26	LANGUAGE, GENDER AND SEXUALITY	<ul style="list-style-type: none"> Coupland and Jaworski, Ch. 11 (O'Barr and Atkins) Coupland and Jaworski, Ch. 16 (Hall) 	Student presentations 2.3
Week 13 Session 2 Dec 29	LANGUAGE, GENDER AND SEXUALITY	<ul style="list-style-type: none"> Coupland and Jaworski, Ch. 14 (Wetherell and Edley) Coupland and Jaworski, Ch. 13 (Kiesling) 	Student presentations 2.4
Week 14 Session 1 Dec 3	SOCIOLINGUISTICS AND EDUCATION	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 13 Coupland and Jaworski, Ch. 21 (Cutler) 	Student presentations 2.5
Week 14 Session 2 Dec 6	LANGUAGE POLICY AND PLANNING	<ul style="list-style-type: none"> Wardhaugh and Fuller, Ch. 10 	In-class activities

Week 15 Session 1 Dec 10	Film and discussion: <i>The Linguists</i> Quiz 4
Week 15 Session 2 Dec 13	NO CLASS: Term paper due @ 08.00 on Moodle

VIII. Student learning outcomes

Period	Teaching activities	Student is able to do
Period 1 (Weeks 1, 2)	Group work; student-led teaching	SLO 1: Work effectively with a group to complete a task SLO 2: Demonstrate understanding of sociolinguistic concepts SLO 3: Explain difficult concepts to others
Period 2 (Weeks 3, 4,5)	Group work; student-led teaching; proposal; quiz	SLO 4: Show evidence of critical thinking SLO 5: Demonstrate proficiency with academic research skills SLO 6: Demonstrate proficiency in academic writing (proposal)
Period 3 (Weeks 6, 7)	Group work; student-led teaching; quiz	
Period 4 (Weeks 8, 9, 10)	Group work; student-led teaching; literature review presentations	SLO 7: Critically summarize the existing research on a chosen topic
Period 5 (Weeks 11-15)	Group work; student-led teaching; term paper; quizzes	SLO 8: Summarize and critically comment on a debate in sociolinguistics (term paper)

IX. Appendices [Course specific materials, e.g. guidelines for essays, presentations, etc.]
All additional guidelines will be provided as separate sheets.