

SOCIOLINGUISTICS II  
LING 4/533, ANTH 433

Fall 2012

Instructor: Betsy Evans

Location: M/W 12:30-2:20 LOW 101

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### **COURSE DESCRIPTION**

This course aims to do two things: to continue to build familiarity with the classic literature in sociolinguistics and to learn how sociolinguistic research and sociolinguistic theory have an impact on data collection and analysis.

### **LEARNING OBJECTIVES**

Students will:

- Analyze linguistic theory they already know in terms of the impact of social categories such as identity, socio-economic status, and group solidarity on language.
- Identify the basic principles of sociolinguistic theory and sociolinguistic variables
- Identify and critique current debates and methodology surrounding sociolinguistics
- Recognize key features in the design and collection of sociolinguistic research

### **COURSE REQUIREMENTS**

#### **Texts**

1. Milroy, L. and Gordon, M. 2003. *Sociolinguistics: Method and Interpretation*. Malden, MA: Blackwell.
2. Readings on the course website <https://catalyst.uw.edu/workspace/evansbe/6977/> (see reference list below)

All reading assignments are expected to be completed before class the day they are indicated on the syllabus. Class discussions and writing assignments will draw directly from reading assignments.

In order to guide your reading, I ask that you identify two questions/reactions you have about the reading(s) and be prepared to discuss them with the class.

## Evaluation

Grades are based on the following point accumulations:

65% Writing assignments

35% Research proposal

**Please note** that late assignments are only acceptable with documentation of a university sanctioned excuse. You must contact me as soon as you know you have a conflict with the date of an assignment.

The following UW grading scale will be used  
([www.washington.edu/students/genclat/front/Grading\\_Sys.html](http://www.washington.edu/students/genclat/front/Grading_Sys.html)):

### Percent = Grade

≥ 95% = 4.0	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94 = 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93 = 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92 = 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = .9
91 = 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = .8
90 = 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = .7
89 = 3.4	82 = 2.7	75 = 2.0	68 = 1.3	<.7=failing

## Graduate students

While undergraduate and graduate students are enrolled together in this course and complete the same assignments, graduate students' work should reflect the higher level of scholarship expected of graduate students and will be graded with this additional criteria.

## **COURSE POLICIES**

**Course prerequisites:** Students enrolled in this course must have taken LING432.

**Disability accommodation:** It is my goal to insure that our learning environment is accessible to everyone. If you have a learning or other disability that requires accommodation, please contact me or [Disabled Student Services](#) in order to make suitable arrangements (448 Schmitz, 543-8924 (V), 543-8925 (TTY), [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu)).

**Academic integrity:** Students are expected to maintain the highest standards of academic ethics, honesty and integrity. Academic misconduct includes (but is not limited to) plagiarism, harassment, cheating, or representing another person's work as your own and will not be tolerated. It is your responsibility to read and understand the University's expectations in this regard (which you can find online at <http://www.washington.edu/students/handbook/conduct.html>). Any student found to be in violation of proper academic conduct will be dealt with in the strictest manner in accordance with University policy.

**Email:** I will attempt to respond to email inquiries within 24 hours (excepting weekends and holidays).

### **Student responsibilities:**

1. If you must miss a lecture or a section **it is your responsibility to obtain the information you missed.**
2. The assignment dates are not negotiable excepting for a university-sanctioned absence. Please see the University Handbook on excused absences.

### **Laptop computers:**

1. Laptop computers may be used in class only for note-taking.
2. A student who is doing non-class related activities on his or her computer is not only hurting his or her own education, but possibly the educational experience of many others in the class: research has shown that a game or a picture on a laptop distracts not only the student using the computer but also those students nearby (Yamamoto 2007, Fried 2008). Therefore the use of laptops for non-class activity (e.g. email, games, web-surfing) is prohibited. Students using their laptop for non-class activity will be asked to turn off their laptop.

## **STRATEGIES FOR SUCCESS**

1. The most successful students in this course:
  - Attend every class meeting
  - Prepare readings and questions in advance of lectures
  - Expand on their learning by participating in class discussions
  - Prepare writing assignments thoughtfully and include connections made to prior knowledge, connections to other texts, other content areas, etc.
  - Form study groups to enhance their learning

## LECTURES AND ASSIGNMENTS\*

For each reading assignment, please identify two questions/reactions you have about the assigned reading(s) and be prepared to discuss them with the class.

Week	Day	Topic	Assignments
1	M 24 Sept	Introduction Sociolinguistics as a discipline	
	W 26 Sept	Social categories Social networks	Milroy and Gordon Ch. 4 Issues in Analysis and Interpretation Milroy and Gordon Ch. 5 Social Relationships and Social practices
2	M 1 Oct	Choosing a sociolinguistic topic	Hazen 2007 Milroy and Gordon Ch. 1 Sociolinguistics Models and Methods
	W 3 Oct		Milroy and Gordon Ch 6 pp 136-143 Investigating Phonological Variation Labov 1984
3	M 8 Oct	Literature search and use	<b>Assignment 1: Finding a Research Question due</b>
	W 10 Oct	Guest Lecturer: Dottie Smith, UW Linguistics librarian	Milroy and Gordon Ch 2 Locating and Selecting Subjects
4	M 15 Oct	Quantitative methodology	<b>Discussion of literature search results:</b> be prepared to discuss the articles you found Tagliamonte 2007
	W 17 Oct		<b>Assignment 2: Reviewing the Literature due</b> Payne 1980 Eckert 1997
5	M 22 Oct	Quantitative methodology	Milroy and Gordon Ch. 6 143-168 Identifying and Selecting Variables Thomas 2007
	W 24 Oct	Data collection	Milroy and Gordon Ch. 3 Data Collection Speer and Hutchby 2003
6	M 29 Oct	Qualitative methodology	<b>Assignment 3: Choose a variable and Operationalizing the variable due</b> Johnstone 2000 Jaworski and Coupland 2006

	W 31 Oct	Guest lecturer: Crispin Thurlow, UW School of Interdisciplinary Arts and Sciences	Bauer 2000 Thurlow 2011
<b>7</b>	M 5 Nov	Perceptions of and attitudes to language variation	<b>Assignment 4: Questionnaire design due</b> Lambert et al 1960 Bourhis and Giles 1977
	W 7 Nov		Preston 1996 Giles and Ryan 1982
<b>8</b>	M 12 Nov	Veteran's day no class	
	W 14 Nov	Ethics	<b>Assignment 5: Qualitative analysis due</b> Wolfram 1998 Department of Health, Education, and Welfare's <i>Belmont Report</i>
<b>9</b>	M 19 Nov	Speech community	Patrick 2004 Horvath 1991
	W 21 Nov	Speech community  Variation at different levels	<b>Assignment 6: Ethical Issues due</b> Bucholtz 1999 Milroy and Gordon Ch. 7 Analyzing and Interpreting Higher Level Variation
<b>10</b>	M 26 Nov	Style-shifting/Code switching	<b>Assignment 7: Designing the Research Study due</b> Milroy and Gordon Ch. 8 Style shifting and code- switching Bell 2007
	W 28 Nov	Style-shifting/Code switching Abstract writing	Rampton 2009 Peer feedback guide (available on class website) <b>Workshop abstracts for projects—bring rough draft of abstract</b>
<b>11</b>	M 3 Dec	Research proposals	<b>Assignment 8: Write an Abstract due</b> <b>Presentation of and feedback on Research proposals</b>
	W 5 Dec	Research proposals	<b>Presentation of and feedback on Research proposals</b>
<b>12</b>	T 11 Dec	Finals week	<b>Research Proposal due (by 9:00 AM)</b>

\*While we will strive to maintain the schedule as it stands here, we may need to adjust dates/assignments according to the needs of the class.

## REFERENCES FOR REQUIRED READINGS

Below are references for required readings found in on the course website (<https://catalyst.uw.edu/workspace/evansbe/6977/>). Other readings are found in the Milroy and Gordon (2003) textbook.

- Bauer, M. 2000. Classical Content Analysis. In M. Bauer and G. Gaskill (Eds.), *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research* (pp.131-151). London: Sage.
- Bell, A. 2007. The Style in dialogue: Bakhtin and sociolinguistic theory. In R. Bayley and C. Lucas (Eds.), *Sociolinguistic Variation: Theories, Methods, and Applications* (pp 90-109). New York: Cambridge University Press.
- Bourhis R. Y. and Giles, H. (1977). The language of intergroup distinctiveness. In H. Giles (Ed.) *Language, ethnicity, and intergroup relations* (pp 119-135). London: Academic Press.
- Bucholtz, M. 1999."Why be Normal?": Language and Identity practice in a community of nerd girls. *Language in Society* 28, 203-233.
- Department of Health, Education, and Welfare. *Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. April 18,1979. <<http://www.hhs.gov/ohrp/policy/belmont.html> >
- Eckert, Penelope. (1997) Age as a sociolinguistic variable. In F. Coulmas (Ed.), *The Handbook of Sociolinguistics* (151-167). Oxford: Blackwell.
- Giles, H. and Ryan, E. B. (1982) Prolegomena for developing a social psychological theory of language attitudes. In, E. B. Ryan and H. Giles, (Eds.), *Attitudes towards language variation: social and applied contexts* (pp. 208-223). London: Arnold.
- Hazen, K. 2007. The study of variation from a historical perspective. In R. Bayley and C. Lucas (Eds.), *Sociolinguistic Variation: Theories, Methods, and Applications* (pp 70-89). New York: Cambridge University Press.
- Horvath, B. (1991) Finding a place in Sydney: migrants and language change. In P. Trudgill and J. Cheshire (Eds.), *The Sociolinguistics Reader*, vol. 1 (pp. 90-102). London: Arnold.
- Jaworksi, A. and Coupland, N. 2006. Introduction. In A. Jaworksi and N. Coupland (Eds.) *The Discourse Reader* (1-44). London: Routledge.
- Johnstone, B. 2000. Standards of Evidence. In B. Johnstone, *Qualitative Methods in Sociolinguistics*. (pp. 59-68). New York: Oxford University Press.
- Labov, W. (1984). Field Methods of the Project on Linguistic Change and Variation. In . Baugh and J. Sherzer (Eds.), *Language in Use* (28-53). Englewood Cliffs: Prentice Hall.
- Lambert, W. E., Hodgson, R. C., Gardner, R. C., and Fillenbaum, S. 1960. Evaluational reactions to spoken languages. *Journal of Abnormal and Social Psychology* 60:44-51.
- Patrick, P. 2004. The Speech Community. In J.K. Chambers, P. Trudgill, and N. Schilling-Estes (Eds.), *Handbook of Language Variation and Change* (573-598). Malden, MA: Blackwell.

- Payne, A. 1980. Factors controlling the acquisition of Philadelphia dialect by out-of-state children. In, W. Labov (Ed.), *Locating language in time and space*. New York: Academic Press.
- Preston, D. R. 1996. Whaddayaknow?: The modes of folk linguistic awareness. *Language Awareness* 5, 40-73.
- Rampton, B. 2009. Crossing Ethnicity and Code-Switching. In Coupland, N. and Jaworski, A (Eds.), *The New Sociolinguistics Reader* (pp 287-298). London: Palgrave.
- Speer, S. and Hutchby, I. 2003. Form Ethics to Analytics: Aspects of Participants' Orientations to the Presence and Relevance of Recording Devices. *Sociology* 37 (2), 315-337.
- Tagliamonte, S. 2007. Quantitative Analysis. In Bayley, R. and Lucas, C. (Eds.), *Sociolinguistic Variation: Theories, Methods, and Applications* (pp 190-214). New York: Cambridge University Press.
- Thomas, E. 2007. Sociophonetics. In Bayley, R. and Lucas, C. (Eds.), *Sociolinguistic Variation: Theories, Methods, and Applications* (pp 215-236). New York: Cambridge University Press.
- Thurlow, C. 2011. Speaking of difference: Language, inequality and interculturality In Halualani, R. & Nakayama, T. (Eds), *Handbook of Critical Intercultural Communication* (pp 227-247). London: Blackwell.
- Wolfram, W., Reaser, J., & Vaughn, C. (2008). Operationalizing Linguistic Gratuity: From Principle to Practice. *Language and Linguistics Compass*, 2, 6, 1109-1134.

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 Grading criteria for Assignments

<p><b>Outstanding</b>        (3.7-4.0)        (92-95)</p>	<ul style="list-style-type: none"> <li>• Includes all the qualities associated with a “<b>Strong</b>” answer</li> <li>• Offers a very highly proficient, even memorable demonstration and insight of the concepts/theories associated with the task, including some creativity and/or consultation of sources beyond course material</li> </ul>
<p><b>Strong</b>        (2.7-3.6)        (82-91)</p>	<ul style="list-style-type: none"> <li>• All aspects of the task addressed (for multiple part tasks)</li> <li>• Assignment shows a proficient understanding and insight of the concepts/theories associated with the task which could be further enhanced with revision</li> </ul>
<p><b>Acceptable</b>        (1.7-2.6)        (72-81)</p>	<ul style="list-style-type: none"> <li>• Assignment meets some of the “<b>Strong</b>” criteria but not all</li> <li>• Skills associated with the task are not fully demonstrated/realized and would benefit from significant revision</li> </ul>
<p><b>Inadequate</b>        (.7-1.6)        (62-71)</p>	<ul style="list-style-type: none"> <li>• Assignment does not meet any of the “<b>Acceptable</b>” criteria</li> <li>• Skills associated with the task are not adequately demonstrated and require substantial revision on multiple levels</li> </ul>