

School of Linguistics and Applied Language Studies Course Outline

LING 402, Language in Culture and Society, Full year, 2008

1. Course Coordinator : Prof Janet Holmes (see details below)

2. Lecturers:

Prof Janet Holmes

VZ301

Ext. 5614

Office hours: by appointment

Email: Janet.Holmes@vuw.ac.nz

<http://www.victoria.ac.nz/lals>



Dr Meredith Marra

VZ404

Ext. 5636

Office hours: by appointment

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3. Lectures:

Lectures: Thursday 1-3pm

(see lecture outline before for dates – lectures will not be held every week)

Room: VZ 105

Note attendance is also expected at LALS Research Seminars: Fri 4-5pm

4. Announcements:

Announcements will be made in lectures or by email. Notices will be posted on the Honours/Masters Notice Board between VZ306 and VZ307 on floor 3 of the Von Zedlitz building.

5. **LALS main office:** VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. **Course Administrator:** Rachel Scholes, Postgraduate administration Tel: 463 5600,
Fax: 463 5604 Rachel.Scholes@vuw.ac.nz

Web contact: www.blackboard.vuw.ac.nz

7. Content:

This course aims to investigate some of the ways in which linguistic and social variables interact within any speech community. The precise course content will be discussed with enrolled students but a tentative schedule is proposed below. Students will select a number of questions for investigation and devise a method for answering them. Some of these questions will form the basis for student projects in the course.

<u>Session</u>	<u>Topic</u>	<u>Date</u>
Session 1:	Introduction; sociolinguistics concepts * Session organisation and assignments discussion	28 Feb
Session 2	Sociolinguistic theory: Coupland (2001) * Critical analysis: selected papers * Select topics for presentations	6 March
Session 3:	Multilingualism: House and Rehbein (2004) * Select topics for literature surveys	13 March
Session 4	Code-switching: Swann (2000) * Discuss outlines of literature surveys	20 March
EASTER BREAK Students work on literature surveys <i>Complete and hand in literature survey by 28 April</i>		
Session 5	Social dialectology: Tagliamonte (2006)	1 May
Session 6:	Gender in sociolinguistics: Holmes and Meyerhoff (2003)	8 May
Session 7:	Methodology: Watt (2007), Feagin (2001) * Project planning	15 May
Session 8:	Social constructionism in sociolinguistics: Eckert and McConnell-Ginet (2003)	22 May
<i>Research proposal due 29 May</i>		
Session 9:	Language policy and language planning: Baldauf (2005), Liddicoat (2007) * Project discussion	29 May
Session 10:	Attitudes to language: Garrett et al (2003) *Project proposal	5 June
MID-SEMESTER BREAK Students work on research projects		
Session 11:	* Present and discuss project results	4 Sept
<i>Write up and hand in project by 11 September</i>		
Session 12:	Sociolinguistic theory and methodology revisited: Milroy and Gordon (2003), Coupland (2007) *Conclusion, evaluation and revision	25 September
<i>Final take home exam October (date to be negotiated)</i>		

8. Objectives:

By the end of the course you should have

- ◆ increased your sociolinguistic knowledge in depth in at least three areas
- ◆ developed your ability to evaluate and critically assess material
- ◆ improved your abilities to write about and present orally a range of sociolinguistic material
- ◆ developed your skills in sociolinguistic analysis
- ◆ developed your sociolinguistic research skills

This will be achieved by

- ◆ reading extensively in at least three distinct areas of sociolinguistics, exploring the interaction of linguistic and social variables within those areas (assessed by a final take-home exam);
- ◆ presenting seminars on agreed topics;
- ◆ writing a literature survey as preparation for researching a particular sociolinguistic topic;
- ◆ completing a sociolinguistic project involving data collection and analysis.

9. Expected workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 12 hours a week to it over the two trimesters. This includes attendance at classes, preparation for classes, background reading and preparation for assignments and the exam. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

10. Readings:

Required:

A set of reading materials to be used in the course is available for purchase through Student Notes. We will also provide you with a list of recommended readings by topic and each week you will be required to read (and discuss) at least one article in addition to the article assigned in the course readings.

Recommended:

Eckert, Penelope and Sally McConnell-Ginet 2003. *Language and Gender*. New York: Cambridge University Press.

Holmes, Janet and Miriam Meyerhoff (eds) 2003. *Handbook of Language and Gender*. Malden, MA: Blackwell.

Chambers, Jack 2002. *Sociolinguistic Theory: Linguistic variation and its social significance*. Oxford: Blackwell

Vicbooks has two locations - Student Union Building on Kelburn Campus and Rutherford House on Pipitea Campus (which stocks textbooks for Law and Commerce only). They distribute student notes (for Law (all stages) and Commerce from stage 2 upwards only) from the Pipitea shop and the student notes shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz

We can courier books to customers or they can be picked up from either shop the day after placing an order online.

We can be contacted by telephone

Kelburn 463 5515

Pipitea 4636160

Opening hours

8am - 6pm Mon - Fri (during termtime - we close at 5pm in the holidays)

10am - 1pm Saturday

11. Assessment requirements:

Assessment for LING 402 consists of two assignments and a take home exam.

Assignment 1: literature survey

The literature survey will provide a summary and critical evaluation of a wide range of relevant research in the area selected for the research project. It should reflect a thorough search to identify relevant material using the search facilities available in the library. It should be up-to-date: eg reflecting the most recent relevant material in sociolinguistic periodicals and books in the area. It should conclude with one or more clearly specified research questions.

Due date: 28 April 2008

2000 words maximum

Assessment weighting 20%

Assignment 2: research project:

Presentation of the project in class will also form part of the assessment. See extra guidelines below.

Proposal due date: 29 May 2008

Research project due date: 11 September 2008

500 + 3500 words maximum

Assessment weighting 40%

Take home exam

Date: To be negotiated (October 2008)

3000 words maximum

Assessment weighting 40%

Please note these due dates and make sure you meet them

NO extensions without a medical certificate.

Assignment 2: research project guidelines

Research proposal 500 words

Referring back to the literature survey you will have completed, this proposal will state the rationale for your choice of topic, will specify the research question(s) in detail, and briefly outline the methodology to be adopted.

Project 3500 words 35%

a) Your project will involve answering a question about the relationship between language and society. More specifically the aim is to add something to what we know about the use of language by members of the Wellington speech community, while also helping you learn more about the nature of language itself. Class discussion will help you to define your variables precisely.

b) Planning a project requires careful thought, reading and discussion well in advance. A good design may take a considerable amount of time to develop; the data-collection itself may be done quickly by comparison.

c) You should arrange to borrow recording equipment from the School if appropriate. You should hand in all relevant material, including data, with the project.

d) You should include an **abstract** summarizing your project.

The project is likely to end up with five sections.

INTRODUCTION:	state your aims and review the relevant literature.
METHOD:	describe how you collected your data, why you adopted this method, and any problems you encountered.
RESULTS:	describe what you found, using tables/graphs where appropriate
DISCUSSION:	discuss the implications of your results in relation to your aims and previous research on the topic.

CONCLUSION: state briefly what you learnt from this project and any further questions it raised for future research.

e) Hand in two copies of your project. Include the abstract on a separate page.

Notes for research project oral presentation

Oral Presentation 10-15 minutes **5%**

- You may present your project results in any way you select but you must present the main points clearly and in an interesting way. You must also provide a hand-out.
- You should NOT simply write a summary of the main points and read it out.
- You will not be able to convey ALL the information you read and researched. You need to be selective.
- You will be allowed a maximum of 15 minutes. You should allow a maximum of 10 minutes for presentation and at least 5 minutes for discussion. The discussion will almost certainly be of benefit to you in writing up the interpretation of your results. Don't allow too little time for it.

Presentation of work in Linguistics courses

We require a minimum level of satisfactory presentation for all work handed in.

All references must be given in full and must be along the lines set out in the Linguistics Programme Style Sheet.

Please find another student to proof read your assignment and check its presentation BEFORE handing it in. The student who undertakes this task should sign the work to say it has been checked. If more than 3 errors of presentation are detected, the work will be returned without further consideration and will need to be revised before being marked.

1. Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

2. Handing in an assignment

When handing in an assignment in Linguistics, please provide the information listed below. This information will ideally be placed on a cover sheet, but may be the first part of the first page of the assignment.

- a. The course number
- b. The due date of the assignment
- c. Your name
- d. Your tutor's name
- e. The wording of the question you are answering

In cases of exercises based on complex data, for instance, this may not be necessary: 'Transcription 3' may be all that is required, for instance. However, there are reasons for this requirement. One is to make it easier for staff to sort assignments into appropriate groups for marking, but this is not the most important. More important is that writing out the assignment topic allows students to focus on whether their answers are actually relevant in terms of the topic as stated. We hope that this has been considered right the way through doing the preparation for the assignment, but there is considerable evidence that it has not always been given sufficient weight. If you return to a piece of your own work after a gap of several months (or even years), you will need to know what the question was in order to evaluate your own performance. Finally, in some courses students may be setting their own questions, and markers will need to know precisely what is being answered.

- f. The number of words in the answer

This is not relevant in assignments whose word-count is determined by the question, e.g. transcriptions, assignments that simply involve drawing trees, and so on. But for most assignments it is relevant, and it is a requirement where a word-limit has been set either for that assignment or for the paper/course as a whole.

- g. For papers at 400-level and 500-level — and for papers at lower levels if it is specifically requested — an abstract of the assignment.

Your abstract should not exceed 200 words, and should provide a summary of the assignment, drawing attention to the major conclusions and matters such as sources of data, methodology, theoretical presuppositions, etc. as is pertinent.

3. Minimum requirement mistakes

At Honours and Masters level, certain minimum standards of presentation are required. External examiners have commented unfavourably when candidates have failed to meet such requirements in the past, and the following system is now being introduced to make the point that you should be able to deal with these matters at this level. The minimum requirements are laid out below. Markers who find minimum requirement errors will flag them. If there are three, the marker will cease marking and return the assignment to the candidate for further work. If work is returned in this way, it must be handed in again within three days of its being returned to the student, and it will be subject to a penalty of one grade.

- (a) A list of references presented with the names of the authors in alphabetical order and providing the requisite information set out in the Linguistics Programme Style Sheet.
- (b) Proper references, including a page reference, for quotations from other sources.
- (c) Appropriate references for sources of information.
- (d) Correct spelling of the names of Linguists being cited regularly: e.g. *Jespersen*, *Jakobson*, *Aronoff*.
- (e) Correct spelling of general linguistic terms such as *diphthong*, *grammar*, *occurrence*, *pronunciation*.

(f) Appropriate use of linguistic notation. This involves the underlining (or italicisation) of cited forms, the use of transcription in appropriate places, suitable distinctions between slashes and square brackets in transcription, etc.

4. The content of Honours and Masters assignments

At Honours and Masters level, it will rarely be the case that there is a single correct answer to a particular piece of work, or that a summary of the work of others — however accurate — will be sufficient to gain you a really good grade. Good grades at Honours and Masters level will require some indication that candidates have considered the problems themselves and are in a position to make some kind of contribution. This contribution may take the form of alternative analyses, evaluation, personal critique, discussion of inconsistencies in the presentations of others, and so on as relevant. However, every piece of work should have some personal contribution that goes beyond the mere synthesis of information.

12. Penalties:

In line with school policy, assignments handed in after the due date may receive a reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. A penalty of one grade per two days late will be applied.

13. Mandatory Course Requirements (Terms):

Students should:

- participate in all lectures as scheduled, present material as agreed, and complete all in-course written work by the specified dates
- let the lecturer know IN ADVANCE if they are unable to participate in a particular class

14. Communication of additional information:

Additional information will be discussed in lectures or sent via email.

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support