



SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS LALS 563 Issues in Sociolinguistics

TRIMESTER 2 2010
12 July to 13 November 2010

Trimester dates

Teaching dates: 12 July 2010 to 15 October 2010
Mid-trimester break: 23 August to 5 September 2010

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

Course coordinator

Dr Meredith Marra
Office: von Zedlitz Building, Room VZ404
In office: Mondays 3-4pm, Thursdays 1-2pm or by arrangement.
Phone: 463 5636 (direct line) Fax: 463 5604
E-mail: Meredith.Marra@vuw.ac.nz
Post: School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6140
NEW ZEALAND

Lecturer

Prof Janet Holmes
Office: von Zedlitz Building, Room VZ301
In office: By arrangement.
Phone: 463 5614(direct line) Fax: 463 5604
E-mail: Janet.Holmes@vuw.ac.nz
Post: School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6140
NEW ZEALAND

Course Administrator

Rachel Scholes
Office: von Zedlitz Building, Room VZ210
Phone: 463 5894 or 463 5600
E-mail: rachel.scholes@vuw.ac.nz
Post: as above

Class times and locations

Lecture time: Mondays 1-3pm
Lecture venue: HU 317

Course delivery

The course is delivered in two modes: on campus and by distance. On campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

Communication of additional information

Additional information about this course and information about any changes will be announced in on campus classes and posted on the course website in Blackboard.

Course content

This course aims to investigate ways in which linguistic and social variables interact in speech communities. The course will introduce students to ways of analysing language in a range of social contexts. The implications of sociolinguistic variation for second language learners will be discussed in relation to each topic.

| | |
|---------|-------------------------------------------------------------|
| 12 July | Introduction: basic sociolinguistic concepts and dimensions |
| 19 July | Societal multilingualism: diglossia, speech communities |
| 26 July | Language variation: monolingual communities |
| 2 Aug | Interactional sociolinguistics |
| 9 Aug | Cross-cultural/intercultural interaction |
| 16 Aug | Language policy and language planning |
| | MID TRIMESTER BREAK |
| 6 Sept | World Englishes |
| 13 Sept | English as a lingua franca |
| 20 Sept | No lecture/module – preparation for discussion class |
| 27 Sept | Discussion class for assignment 2 |
| 4 Oct | Conclusion |

Learning objectives

By the end of the course, students should have developed:

- (1) a sound understanding of sociolinguistic concepts
- (2) the ability to evaluate and critically assess material
- (3) the ability to write about and present orally a range of sociolinguistic material
- (4) skills in sociolinguistic analysis
- (5) some sociolinguistic research skills
- (6) the ability to apply what they have learned in order to gain new insights into their own teaching and/or learning practices

The assessed work is designed to assess how well you have achieved the course objectives. The critical review will assess your ability to understand, interpret, evaluate and present sociolinguistic material and will require an understanding of relevant sociolinguistic concepts (objectives 1-3). The second assignment addresses all six objectives by asking you to reflect on the sociolinguistic concepts, analysis and research methods introduced within the course

Expected workload

In order to make satisfactory progress in this course you should expect to devote, on average, 15 hours a week to it. For each module this includes background reading and participation in the lecture/module, as well as weekly tasks and exercises. Some of this time is also allocated to the preparation of the two formal assignments which should also be spread across the course. Over the ten lecture/modules, your expected workload should be approx 150 hours, although students aiming for a high grade will almost certainly require more time.

A possible breakdown of tasks:

These calculations are based on 10 weeks of classes

| <i>Each week</i> | <i>Task</i> | <i>Time allowance (hours)</i> | |
|------------------|------------------------------------------------------------------|-------------------------------|------------------|
| LECTURES/MODULES | Attending lectures / working through module exercises | 2 | |
| | Prep reading and summarising your notes after the lecture/module | 3 | |
| | Writing entries | 3 | 8 |
| ASSESSMENT | Background reading | 3.5 | |
| | Writing up assignments – spread over 10 weeks | 3.5 | 7 |
| TOTAL | | | 15 approx |

Readings

Required:

A set of reading materials to be used in the course is available for purchase through Student Notes, and available electronically on Blackboard.

Highly Recommended:

Holmes, Janet 2008 (3rd edition). *An Introduction to Sociolinguistics*. London: Longman
(A good guide to basic concepts and ideas. This is recommend pre-reading for the course)

Coupland, Nikolas & Adam Jaworski (eds) 2009. *The New Sociolinguistics Reader*. London: Macmillan.

Llamas, Carmen, Louise Mullany & Peter Stockwell 2006. *The Routledge Companion to Sociolinguistics*. Abingdon, [England]; N.Y.: Routledge.

McKay, Sandra Lee and Nancy H. Hornberger (eds.) 1996. *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.

Mesthrie, Rajend, Joan Swann, A. Deumert & William L. Leap 2000. *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

Paulston, Christina Bratt and G. Richard Tucker (eds) 2003. *Sociolinguistics: The Essential Readings*. Oxford: Blackwell.

Useful Background reading:

Coulmas, Florian (ed) 1997. *The Handbook of Sociolinguistics*. Oxford: Blackwell.

Chambers, Jack 2003. (2nd ed) *Sociolinguistic Theory*. (Oxford: Blackwell)

Fasold, Ralph 1984. *The Sociolinguistics of Society*. Oxford: Blackwell.

Fasold, Ralph 1990. *The Sociolinguistics of Language*. Oxford: Blackwell.

Hudson, Richard 1996. (2nd ed). *Sociolinguistics*. Cambridge: Cambridge University Press.

Meyerhoff, Miriam 2006. *Introducing Sociolinguistics*. London and New York: Routledge.

Romaine, Suzanne 2000 (2nd ed). *Language in Society*. Oxford: Blackwell.

Saville-Troike, Muriel 2003 (3rd ed) *The Ethnography of Communication*. Oxford: Blackwell.

Thomas, Linda & Shan Wareing 1999. *Language, Society and Power: an Introduction*. London: Routledge.

Trudgill, Peter 2000 (4th ed) *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.

Trudgill, Peter & Jenny Cheshire (eds) 1998. *The Sociolinguistics Reader*. Vol. 1. London: Arnold.

Wardhaugh, Ronald 2010. (6th ed) *An Introduction to Sociolinguistics*. Oxford: Blackwell.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre 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. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Assessment requirements

Assessment for LALS 563 consists of two written assignments:

- A critical review of an article in sociolinguistics (30%)
- A paper reflecting on sociolinguistics and language teaching/learning (70%)

There is no final examination

CRITICAL REVIEW:

Choose a journal article on a sociolinguistic topic in the area of multilingualism (you should check its appropriateness with us **by 22 July via email** ie Meredith.Marra@vuw.ac.nz).

Possible sources include: *Language in Society*, *Journal of Sociolinguistics*, *Journal of Multilingual and Multicultural Development*, *International Journal of Bilingual Education and Bilingualism*, *International Journal of the Sociology of Language*, *Multilingua* etc

Evaluate the article:

- What are the most important themes?
- What are its strengths and weaknesses?
- How) does it contribute to current sociolinguistic knowledge/understanding?

As a guide for writing a critical review see the material in your coursebook (Swales and Feak 2004):

Swales, John M. and Christine B. Feak 2004. (Selected pages from) Unit six: Writing critiques. In *Academic Writing For Graduate Students* (2nd ed.). Ann Arbor: The University of Michigan Press. 131-134, 137-144.

Another useful source is Barkhuizen (2002) which is available electronically and in print form via the VUW library:

Barkhuizen, Gary 2002. The QUEST for an approach to guided critical reading and writing. *Prospect* 17,3: 19-28.

Because you are evaluating the article in reference to the rest of the field, you will need to incorporate evidence for your arguments from other reading.

Due date: 9 August 2010

Max 1500 words (excluding references)

Assessment weighting 30%

REFLECTING ON SOCIOLINGUISTICS AND LANGUAGE TEACHING:

You will be asked to write three 400-500 word discussions of the relevance of the sociolinguistic concepts you are studying to your role as a language teacher or learner.

You will be required to submit all 3 entries on time. For each entry we will provide you with informal feedback. The goal of these journal entries is to document your emerging thoughts, provide you with material for your final assignment, and to practice your sociolinguistic argumentation and analysis. The quality of these journal entries contributes 10% of your grade. We assess this portion of the grade based on your efforts and preparation, but consider the entries to be working documents.

Societal multilingualism (29 July)

Sridhar argues that “an awareness and an understanding of societal multilingualism are crucial to any program in second language teaching and bilingual education” (1996: 65). In what ways can this information be incorporated into core courses in teacher education (hypothetically or in your experience)?

Language variation (16 August)

If we recognise that variation exists according to formality, social network, gender, region etc, what does this mean for language teaching?

English in the world (13 September)

Identify the status of English and the different roles it plays in the communities that you know/have been reading about? How does this influence the teaching of English in different communities? How is this information relevant for the development of language policy and planning?

At the end of the course, select three concepts or themes from these entries which you consider to have particular salience for you. Incorporate these into a paper on the importance of sociolinguistics to language learning and teaching. At the end of your paper you should provide some suggestions as to how these concepts could be incorporated into teaching and learning practice.

As a starting point, you may want to consider the following concepts (although you are not required to use any of these): sociolinguistic competence, social dialect, stylistic variation, speech community, verbal repertoire

Your aim is to build on or critique sociolinguistic theories and ideas, and to consider their practical application for language teachers or learners. As in the first assignment, this will necessarily involve incorporating relevant literature into your analysis and discussion.

Due date: 9 October 2010

Max 2500 words

Assessment weighting 70% (10% is allocated to the journal entries and 60% to the final assignment)

There is a marking schedule available for each assignment in the Course Readings.

Submitting Assessments

Distance members of the course should submit your assignments and journal entries through the Blackboard (BB) system (under the assessment tab, and the assignment folder). Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assignments may be submitted as e-mail attachments to lals-ma@vuw.ac.nz.

Oncampus students may submit a hardcopy to the School office, or submit electronically through BB.

General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)
- For referencing, please use *either* the Linguistics Style Sheet or APA.

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

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.

Mandatory course requirements

In addition to the assessment requirements which contribute to their final grade, students are also required to:

- participate in all classes/modules, 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

All specified requirements must be completed by 5pm on 15 October 2010 in order to satisfy mandatory requirements.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

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

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

GENERAL UNIVERSITY POLICIES AND STATUTES

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

ASSIGNMENT COVER SHEET

COURSE NAME & CODE:

STUDENT'S SURNAME:

STUDENT'S GIVEN NAME:

STUDENT'S ID NUMBER:

LECTURER/TUTOR

ASSIGNMENT NUMBER AND TITLE:

NUMBER OF WORDS:

DUE DATE:

Please complete the following checklist (insert Y if criteria met)

I have checked my work carefully before submitting _____

I have included a list of references, properly formatted _____

I have numbered the pages of this work _____

I have retained a copy of this work _____

There is no plagiarism in this work _____

I value your feedback and will collect my work promptly _____

OR

I do not require any feedback on this work _____

STUDENT'S SIGNATURE:

(on-line submissions do not require a signature)

DATE: