



SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**MASTER OF ARTS
LALS 563 ISSUES IN SOCIOLINGUISTICS**

TRIMESTER 2 2011
11 July to 12 November 2011

Trimester dates

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17–21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

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 and lecturer

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Lectures will also be delivered by

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Course Administrator

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Class times and locations

On-campus class meeting time: Mondays 2:10-4:00pm (Beginning 18 July)
Room: 24KP Room 203

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 Prescription

This course is a core course for the MA in Linguistics and an optional course for the MA in Applied Linguistics and TESOL. As such the course centres around those areas of sociolinguistics which are of interest to both sociolinguists and applied linguists.

Course content

18 July	Introduction: basic sociolinguistic concepts and dimensions
25 July	Societal multilingualism and code switching
1 Aug	Language and identity
8 Aug	Discourse Analysis (Interactional sociolinguistics)
15 Aug	Cross-cultural/intercultural interaction
	MID TRIMESTER BREAK
5 Sept	Language policy and language planning
12 Sept	Language and ethnicity
19 Sept	English as a lingua franca
[26 Sept	No lecture/module – preparation for discussion class]
3 Oct	Discussion class for assignment 2
10 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 evaluate how well you have achieved the course objectives. The critical review will assess your ability to understand, interpret, critique 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, as well as weekly tasks and exercises. Some of this time is allocated to the preparation of the two formal assignments which should 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

Group work

There are no formal requirements for group work in this course, but students are encouraged to work together wherever possible, either face-to-face or online as appropriate.

Readings

Essential texts:

Hornberger, Nancy H. and Sandra Lee McKay 2010. *Sociolinguistics and Language Education*. Bristol: Multilingual Matters.

In addition, 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.

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.

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

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.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 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 discussion essay which reflects reflecting on sociolinguistics and language teaching/learning (10% + 60%)

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 28 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

Your goal is to evaluate the article:

- What is it about? What are the most important themes?
- What are its strengths and weaknesses? What evidence can you provide that supports these evaluations? (This should form the main part of your assignment)
- How does it contribute to current sociolinguistic knowledge/understanding? How does this relate to language teaching and learning?

Guidelines:

1. Write your review as if you were writing it for the benefit of someone who has not read the article.
2. Provide the full article reference at the beginning of your assignment, not at the end.
3. In making your substantial critical points focus on content and/or methodology rather than style, though you may also provide information on style in the course of your assessment.
4. Support your critical points with evidence. Because you are evaluating the article in reference to the rest of the field, you will need to incorporate support for your arguments from other reading.

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.

Due date: 15 August 2011

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 at least 2 of these short discussions (although we encourage you to submit all 3). We will provide you with informal feedback. The goal of these writing exercises is to document your emerging thoughts, provide you with material for your final assignment, and to practice your sociolinguistic argumentation and analysis. The discussions constitute 10% of your overall grade. We assess this portion of the grade based on your efforts and preparation, but consider these to be working documents.

Societal multilingualism (4 August)

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 use in context (5 September)

If we recognise that the way we use language reflects contextual factors (eg formality, social networks, various aspects of identity), what does this mean for language teaching?

English in the world (15 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 discussions which you consider to have particular salience for you. Incorporate these into an essay 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 (approx 500 words).

There are various ways to organize your assignment. You will have an opportunity to share and refine your ideas near the end of the course (Monday 3 October).

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: 17 October 2011

Max 2500 words

Assessment weighting 70%

(10% is allocated to the (best) two discussion exercises and 60% to the final assignment)

Submitting Assessments

You should submit your assignments through the Blackboard (BB) system. 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.

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.

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

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.

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment (up until the word limit) will be considered. It is important academically and professionally that you are able to explain your ideas concisely and coherently.

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

Class Representative

There is a class rep for the MA programme. Her details are posted on Blackboard.

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>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.