

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**LINGUISTICS**  
**LING330 ADVANCED SOCIOLINGUISTICS**

**TRIMESTER 1 2012**  
**5 March to 4 July 2012**

**Trimester dates**

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Last piece of assessment due: 6 June 2012

**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 coordinators/Lecturers: Meredith Marra and Janet Holmes

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VZ301

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**Class times and locations**

Lecture time: Wed 3-5pm

Lecture venue: KK107

(There are no tutorials for this course)

## Course delivery

There will be ten classes starting on Wednesday 7 March. The in-class test on 6 June marks the end of the course. Students are expected to undertake preparation for each class, including completing the assigned readings, attempting any data exercises set, presenting at least one article and providing at least one data example in the trimester (as agreed in the first class).

Lecture	LING 330/430 (Wed 3-5)	Reading from textbook or course readings	Assessment
7 March	Introduction – predictive, interpretive, social constructionist models	Coupland (2001) Chapter 1	
14 March	Predictive – Language maintenance and shift	Chapter 16 Garrett (2005)	
21 March	Interpretive – Code switching	Chapter 13 Albirini (2011)	Books approved for assignment one in class
28 March	Constructionist – Using languages to construct identity	Chapter 17 Bucholtz and Hall (2005)	
4 April	Implications and Applications – Language policy and education	Chapter 10 Walsh and McLeod (2007)	Assignment one due
	MID TRIMESTER		
	BREAK		
27 April	NO CLASS THIS WEEK		
2 May	Predictive – correlational sociolinguistics	Chapter 20 Chapter 21	
9 May	Interpretive - style	Chapter 2 Chapter 32	
16 May	Constructionist – age, gender, ethnicity, power	Chapter 30 Chapter 27	Assignment two due
23 May	Implications and Applications	Chapter 11 Chapter 9	
30 May	Conclusion Test preparation	Coupland (2007)	
6 June			In class test

## Communication of additional information

Announcements will typically be made in class and on Blackboard.

## Course Prescription

This course covers advanced work in sociolinguistics, including consideration of a range of theoretical models and alternative methodologies for collecting data and analysing sociolinguistic variation.

## Learning objectives

By the end of the course you should have

1. increased your sociolinguistic knowledge in depth and breadth
2. developed your ability to evaluate and critically assess material
3. improved your abilities to write about and present orally a range of sociolinguistic material
4. developed your skills in sociolinguistic analysis
5. developed your sociolinguistic research skills

## 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 week this includes background reading and participation in the lecture, as well as weekly tasks and exercises. Some of this time is also allocated to the preparation of the two formal assignments and the in-class test which should also be spread across the course. Over the course, your expected workload should be approx 200 hours, although students aiming for a high grade will almost certainly require more time.

### A possible breakdown of tasks:

These calculations are based on 11 weeks of classes, and the 2 weeks of the mid-trimester break

<i>Each week</i>	<i>Task</i>	<i>Time allowance (hours)</i>	
LECTURES/MODULES	Attending lectures	2	
	Prep reading for the lecture	3	
	Data exercises	1	
	Preparation for presentation of article and data (if spread over entire course)	1	<b>7</b>
ASSESSMENT	Background reading	2.5	
	Writing up assignments	4	
	Weekly preparation for in-class test	1.5	<b>8</b>
<b>TOTAL</b>			<b>15 approx</b>

## Group work

You will be required to do presentations in groups of 2-3.

## Readings

### Essential texts:

Meyerhoff, Miriam and Erik Schlee (Eds) *The Routledge Sociolinguistics Reader*. 2010. London: Routledge. Approx \$75 available from vicbooks.

In addition, a set of reading materials to be used in the course is available for purchase through vicbooks.

### Highly Recommended:

Chambers, J.K. 2009. *Sociolinguistic Theory: Linguistic variation and its social significance*. Chichester, U.K.; Malden, MA: Blackwell.

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

Coupland, Nikolas, Srikant Sarangi, & Christopher N. Candlin (eds.) 2001 *Sociolinguistics and Social Theory*. Harlow: Pearson.

Meyerhoff, Miriam 2011. *Introducing Sociolinguistics*. 2ed. London, New York: Routledge.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto: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 LING330 involves 2 assignments plus an in-course test. There is no examination.

	<b>Due date</b>	<b>Length</b>	<b>Weighting</b>
Assignment 1: Book Review	Wednesday 4 April 2012 (12 noon)	1000 words (max)	20%
Assignment 2: Sociolinguistic Profile	Wednesday 16 May 2012 (12 noon)	2500 words (max)	30%
In-class test	Wednesday 6 June 2012 (3-5pm, KK107)	1000 words (approx)	50%

The assessment has been designed to meet the learning objectives (as listed earlier) in the following ways:

- Objective 1 will be assessed by the in-class test which will involve reading extensively in micro and macro sociolinguistics, especially in areas of theory, methodology and analysis
- Objectives 2 and 3 will be met by all three pieces of assessment and by the in-class presentation(s)
- Objectives 4 and 5 will be met by completing the second assignment, a sociolinguistic project involving data collection and analysis.

The marking schedules are available at the end of this course outline.

Students must attempt all parts of the assessment in order to pass the course. A student's final grade will take account of all assessment.

Assignments should be handed in to the School Office (vZ 210) on the 2nd floor of the von Zedlitz building by 12 noon on the due date. You should also submit your assignment electronically via Blackboard.

Keep a back-up copy of all assessed work.

**N.B.** Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

### **Penalties**

In line with school policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

ONLY ASSIGNMENTS CARRYING A COVER-SHEET SIGNED BY THE COURSE COORDINATOR HAVE A VALID EXTENSION PERMITTED TO THEM.

The assignments are due by **12 noon** on the due date, after which a penalty of 5% per working day applies. Penalties increase each day (at 12 noon) until one week after the due date when the maximum grade possible is C and no personal comment will be provided. Assignments handed in after this time receive no mark.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism.

### **Mandatory course requirements**

To gain a pass in this course each student must:

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Present articles/data as agreed in the first class
- Attend the in-class test on 6 June 2012
- Undertake satisfactory preparation for lectures, ie. (i) read and attempt to understand the content of the assigned readings in advance. (Please come to class with questions if you have difficulties understanding the reading) (ii) attempt the assigned data exercises

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **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](http://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](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://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](http://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](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## LING 330 ADVANCED SOCIOLINGUISTICS

### Assignment 1: Book Review

Max 1000 words  
(Your reference list at the end of the review  
does not contribute towards this allocation)  
Assessment weighting 20%

Choose a book from the list provided.

(Bring a short list of 3 books to the third class of LING 330; the final allocation of books will be negotiated between course members to ensure everyone has access to a suitable book)

Write a review which considers these points:

#### A. AIMS AND AUDIENCE

- What does the book state as its goal? Is this achieved?
- Who is the book aimed at? Is it appropriately pitched?

#### B. CONTENT, SCOPE, COVERAGE

- Identify the range of distinct topics/areas covered by your book.
  - Look at the table of contents. What is covered in each chapter?
  - What topics are covered in other books in this area? ie are there any gaps in your book? what else might have been covered? how adequate is the coverage?

#### C. THEORY AND METHOD: A CRITICAL PERSPECTIVE

- What theoretical framework(s) are presented by your book?
  - Is the coverage fair? comprehensive? comprehensible?
- What explanations are provided for sociolinguistic patterns?
  - eg. cultural? social? psychological? social constructionist?
  - What explanation(s) does your book offer for sociolinguistic differences?
  - Are they convincing?
  - What evidence is produced to help convince the reader?
  - How might a proponent of a different position evaluate/criticise these explanations?
- What kind of data underpins the analysis?

#### D. COMPARISONS

- You should look at other books which have similar aims to the one you are reviewing so you can make some comparative comments.
- Has anyone else reviewed this book? Do you agree with their evaluation?

#### E. OVERALL EVALUATION

- So what's good and what could be better?

## Books for review

Cameron, Deborah and Don Kulick 2003. *Language and Sexuality*. Cambridge: Cambridge University Press.

Clyne, Michael 2003. *Dynamics of Language Contact*. Cambridge: Cambridge University Press.

Clyne, Michael, Catrin Norrby and Jane Warren 2010. *Language and Human Relations. Styles of Address in Contemporary Language*. Cambridge University Press.

Coupland, Nikolas 2007. *Style: Language Variation and Identity*. Cambridge and New York : Cambridge University Press.

Eckert, Penelope 2000. *Linguistic Variation as Social Practice: The Linguistic Construction of Identity in Belten High*. Malden, MA: Blackwell.

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

Evans, Nicholas 2010. *Dying Words: Endangered Languages and What They Have to Tell Us*. Oxford, Malden, MA: Wiley-Blackwell.

Fought, Carmen 2006. *Language and Ethnicity*. Cambridge and New York: Cambridge University Press.

Garrett, Peter 2010. *Attitudes to Language*. Cambridge: Cambridge University Press.

Garrett, Peter, Nikolas Coupland and Angie Williams 2003. *Investigating Language Attitudes: Social Meanings of Dialect, Ethnicity and Performance*. Cardiff : University of Wales Press.

Milroy, Lesley and Matthew Gordon 2003. *Sociolinguistics: Method and Interpretation*. Malden, MA : Blackwell.

Myers-Scotton, Carol 2006. *Multiple Voices: An Introduction to Bilingualism*. Malden, MA : Blackwell.

Rampton, Ben 1995. *Crossing: Language and Ethnicity among Adolescents*. London and New York: Longman.

Smith, Linda Tuhiwai 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press.

Tagliamonte, Sali A. 2006. *Analysing Sociolinguistic Variation*. Cambridge: Cambridge University Press.

Tagliamonte, Sali A. 2012. *Variationist Sociolinguistics*. Oxford: Wiley-Blackwell.

Wolfram, Walt and Natalie Schilling-Estes 2006. *American English: Dialects and Variation*. Malden, MA: Blackwell.



## LING 330 ADVANCED SOCIOLINGUISTICS

### Assignment 1: Book Review

#### MARKING SCHEDULE

The numerical scale used for each criterion is:

5=Outstanding 4=Very good 3=Good 2=Satisfactory 1=Unsatisfactory

Different criteria carry different weights so the relationship between the scores and your final grade is not a simple and direct one.

The marking schedule should be read in conjunction with the assignment question.

#### GENERAL FEEDBACK:

Coverage:	5	4	3	2	1
Understanding:	5	4	3	2	1
Clarity of explanation:	5	4	3	2	1
Appropriate style:	5	4	3	2	1
Correct citations & references:	5	4	3	2	1

#### A. AIMS AND AUDIENCE

*What does the book state as its goal? Is this achieved?*

*Who is the book aimed at? Is it appropriately pitched?*

Aims and audience:	5	4	3	2	1
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#### B. CONTENT, SCOPE, COVERAGE

*Identify the range of distinct topics/areas covered by your book.*

*What topics are covered in other books in this area?*

Communication of content:	5	4	3	2	1
Relationship to other books:	5	4	3	2	1

#### C. THEORY AND METHOD: A CRITICAL PERSPECTIVE

*What theoretical framework(s) are presented by your book?*

*What explanations are provided for sociolinguistic patterns?*

*What evidence is produced to help convince the reader?*

*What kind of data underpins the analysis?*

Understanding of theory/method:	5	4	3	2	1
Critical viewpoint:	5	4	3	2	1
Evidence of wider reading:	5	4	3	2	1

#### D. COMPARISONS

Comparative comments:	5	4	3	2	1
Relevance:	5	4	3	2	1
Evidence of wider reading:	5	4	3	2	1

#### E. OVERALL EVALUATION

Evaluative comments:	5	4	3	2	1
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LING 330 ADVANCED SOCIOLINGUISTICS

**Assignment 2: Sociolinguistic Profile**

Max 2500 words  
(Your reference list and appendices  
do not contribute towards this allocation)  
Assessment weighting 30%

The goal of this assignment is for you to find out about the language use patterns of a particular New Zealand community group.

1. Select a community and provide a rationale for your choice.
2. Using published research where available and publicly available statistics (eg census material), provide some demographic background information about the community.
3. Making appropriate methodological decisions (ie through your reading etc), undertake some observation of the community's language use.
4. Conduct a maximum of *either* 5 interviews (not longer than 30 minutes) *or* 10 questionnaires (not longer than 20 questions). This will require you to devise an interview schedule or questionnaire which is tailored to your community. Your observations and reading will help you in your decisions. Remember to include a copy of your questionnaire/interview schedule in an appendix.

You will also need to provide your participants with an information sheet and gain genuine informed consent before they participate (see sample sheet). Try to capture the views of a range of people from the community.

5. Present a description of the community's language use patterns.

Within your report, remember to write up and reflect on your methodology and ethnographic observations as well as the results of your questionnaire/interview. Consider the choice of approach you take in your analysis.

You should also discuss ways in which your community aligns with descriptions of other communities, and provide some explanation for the similarities and differences.

### Community language use in New Zealand

I am conducting research on language use patterns as a course requirement for LING 330 (Advanced Sociolinguistics) at Victoria University of Wellington.

In New Zealand many people use more than one language every day. Sociolinguistics involves investigation of language use in society, and I am interested in understanding the ways in which people from different communities interact with each other, and with others.

I will gather information through your participation in interviews/questionnaires, and will carry out observations of normal community interaction patterns.

You are very welcome to request a summary of the final report by ticking the box on the consent form below. To ensure anonymity and confidentiality, all material that is collected or recorded will only be accessible to the researchers for the purpose of this study. Data collected will **not** be used for any means other than that expressed in this information sheet.

The data collected will be stored securely and destroyed at the completion of the project. You are free to withdraw from being a participant in the research by contacting the investigator (below) at any stage before 1 May 2012.

If you have any questions regarding this project, please feel free to contact the investigator, [Your name] or the Course Co-ordinators

[Your name]

[Your number and email]

Community language use in New Zealand  
School of Linguistics and Applied Language Studies  
Victoria University of Wellington

LING 330 Course Co-ordinators

Dr Meredith Marra      463 5636      Meredith.Marra@vuw.ac.nz

Prof Janet Holmes      463 5614      Janet.Holmes@vuw.ac.nz

*Sample Consent Form LING 330 (present on a separate page from the information sheet)*

### Community language use in New Zealand: Consent form

I, \_\_\_\_\_<sup>(name)</sup> am willing to participate in the research as outlined by the information provided on the *Community language use in New Zealand* information sheet. I understand that any information collected will be utilised in the interests of the research, no personal information will be distributed to any other party, and all such information will be destroyed at the end of the project. I also understand that I am free to withdraw my data from the project at any stage before 1 May 2012 by contacting the investigator.

Please send me a summary of the research to this address (postal or e-mail):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

## LING 330 ADVANCED SOCIOLINGUISTICS

### Assignment 2: Sociolinguistic Profile

#### MARKING SCHEDULE

The numerical scale used for each criterion is:

5=Outstanding 4=Very good 3=Good 2=Satisfactory 1=Unsatisfactory

Different criteria carry different weights so the relationship between the scores and your final grade is not a simple and direct one.

The marking schedule should be read in conjunction with the assignment question.

#### GENERAL FEEDBACK:

Coverage:	5	4	3	2	1
Understanding:	5	4	3	2	1
Clarity of explanation:	5	4	3	2	1
Appropriate style:	5	4	3	2	1
Correct citations & references:	5	4	3	2	1

#### COMMUNITY:

Justification/rationale for choice:	5	4	3	2	1
Description of community:	5	4	3	2	1

#### METHODOLOGY:

Understanding of theory/method:	5	4	3	2	1
Evidence of wider reading:	5	4	3	2	1

#### INSTRUMENTS:

*How appropriate/useful are your data collection methods?*

Observations:	5	4	3	2	1
Interview schedule or Questionnaire:	5	4	3	2	1

#### FINDINGS:

Presentation of findings:	5	4	3	2	1
Comparative comments:	5	4	3	2	1
Relevance:	5	4	3	2	1
Evidence of wider reading:	5	4	3	2	1

#### CONCLUSIONS

Overall conclusions:	5	4	3	2	1
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