



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

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

**TRIMESTER 2 2013**

**Important dates**

**Trimester dates:** 15 July to 17 November 2013

**Teaching dates:** 15 July to 11 October 2013

**Mid-trimester break:** 26 August to 8 September 2013

**Last assessment item due:** 17 October 2013

**Withdrawal dates:** Refer to [www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

**Class times and locations**

On-campus class meeting time: Monday 1:10-3:00pm (Beginning 15 July)  
Room: 103, 24 Kelburn Parade

**Names and contact details**

**Course coordinator and lecturer**

Dr Meredith Marra      Office: von Zedlitz Building, Room VZ404  
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**Course Administrator**

Janet Attrill      Office: von Zedlitz Building, Room VZ210  
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## 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.

## 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

15 July	Introduction: basic sociolinguistic concepts and dimensions
22 July	Societal multilingualism and code switching
29 July	Language and identity
5 Aug	Discourse Analysis (Interactional sociolinguistics)
12 Aug	Cross-cultural/intercultural interaction
[19 Aug	No lecture/module – preparation for first assignment]
	MID TRIMESTER BREAK
9 Sept	Language policy and language planning
16 Sept	Language and ethnicity
23 Sept	English as a lingua franca
30 Sept	Conclusion
7 Oct	Discussion class for assignment 2

## Course learning objectives (CLOs)

Students who pass this course should be able to:

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

## Teaching format

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.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. participate in all classes/modules, present material as agreed, and complete all in-course written work by the specified dates
2. let the lecturer know IN ADVANCE if they are unable to participate in a particular class. Where absence is unavoidable, on-campus students should negotiate participation in the distance mode for that module.

## 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 approximately 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	<b>8</b>
ASSESSMENT	Background reading	3.5	
	Writing up assignments – spread over 10 weeks	3.5	<b>7</b>
<b>TOTAL</b>			<b>15 approx.</b>

## Assessment

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.

Assessment items and workload per item		%	CLO(s)	Due date
1	Written Assignment: A critical review of an article in sociolinguistics	30	1-3	22 Aug 2013
2	Written Assignment: A discussion essay which reflects on sociolinguistics and language teaching/learning (10% + 60%)	70	1-6	17 Oct 2013

## **Critical review:**

Choose a journal article on a sociolinguistic topic in the area of multilingualism (you should check its appropriateness with us by 1 August via email: 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 Course Readings (Swales and Feak 2004).

***Due date: 22 August 2013***

***Max 1500 words (excluding references)***

***Assessment weighting 30%***

## **Reflecting on sociolinguistics and language teaching:**

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

You will be required to submit both of these short discussions. 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 (8 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 (16 September)

*If we recognise that the way we use language is influenced by contextual factors (e.g. formality, social networks, various aspects of identity or language policies), what does this mean for language teaching?*

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*, drawing on your reading (and your own experience where relevant) to substantiate your points. At the end of your paper you should provide some practical suggestions as to how these sociolinguistic concepts could be incorporated into language teaching and learning (these suggestions should form approx. 500 words of your total allocation).

There are various ways to organise your assignment. You will have an opportunity to share and refine your ideas near the end of the course (Monday 7 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 2013**

**Max 2500 words (excluding references)**

**Assessment weighting 70%**

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

### **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.

### **Marking criteria**

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

### **Submission and return of work**

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. Marked work will be returned to you by email and a notice will be placed on BB to say that this has happened. Contact the Course Co-ordinator if you haven't received your feedback.

### 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.

### **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.

## Set texts

Hornberger, Nancy H. and Sandra Lee McKay (eds) 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 vicbooks, and available electronically on Blackboard.

Postgraduate textbooks and student notes will be available from [www.vicbooks.co.nz](http://www.vicbooks.co.nz)

## Recommended reading

Holmes, Janet 2013 (4th edition). *An Introduction to Sociolinguistics*. Harlow: Pearson Ed. (A good guide to basic concepts and ideas. This is recommended 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.

## Class representative

There is one class representative for the MA programme. Details are posted on Blackboard.

## Student feedback

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)
- Aegrotats: [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)
- Academic Progress: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/home/study/dates](http://www.victoria.ac.nz/home/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/home/study/exams-and-assessments/grades](http://www.victoria.ac.nz/home/study/exams-and-assessments/grades)
- Resolving academic issues: [www.victoria.ac.nz/home/about/avcacademic/publications2#grievances](http://www.victoria.ac.nz/home/about/avcacademic/publications2#grievances)
- Special passes: [www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass](http://www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- Student support: [www.victoria.ac.nz/home/viclife/student-service](http://www.victoria.ac.nz/home/viclife/student-service)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://www.victoria.ac.nz/home/viclife/student-charter)
- Student Contract: [www.victoria.ac.nz/home/admisenrol/enrol/studentcontract](http://www.victoria.ac.nz/home/admisenrol/enrol/studentcontract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/home/about](http://www.victoria.ac.nz/home/about)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)