TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

*S*CHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES*

MASTER OF ARTS
LALS 563 ISSUES IN SOCIOLINGUISTICS
15 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015
Teaching dates: 13 July to 16 October 2015
Mid-trimester break: 24 August to 6 September 2015
Last assessment item due: 13 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

On-campus class meeting time: Monday 12:10-2:00pm
                                   Room: von Zedlitz 105

Names and contact details

Course coordinator and lecturer

Assoc Prof Meredith Marra

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Course lecturer

Dr Corinne Seals

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Course Administrator

Janet Attrill

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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

13 July	What is sociolinguistics and why is it relevant to applied linguists?
20 July	Multilingual communities and understanding context
27 July	Using language to express identity
3 Aug	Ethnicity and nation
10 Aug	Interactional Sociolinguistics
[17 Aug	No lecture/module]
	MID TRIMESTER BREAK
7 Sept	Cross-cultural/intercultural communication
14 Sept	Language Policy and Planning
21 Sept	English as a lingua franca and English as an International Language
28 Sept	Discussion class for assignment 2
5 Oct	Conclusion

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.

Mandatory course requirements

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

1. Achieve at least 50% in each piece of assessment.
2. Attend all ten classes (on-campus) unless excused by the course coordinator.*
3. Participate in each of the ten web-based discussions (distance).

*If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that topic. Please let Meredith know that you will be online for that topic.

Course members studying by distance must make a contribution to each topic of the Discussion Boards. If this is not possible, please email Meredith.

Any student who is concerned that they have been (or might be) unable to meet any of the Mandatory Course Requirements because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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

Each week	Task	Time allowance (hours)	
LECTURES/MODULES	Attending lectures /working through module exercises	2	
	Prep reading and summarising your notes after the lecture/module	3	**5**
ASSESSMENT	Background reading	5	
	Writing up assignments – spread over 10 weeks	5	**10**
TOTAL			**15 approx.**

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	A critical review of an article in sociolinguistics	1400-1500 words	30	1-3	13 Aug 2015
2	The second assignment has two components:			1-6	
	(i) 2 short discussion pieces which allow you to try out ideas and sociolinguistic writing style	400-500 words each	10		
	(ii) A discussion essay which reflects on sociolinguistics and language teaching/learning	2250-2500 words	60		13 Oct 2015

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 (don't forget to include a list of the other sources you cite at the end of your assignment)
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.

Due date: 13 August 2015
1400-1500 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:

> Multilingualism and identity (30 July)
> Intercultural communication and language policy (17 September)

You will be required to submit both of these short discussions. We will provide you with 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.

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 28 September).

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: 13 October 2015
2250-2500 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 on Blackboard.

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.

Extensions and penalties

Extensions

An extension (with no penalty) will be considered on the grounds of exceptional personal circumstances. If you require an extension, ask the course coordinator ahead of the due date for the assignment.

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

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)

Bayley, Robert, Richard Cameron and Ceil Lucas (eds.) 2013. The Oxford handbook of Sociolinguistics. Oxford: Oxford University Press.
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 2009 (2nd ed.). Introducing Sociolinguistics. Edinburgh: Edinburgh University Press.

Class representative

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

Student feedback

Students have particularly welcomed the chance to try out their writing and arguments through the short discussion pieces. This year we have returned to two rather than one short discussion piece as a result. We are also aware that students appreciate the opportunity to present their project ideas in the discussion class and have scheduled this with sufficient time before the final deadline to allow students to act on the feedback provided by the lecturers and other class members.

Student feedback on University courses may be found at 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/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz