



LING219

Introduction to Sociolinguistics

S2 Day 2015

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Convener

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Credit points

3

Prerequisites

LING110(P) or LING111 or SSC100

Corequisites

Co-badged status

Unit description

This unit introduces students to the field of sociolinguistics, and provides a useful foundation for LING332 Anthropological Linguistics, LING324 Bilingualism and LING333 Australian English. Students attend interactive lectures and tutorials that specifically address topics of the patterns and origins of variation and change in a dialect, social aspects of interaction, globalisation and the spread and loss of languages, how culture and world views affect language and interaction norms, and multilingual individuals and states. Students will explore the many contextualised ways in which people use language, and will have the chance to create and implement their own small sociolinguistics research project.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand, define and describe sociolinguistic theories

Evaluate and apply different methods of sociolinguistic data collection and analysis

Analyze and interpret linguistic data for its sociolinguistic dimensions

Review and critique sociolinguistics' articles

Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/ learning)

General Assessment Information

ONLINE SUBMISSION

All assessments save the presentation are submitted online through the LING219 iLearn unit. No emailed or hard copied versions will be accepted.

For the report, students are urged to check the originality score in their Turnitin submission and correct and resubmit BEFORE THE DEADLINE.

EXTENSIONS FOR LATE WORK

Where a student knows ON or BEFORE THE DUE DATE that he/she cannot submit the assignment on the due date because of illness or other certified personal difficulties, the student is entitled to ask for an extension for that piece of work. The extension means that no marks will be deducted for lateness. In order to receive an extension, students need to make an online Disruption to Studies application.

LATE SUBMISSIONS:

To help students submit their work in a timely fashion, assignment details are available at least three weeks before the submission date.

If the convener has not granted an extension due to certificated medical problems or to 'unavoidable disruption' prior to the day of submission, a late submission will accrue a 5% deduction for the first day, and 1% daily thereafter (see Unit Guide for details). Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Due
<u>Research project and report</u>	45%	Week 12
<u>Quiz</u>	30%	Weeks 6 and 13
<u>Presentation</u>	25%	Negotiated

Research project and report

Due: **Week 12**

Weighting: **45%**

Design, carry out and write a report on a small-scale sociolinguistic study

On successful completion you will be able to:

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- Review and critique sociolinguistics' articles
- Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/ learning)

Quiz

Due: **Weeks 6 and 13**

Weighting: **30%**

You will be tested on your understanding of the content of all unit materials: Quiz 1 on content from weeks 1-6 and Quiz 2 on content from weeks 7-12.

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Presentation

Due: **Negotiated**

Weighting: **25%**

- a. Student participation in class (lectures and tutorials) - 10 marks if all classes are attended (med cert exceptions accepted).
- b. Student tutorial presentation on weekly reading - 20 minutes (dates to be negotiated) - 15 marks

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Delivery and Resources

Unit delivery

The unit is taught in 12x two hour hands on sessions (note one Monday is a public holiday, so no lectures or tutorials on that day), and 10 x 1 hour tutorial sessions; each aimed at assisting students' skills and knowledge acquisition. Attendance at tutorials is compulsory. Each week, students can access content from the ilearn LING219 unit and prepare for the week's class activities. Students need to use CIT tools and devices when preparing assignments. The research project will most likely involve audio recording, so students will need to have their own device to capture data.

Compulsory Texts

(e) **Coulmas , Florian 2103 Sociolinguistics: The Study of Speakers Choices. CUP.

**Coupland, N and A. Jaworski (eds) 2009 Sociolinguistics: a reader and course book. Hampshire and London: Macmillan.

Unit Schedule

Module 1: Variation in a language over space, social levels and time

Week 1 How do we account for variation within a language? (Coulmas 2013 Ch 1)

Week 2 How do languages vary across space? (Coulmas 2013 Ch 2)

Week 3 Are there male and female ways of using language? (Coulmas 2013 Ch 3)

Week 4 How does age influence speakers' language choice? (Coulmas 2013 Ch 4)

Week 5 How do languages vary over time? (Coulmas 2013 Ch 5)

Week 6 How do social factors relate to politeness rules? (Coulmas 2013 Ch 6)

Module 2 Languages and variation in individuals and societies

Week 7 What is the best ethical approach to research? (Coulmas 2013 Ch 14)

Why and how do speaker switch languages/dialects? (Coulmas 2013 Ch 7)

Week 8 What are the features of multilingual societies? (Coulmas 2013 Ch 8)

Week 9 Labour Day Holiday, no lecture this week and no tutorial for students who have a Monday tutorial

Week 10 How does social identity mould language choices? (Coulmas 2013 Ch 10)

Week 11 How and why do states/institutions develop language policies? (Coulmas 2013 Ch 11)

Week 12 How does culture influence language? (Coupland and Jaworski)

Week 13 What is the future role of global English? (Coulmas 2013 Ch 13)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

You are responsible for ensuring good academic integrity practices are followed at all times. Your first step is to read the Academic Honesty policy, and make sure you know what constitutes good practice. Learn to reference and cite correctly.

Avoid Collusion.

Informal study groups are encouraged as a good way to assist your learning, but all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which

you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy. Do not collude with any other student by selling, giving, lending or showing all or parts of your independently assessed work/answers/or past assignments, and do not ask to buy, borrow or see and use all or parts of the independently produced and assessed work of another person.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Please make good use of these services.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

If you have any issues/problems using university websites to access materials or do assignments or upload assignments, please contact OneHelp immediately and keep a copy of their reply.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyze and interpret linguistic data for its sociolinguistic dimensions
- Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/ learning)

Assessment tasks

- Research project and report
- Quiz
- Presentation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Understand, define and describe sociolinguistic theories
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyze and interpret linguistic data for its sociolinguistic dimensions
- Review and critique sociolinguistics' articles
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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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- Review and critique sociolinguistics' articles
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- Presentation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand, define and describe sociolinguistic theories
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development of other linguistic areas (like language change and language acquisition/ learning)

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Understand, define and describe sociolinguistic theories
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- Review and critique sociolinguistics' articles
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyze and interpret linguistic data for its sociolinguistic dimensions
- Review and critique sociolinguistics' articles
- Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/ learning)

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- Quiz
- Presentation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Understand, define and describe sociolinguistic theories
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyze and interpret linguistic data for its sociolinguistic dimensions
- Review and critique sociolinguistics' articles
- Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/ learning)

Assessment tasks

- Research project and report
- Quiz
- Presentation

Changes since First Published

Date	Description
23/07/2015	No changes

Date	Description
23/07/2015	Small edit in Assignment 3 details
