LING219

Introduction to Sociolinguistics

S2 Day 2016

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
LING110(P) or LING111 or SSC100 or (12cp and admission to BHumanSc)

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

Analyse and interpret linguistic data for its sociolinguistic dimensions

Review and critique sociolinguistic 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

The research project should be submitted online through the LING219 iLearn unit. No emailed or hard copied versions will be accepted.

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 via ask.mq.edu.au.

Late Submissions

To help students submit their work in a timely fashion, assignment details are available from the first week of the session.

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 each day past the due date. Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Due
Group Presentation (15 mins)	20%	During Seminars
Exam	40%	Exam Period
Research Project	40%	07/10/2016

Group Presentation (15 mins)

Due: **During Seminars**
Weighting: **20%**

Students are required to present a short (15 minute max) review of a sociolinguistic research article as part of a group. The articles are specified on the class schedule.

In the first seminar (week 2) students will be assigned to a presentation group of 2-3 students from within their seminar. Each group will negotiate with their tutor as to which article and

therefore in which week they will present.

Each student is required to submit a one-page summary that could be used as a handout for their presentation. **Each student in a group should do this individually**. They will receive an individual mark for this which comprises half of their presentation mark.

The group presentation will be graded by the tutor and the group will receive a mark which will be added to each student's individual handout mark to determine their overall presentation mark. In order to ensure fairness and so that all students participate equally in the group activity, upon completion of the presentation, each student will complete a questionnaire on what share of the work for the presentation each group member did. This information will be used by the tutor when determining the mark received for the presentation and they may decide to allocate the group mark unevenly across a group as a result.

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Exam

Due: **Exam Period**
Weighting: **40%**

Duration: 2 hours

Format: Short answer questions and choice of essay

The exam will cover the whole range of topics covered in the unit and will consist of a series of short answer questions in which students may be asked to define key terms, provide examples of concepts from their reading, analyse sociolinguistic graphs and analyse transcribed discourse. It will also contain a choice of three short essay questions. Further guidance on the format of the exam will be given in class, and a mock exam paper will be provided in for students as a study aid.

On successful completion you will be able to:
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Research Project

Due: **07/10/2016**
Weighting: **40%**

Word limit: 3000 words (not including appendices and reference list)

The research project requires students to carry out a small piece of sociolinguistic research that focuses on language variation and change. The specific task options are listed on a separate document and guidance on how to write a research report is provided in lectures and tutorials. Guidance on how to write a research report also appears in the recommended supplementary text: Meyerhoff, Schleef and MacKenzie (2015).

Whichever option is chosen, students will be required to carry out some data collection using questionnaires, interviews, and/or audio recording. This data must be analysed according to the sociolinguistic frameworks covered in the unit and a research report should be submitted via Turnitin by **Friday 7th October 2016 (week 8).**

On successful completion you will be able to:

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Delivery and Resources

Delivery

LING219 is taught by **1 two-hour lecture** and **1 one-hour tutorial** per week.

Lectures begin week 1, and are on **Fridays at 1pm in C5C T1.**

Tutorials begin week 2, and are on Mondays, Tuesdays and Wednesdays. **There are no tutorials in week 8.**

All lectures are recorded using Echo360 and will be available to view on iLearn. However, the recordings are not a substitute for attending the lectures as they will not capture any interactive activities or question and answer sessions fully. You should use the recordings as a revision and study aid, not as a substitute for class attendance.

Reading

The core text for the unit is:

Holmes, Janet (2013) *An Introduction to Sociolinguistics*. (4th Ed). Routledge: Abingdon.

This is the most recent version of the textbook, and **you are recommended to purchase this book**. However, the library also has several copies of previous editions of the book. In the class schedule below, each week is listed alongside the relevant chapter that you should read. It is

expected that you will have read this before the lecture.

Recommended as a supplementary text is:

Meyerhoff, Miriam, Schleef, Erik, and MacKenzie, Laurel, (2015) *Doing Sociolinguistics: A practical guide to data collection and analysis.* **Routledge: Abingdon.**

This book is particularly useful for carrying out the research project, and is available as an e-book from the library.

Each week there is a reading specified for the tutorial. These are all available via iLearn, by following the unit reading link. Although each will be the focus of a presentation, they are all recommended reading for all students and follow the lecture topics. To perform well in this unit, it will be necessary to read all of these articles, as they may be relevant to the final exam.

Unit Schedule

Week	Lecture Topic	Core Reading	Linked Assessment	Tutorial Article	Tutorial Activity
1	Introduction (NW)	Holmes Ch. 1	Exam and Coursework	NO TUTORIALS	NO TUTORIALS
2	Language Variation: Accents and Dialects (NW)	Holmes Ch. 6	Exam and Coursework		Summarising a research article
3	Language Variation: Age and Gender (NW)	Holmes Ch. 7	Exam, Coursework and Presentation	Labov (1963)	Identifying variables and variants
4	Ethnicity, Identity and Social Networks (NW)	Holmes Ch. 8	Exam, Coursework and Presentation	Gordon (1997)	Interpreting and constructing graphs
5	Language Change (NW)	Holmes Ch. 9	Exam, Coursework and Presentation	Kerswill et al. (2013)	Mapping social networks
6	Attitudes and Perceptions (NW)	Holmes Ch. 15	Exam, Coursework and Presentation	Trudgill (1974)	Tracking changes in languages
7	Language and Style (NW)	Holmes Ch. 10	Exam, Coursework and Presentation	Hay and Drager (2010)	Collecting attitude data
8	Bilingualism in Society (NW)	Holmes Ch. 2	Exam & Presentation	NO TUTORIALS	NO TUTORIALS
9	Language Maintenance and Shift (JB)	Holmes Ch. 3	Exam & Presentation	Gal (1978)	Domain analysis
10	Language Contact (NW)	Holmes Ch. 4	Exam & Presentation	Clyne & Kipp (2006)	Measuring ethnolinguistic vitality

11	Language Policy and Planning (JB)	Holmes Ch. 5	Exam & Presentation	Meyerhoff (1999)	Creating languages
12	Language in Interaction (JB)	Holmes Ch. 11	Exam & Presentation	David & Manan (2016)	Influencing language policy
13	Universals and Conclusion (NW)	Holmes Ch. 16	Exam & Presentation	Rendle-Short (2010)	Exam Revision Session

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

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

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

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
- Analyse and interpret linguistic data for its sociolinguistic dimensions

Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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:

Learning outcomes

- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyse and interpret linguistic data for its sociolinguistic dimensions

Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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:

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Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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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Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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.

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- Review and critique sociolinguistic articles
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learning)

Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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

- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyse and interpret linguistic data for its sociolinguistic dimensions

Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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
- Evaluate and apply different methods of sociolinguistic data collection and analysis
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- Review and critique sociolinguistic articles
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Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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

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

Assessment tasks

- Group Presentation (15 mins)
- Exam
- Research Project

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
- Analyse and interpret linguistic data for its sociolinguistic dimensions

Assessment tasks

- Group Presentation (15 mins)
- Exam
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Changes from Previous Offering

Although the Learning Outcomes of the unit remain the same, and the topic areas that are covered remain the same, virtually everything else has changed since the previous offering: unit convenor, core text, learning and teaching activities, and assessment.

Changes since First Published

Date	Description
27/07/2016	Details of textbook was missing from previous version, now added.