



LING219

Introduction to Sociolinguistics

S2 Day 2017

Dept of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Nick Wilson

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C5A 553

Friday 10.30am-12.30pm or by appointment.

Margaret Wood

margaret.wood@mq.edu.au

Unit co-convenor

Joe Blythe

joe.blythe@mq.edu.au

Credit points

3

Prerequisites

LING110 or LING111 or SSC100 or SSCI100 or ((12cp at 100 level or above) 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 Culture and Language, LING324 Bilingualism and LING333 Australian English. Students attend interactive lectures and tutorials that specifically address topics of the patterns and origins of language variation and change, 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 group video and research poster should be submitted via the electronic submission portal available on iLearn. More information will be provided about this process on iLearn.

Department of Linguistics Late Submission Policy

- Late submissions will receive a penalty of 5% of the total marks for the assignment per day including weekends and public holidays
- Assignments submitted after the deadline within two weeks (14 days) late (without an approved Disruption to Studies request) will be marked and returned at a date determined by the unit convenor, as long as marked assignments had not already been returned to the students in the unit prior to the student's submission.
- Assignments will not be marked if more than 2 weeks late (without an approved Disruption to Studies request) or if marked assignments have already been returned to the students in the unit.
- Extensions will only be given in special circumstances in accordance with the Disruption to Studies Policy.
- Documentary evidence is required within 5 working days of the scheduled assessment task deadline.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.
- A Unit Convenor may recommend unit withdrawal as the outcome of a disruption.

Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

Note: Because this unit uses peer-marking of two components for the group video, the late policy

will be applied separately to the video and the individual reflection. Due to the co-ordination of peer-marking, disruption to study requests for this assignment may result in an alternative assessment being given instead of an extension.

How to apply for a late submission of an assignment

1. Students to read Disruption to Studies Policy prior to submitting a request http://www.mq.edu.au/policy/docs/disruption_studies/policy.html
2. Students to complete a request via www.ask.mq.edu.au and provide suitable supporting documentation. Details of acceptable supporting documentation can be found here: http://www.mq.edu.au/policy/docs/disruption_studies/schedule_evidence.html

Assessment Tasks

Name	Weighting	Hurdle	Due
Group Video Project	20%	No	Week 7
Research Project Poster	40%	No	Weeks 11 & 12
Exam	40%	No	Exam Period

Group Video Project

Due: **Week 7**

Weighting: **20%**

Students will work in groups of 4-6 to produce a short (5 minute) video that discusses existing research on a sociolinguistic topic chosen from a list distributed in week 1, focusing on topics covered in weeks 1-5 of the unit.

Tutorials in weeks 1-6 will support the development of the videos and structured activities will be provided that facilitate the group discussion.

In week 7, each group will be required to submit their video. Each student will also submit a one-page guided reflection which addresses specific questions to show how they contributed to the group and what they have learned about their chosen sociolinguistic topic from the activity.

Both the video (40%) and the reflection (30%) are peer-marked according to rubrics discussed in class, and students receive a participation mark (30%) for completing their allocated peer-marking.

On successful completion you will be able to:

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development of other linguistic areas (like language change and language acquisition/ learning)

Research Project Poster

Due: **Weeks 11 & 12**

Weighting: **40%**

The research project requires students to carry out a small piece of sociolinguistic research. The specific task options will be discussed in lectures and tutorials and distributed on iLearn in week 1. Guidance on how to carry out a research project also appears in the recommended supplementary text: Meyerhoff, Schlee and MacKenzie (2015).

Whichever option is chosen, students will be required to collect some linguistic data from either real people or media, and analyse it according to relevant sociolinguistic theories. They will present their findings in the form of a poster in the tutorials in weeks 11 and 12 during which time they will be asked to respond to questions and receive formative feedback from their peers and tutor. Following this peer-review process they will have one week to revise their poster before submitting it on-line for a summative mark from tutors which will focus on the clarity of the results, the methodological rigour shown, the understanding of theory, and the demonstration of critical thinking.

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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.

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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 **Tuesday at 10am in Y3A T1**.

Tutorials begin week 1, and are on Tuesdays and Thursdays.

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 and Nick Wilson. (2017) *An Introduction to Sociolinguistics*. (5th 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.

Recommended as a supplementary text is:

Meyerhoff, Miriam, Schlee, 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 are multiple readings suggested for the tutorial, you should aim to read at least one of these each week, as they will support the tutorial activities. These are all available as unit readings from the library website.

Digital Resources

The unit is supported by digital resources that accompany the textbook, including a searchable glossary, a YouTube channel, and a set of interactive learning activities.

Unit Schedule

Week	Topic
1	Introduction
2	Language Choice in Multilingual Communities
3	Language Maintenance and Shift
4	Linguistic Varieties and Multilingual Nations
5	National Languages and Language Planning
6	Regional and Social Dialects
7	Gender and Age
8	Ethnicity and Social Networks
9	Language Change
10	Style, Context and Register
11	Speech Functions, Politeness and Cross-cultural Communication
12	Gender, Politeness and Stereotypes

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 Video Project
- Research Project Poster
- Exam

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 Video Project
- Research Project Poster
- Exam

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
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- Review and critique sociolinguistic articles
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Assessment tasks

- Group Video Project
- Research Project Poster
- Exam

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

- Understand, define and describe sociolinguistic theories
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- Analyse and interpret linguistic data for its sociolinguistic dimensions
- Review and critique sociolinguistic articles
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- Exam

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:

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
- Review and critique sociolinguistic articles
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- Group Video Project
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- Exam

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 Video Project
- Research Project Poster
- Exam

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
- Analyse and interpret linguistic data for its sociolinguistic dimensions
- Review and critique sociolinguistic articles
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Assessment tasks

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- Exam

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
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Analyse 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

- Group Video Project
- Research Project Poster
- Exam

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 Video Project
- Research Project Poster
- Exam

Changes from Previous Offering

Assessment has changed in terms of the mode by which the coursework tasks are assessed. Unit readings have been updated. New edition of textbook.