



LING219

Introduction to Sociolinguistics

S2 Day 2018

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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12 Second Way, Room 553

By appointment.

Margaret Wood

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Credit points

3

Prerequisites

LING110 or LING111 or SSC100 or SSC100 or ((12cp at 100 level or above) and admission to BHumanSc or BA-PsychBHumanSc or BPsych(Hons)BHumanSc or BSpHLScBHumanSc)

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 and LING324 Bilingualism. 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 other applied and theoretical approaches to linguistics

Demonstrate the ability to work as part of a team to communicate sociolinguistic topics to other students

General Assessment Information

Online Submission

All submissions of work are handled online and links to the various submission portals for the different type of assignment on this unit will be made available on iLearn, along with instructions on how to submit.

Extension Requests and Lateness Policy

Any request for an extension must be provided with associated documentation via ask@mq before the assignment deadline.

Unless you have negotiated an extension based on documented evidence of significant disruption to your studies, a penalty of 5% of the total marks for the assignment per day (including 2 days for weekends) will apply to late submissions.

Unless otherwise negotiated, assignments will not be accepted at all AFTER the date on which the marked assignments are returned to students in the unit.

Academic Honesty

As a good student, you are responsible for ensuring academic integrity practices are followed at all times. Your first step is to read the [University's Academic Honesty Policy](#), and make sure you know what constitutes good practice. Then make sure you know how to reference and cite correctly. There are other practices we need to consider, and one of these is the potential for collusion.

Informal study groups are encouraged as a good way to assist your learning, but please remember that 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 another person's work constitutes collusion and breaches the [University's Academic Honesty policy](#).

What is collusion?

This is the unauthorised presentation of group work as your own. It may involve

- Working with someone to provide one piece of work
- Allowing others to share your assignment answer or copy your work
- Using the assignment answer or work of another student (past or present) with or without their permission. It is collusion even if only small parts of the assignment are used

- Allowing others to edit and write your work
- Editing or writing the work of another student
- Offering to do work for another student or seeking payment for preparing academic work for someone else

How can you avoid collusion?

- Do not share your findings or answers to an assignment
- Do not use another student's case studies, findings or ideas about an assignment
- Do not ask another student for a copy of their assignment
- Do not share your current or past assignments with another student (whether to "look at the structure" or any other reason).
- Do not post solutions to assessment problems on any social media or online platforms

It is recommended that you complete this [Academic Integrity Module](#):

Academic honesty is considered to be extremely important by the Department of Linguistics and the University. All assignments are submitted to Turnitin and compared with other assignments (past and present) and with content on the internet. Serious breaches of academic honesty may result in failure of the unit or in extreme cases suspension or expulsion from the university.

Assessment Tasks

Name	Weighting	Hurdle	Due
Group Video Project	20%	No	Weeks 5 & 6
Data Collection Tasks	10%	No	Monday 2nd October 2018
Quantitative Research Report	30%	No	Friday 26th October 2018
Exam	40%	No	Exam Period

Group Video Project

Due: **Weeks 5 & 6**

Weighting: **20%**

Task

Students will be allocated to groups of 4-6 within tutorial groups, and work together to produce a short (5-10 minute) video that reviews an article from one of the following journals: *Journal of Sociolinguistics*, *Multilingua*, or *Language and Society*. Access to all of these is available online via the library catalogue when you log in with your university username and password.

Your group should choose an article from one of these journals that deals with one or more of the following topics:

1. Language Maintenance
2. Language Policy
3. Language Loss/Language Death
4. Code-switching

Your review should provide a description of what the research article is about, and compare the methodology, findings and conclusions with other comparable research. Not all group members need to speak in the video, but each member should play some part in the production. You will each be assessed on your participation in the production by your fellow group members, so if you don't pull your weight, this will likely be reflected in your mark.

The process of developing the content of the video will be supported in the weekly tutorials in weeks 1 to 4.

Assessment

The assessment of the group project follows a two-stage process: submission and peer-review.

Each group needs to submit:

- Their video, which must include a reference to the sources used (e.g. as on-screen captions, or at the end of the video).

In addition, each member of the group needs to:

- Submit a one page (max) written reflection that describes (1) how they contributed to the group, and (2) what they learned from the experience.
- Review the videos produced by 4 of the other groups in the unit, and provide formative comments. A guide to providing peer feedback will be provided.
- Review the written reflections submitted by the other members of the group, using the online form provided.

Each student will receive a mark for the group video project that is split up as follows:

- 50% for the finished video, assessed by tutors. This will focus primarily on the content of the video, but some marks will be available for style. The main objective is to demonstrate a critical understanding of the research communicated in the article and to communicate this in an accessible format.
- 30% for the individual reflection on what has been learned in the course of carrying out the group video assessment, assessed by other members of the group (via peer grade).
- 20% for the quality of the feedback given on peer reflections, calculated automatically by Peergrade.

On successful completion you will be able to:

- Understand, define and describe sociolinguistic theories
- Review and critique sociolinguistic articles
- Understand and explain how sociolinguistic research contributes to other applied and theoretical approaches to linguistics
- Demonstrate the ability to work as part of a team to communicate sociolinguistic topics to other students

Data Collection Tasks

Due: **Monday 2nd October 2018**

Weighting: **10%**

You have a choice of two current staff projects for which you can collect data. The data you collect will be integrated into these ongoing projects. Each project involves slightly different tasks, but both require you to **complete four data collection tasks by the start of week 8** in order to earn 10% of your unit mark. If fewer than three of the data collection tasks are completed, then you will not receive any marks for this part of the assignment. Both projects will require you to recruit one participant from amongst your friends or family. Once they have given informed consent to participate, and signed a consent form, they will be asked to complete a questionnaire that asks some questions about their background. They will then complete either a reading passage and cartoon description task, or a language portrait (drawing task) and interview. You will have to record them doing this and orthographically transcribe the recorded speech (i.e. not phonetically). For one of the tasks, you will also need to code the data in a spreadsheet, following a provided template.

On successful completion you will be able to:

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

Quantitative Research Report

Due: **Friday 26th October 2018**

Weighting: **30%**

Following the guidance in the resource pack provided for tutorials, you need to analyse a provided dataset from an ongoing sociolinguistic project. Based upon this activity, you will write a 1500 word report in which you present the findings of your statistical analysis of the data, and how the trends you find connect with current theories in sociolinguistics. The report must report on your analytic methodology, summarise the theoretical approach you are using, and present the data in a clear and concise manner. It should critically compare the results you have found with other relevant sociolinguistic research.

The report will be marked according to the following criteria:

- **Methodological Rigour:** To what extent has the required methodology be carried out correctly and fully reported?

- **Knowledge and Understanding:** To what extent is theoretical knowledge and understanding of relevant sociolinguistic literature displayed?
- **Academic Writing:** Are the conventions of academic writing adhered to, and are the results presented in a clear and consistent manner?
- **Critical Thinking:** How well has appropriate literature been used in the discussion of the results, and have appropriate conclusions been drawn that contextualise the research within the field of sociolinguistics?

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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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Delivery and Resources

Delivery

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

Lectures begin week 1, **please check your timetable or iLearn for the most up-to-date details of time and place.**

Tutorials begin week 1.

Tutorials in weeks 1-5 support the group video assessment. The tutorials in weeks 6-10 will involve you dealing with research data, and you will require a laptop to do this. There are no tutorials in week 11, and tutorials in weeks 12 and 13 focus on exam preparation.

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. It is available from the library as an e-book, but if you prefer a hard copy, it is available to purchase from the Co-op Bookstore.

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. All unit readings are accessible using the Leganto Reading list on the unit iLearn site.

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	Language Ideology/Introduction to Sociolinguistics Research Methods
7	Regional and Social Dialects
8	Gender and Age
9	Ethnicity and Social Networks
10	Identity
11	Language Change
12	Style, Context and Register
13	Conclusion and Review

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr>

al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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
- Demonstrate the ability to work as part of a team to communicate sociolinguistic topics to other students

Assessment tasks

- Group Video Project
- Data Collection Tasks
- Quantitative Research Report
- 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
- Demonstrate the ability to work as part of a team to communicate sociolinguistic topics to other students

Assessment tasks

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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
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- Review and critique sociolinguistic articles
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Assessment tasks

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- 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
- 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 other applied and theoretical approaches to linguistics
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Assessment tasks

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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
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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

- 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
- Data Collection Tasks
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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
- 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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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 other applied and theoretical approaches to linguistics
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Assessment tasks

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- 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
- Demonstrate the ability to work as part of a team to communicate sociolinguistic topics to other students

Assessment tasks

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Changes from Previous Offering

Assessment has changed in terms of the mode by which the coursework tasks are assessed, and who is marking the assessment. Data collection task is a new task for 2018. Learning outcome 6 has been added to the unit. All changes to assessment and learning outcomes were approved by FSQC on 24/07/2018. Unit readings have been updated. Dr Loy Lising joins the lecturing team.