



LING219

Introduction to Sociolinguistics

S2 Day 2019

Dept of Linguistics

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

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By appointment.

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Unit Convenor

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Credit points

3

Prerequisites

LING110 or LING111 or SSC100 or SSCI100 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 by focusing on three main areas: multilingual speech communities, inter-speaker language variation, and intra-speaker language variation. The unit draws upon research in Australia and around the world on a wide variety of languages, to develop students' understanding of the nature of variation and change in language at a global, national, local and individual level. Students take part in group and individual activities to develop and understanding of sociolinguistic research.

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

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration/>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.

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	Week 5
Data Collection Tasks	10%	No	Week 8
Quantitative Research Report	30%	No	Week 11
Exam	40%	No	Exam Period

Group Video Project

Due: **Week 5**

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 examines language policies and practices in a multilingual country that you will be assigned. Within this video the policies and practices will be compared with those in Australia.

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 accuracy of the video content, but some marks will be available for style.
- 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 iLearn).
- 20% for the quality of the feedback given on peer reflections, calculated automatically.

On successful completion you will be able to:

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Data Collection Tasks

Due: **Week 8**

Weighting: **10%**

You have a choice of current staff projects for which you can collect data, which will be outlined by week 7. 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. If you do not follow the instructions pertaining to the format of a task, you will not receive a mark for that task. 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 a series of language elicitation tasks. 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: **Week 11**

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 describe 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 been 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 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 2 **one-hour lectures** 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 in week 1. Tutorials draw upon the material covered in the lectures in the same week, so you are expected to have attended the lecture, or accessed it via Echo360.

Tutorials in weeks 1-6 support the group video assessment. The tutorials in weeks 7-10 will involve you dealing with research data, and you will require a laptop to do this. Tutorials in weeks 11 and 12 focus on exam preparation. There are no tutorials in week 13.

All lectures are recorded using Echo360 and will be available to view on iLearn. Please be aware that 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 textbooks for the unit are:

Holmes, J., and Wilson, N. (2017). *An Introduction to Sociolinguistics* (5th ed.). Abingdon: Routledge.

Kielsing, S. F. (2011). *Linguistic Variation and Change*. Edinburgh: EUP.

Meyerhoff, M. (2011). *Introducing Sociolinguistics* (2nd ed). Abingdon: Routledge.

Myerhoff, M., Schleef, E., and MacKenzie, L. (2015). *Doing Sociolinguistics*. Abingdon: Routledge.

The library has e-copies of all of these, except for Meyerhoff (2011), for which an e-copy has been ordered. You will be assigned readings from one or more of these books every week.

Each week there are also multiple further 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

This schedule is indicative and may be subject to change.

Week	Monday	Wednesday	Readings
1	Nick: Introduction to the unit	Loy: Intro to Multilingualism	Holmes & Wilson (2017) Chapter 1 & 2
2	Loy: Codeswitching 1	Joe: Codeswitching 2	Holmes & Wilson (2017) Chapter 3
3	Loy: Language maintenance & loss (migrant context)	Joe: Language maintenance & loss (indigenous context)	Holmes & Wilson (2017) Chapter 3 Meyerhoff (2011) Chapter 6
4	Loy: Language Policy & Planning (introduction & family planning)	Nick: Language Policy & Planning (Europe examples)	Holmes & Wilson (2017) Chapter 5
5 A1 due	Nick: Language Varieties	Joe: Language Contact	Holmes & Wilson (2017) Chapter 4
6	Loy: Language Ideology	Nick: Social Dialectology	Holmes & Wilson (2017) Chapter 6
7	Loy: Qualitative Sociolinguistic RM	Nick: Quantitative Sociolinguistic RM	Meyerhoff, Schlee & MacKenzie (2015) Chapters 4 – 6 Kiesling (2011) Chapters 2 & 3
BREAK	Data Collection	Data Collection	

8 A2 due	Nick: Labovian sociolinguistics 1	Nick: Labovian sociolinguistics 2	Holmes & Wilson (2017) Chapter 7 Meyerhoff (2011) Chapter 3
9	Labour Day	Anita: Ethnicity & social networks	Holmes & Wilson (2017) Chapter 8
10	Nick: Social groups & identity	Nick: Social groups & identity	Meyerhoff (2011) Chapter 9
11 A3 due	Nick: Language change 1	Joe: Language change 2	Holmes & Wilson (2017) Chapter 9 Meyerhoff (2011) Chapter & 11
12	Nick: Style & register	Nick: Conclusion	Holmes & Wilson (2017) Chapter 10 Kiesling (2011) Chapter 5
13	Reading week	Reading week	

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-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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:

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

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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
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- Review and critique sociolinguistic articles
- Understand and explain how sociolinguistic research contributes to other applied and theoretical approaches to linguistics
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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
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- Understand and explain how sociolinguistic research contributes to other applied and theoretical approaches to linguistics
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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:

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Assessment tasks

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Changes from Previous Offering

Additional textbooks have been assigned, and some minor changes to the focus of the video assessment task.

Changes since First Published

Date	Description
23/07/2019	Fixing of typos and correction of error in the delivery description.