LING219
Introduction to Sociolinguistics
D2 2012

Linguistics

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General Information

Unit convenor and teaching staff
Unit Convenor
Verna Rieschild
verna.rieschild@mq.edu.au
Contact via verna.rieschild@mq.edu.au

Credit points
3

Prerequisites
LING110(P) or admission to BEd(TESOL)

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, globalization 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 contextualized 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://students.mq.edu.au/important-dates

Learning Outcomes

1. Understand, define and describe sociolinguistic theories
2. Explain variation within a language
3. Evaluate and apply different methods of sociolinguistic data collection and analysis
4. Create and implement a small sociolinguistic research project
5. Analyse and interpret linguistic data for its sociolinguistic dimensions
6. Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>15%</td>
<td>2400 21/8/2012</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>30%</td>
<td>30/8; 11/10; 15/11</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>25%</td>
<td>2400 hours 26/10/12</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>20%</td>
<td>ongoing till week 13</td>
</tr>
<tr>
<td>Assessment 5</td>
<td>10%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Assessment 1
Due: **2400 21/8/2012**
Weighting: **15%**

Online in ilearn unit.

Watch a video clip, then answer the set focus questions, then upload your document using the upload button.

This Assessment Task relates to the following Learning Outcomes:
- Understand, define and describe sociolinguistic theories
- Evaluate and apply different methods of sociolinguistic data collection and analysis

Assessment 2
Due: **30/8; 11/10; 15/11**
Weighting: **30%**

You will be tested progressively on the content in this unit.

You will be allocated one day, and you need to find half an hour in that day to answer the online quiz questions.

You can stop and start, but have a total of 30 minutes to input answers.

This Assessment Task relates to the following 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 3
Due: **2400 hours 26/10/12**
Weighting: **25%**

Decide on a small, focussed project and have it approved by the Unit chair by week 4.

Carry out a small project on a sociolinguistic variable, or a cultural keyword in a culture you know well.

Write up a 2,000 max word report.

This Assessment Task relates to the following Learning Outcomes:
- Explain variation within a language
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Create and implement a small sociolinguistic research project
- Analyse and interpret linguistic data for its sociolinguistic dimensions

Assessment 4
Due: **ongoing till week 13**
Weighting: **20%**

You will be expected from week 2 to put up TEN blog posts, focussed on observations you have made relevant to the topic of the week. This will include observing yourself, friends, family members, work/uni mates and strangers interacting and recording insights (using pseudonyms)

These must be done on a week by week basis, not all done at the one time in the last week.

This Assessment Task relates to the following Learning Outcomes:
- Understand, define and describe sociolinguistic theories
- Explain variation within a language
- 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 5
Due: **TBA**
Weighting: **10%**

Engagement with learning, presence in class, participation in discussion and activities.

This Assessment Task relates to the following Learning Outcomes:
understand, define and describe sociolinguistic theories
• Evaluate and apply different methods of sociolinguistic data collection and analysis

delivery and resources

technologies used and required

students need to be able to use a range of technology to support academic literacies appropriate at second year level, that is, those for optimum use of the library, the ilearn website, and scholarly internet research. If they choose a research project that involves recording they will need to have their own recorder and expertise in data collection (supported by class activities)

what has changed?

one hour lecture plus weekly blog instead of two hour lecture. Different assessment tasks relevant to the introduction of iLearn.

required and recommended texts and/or materials

prescribed text/s

• **Coupland, N and A. Jaworski (eds) 2009 Sociolinguistics: a reader and course book. Hampshire and London: Macmillan (Many of your tutorial readings are from this book)
• These are available at the Co-Op bookshop, and one copy of each is on Reserve in the Library

texts for assignments and tutorials

• **Baker, C 2011 Foundations of bilingual education and bilingualism 5th edition Clevedon
• **Cameron, Deborah 1995 Verbal hygiene London ; New York : Routledge
• **Drew, Paul and John Heritage 1993 Talk at Work: Interaction in Institutional Settings Cambridge University
• Heller, Monica 2003 Globalization, the new economy, and the commodification of language and identity. Journal of Sociolinguistics, Vol. 7 Issue 4, p473-492
• Hymes SPEAKING grid http://oak.cats.ohiou.edu/~thompsoc/Hymes.html
• **Hutchby, Ian 2005 Media Talk McGraw-Hill International
• (e) Saville-Troike, M 1998 Ethnographic Analysis of Communicative Events; In

- Ten Have P 1998 Doing conversational analysis A practical guide Sage publications Chapter 2.(e)

UNIT WEBPAGE

The LING219 website is THE MAIN SITE for students to use to access lecture and tutorial notes, receive urgent announcements, dialogue with fellow students and the convener, and submit their assignments. To login to the website, go to the URL http://learn.mq.edu.au

WRITING, CITING, AND REFERENCING

- Full guidelines on the appropriate format, style and method of referencing can be found on [http://www.lib.monash.edu.au/tutorials/citing/harvard.html](http://www.lib.monash.edu.au/tutorials/citing/harvard.html)
- This unit uses the Harvard Style which includes using author, year:page for in text citations.
- Do not use Wikipedia, travel brochures or blogs or any other generic source.
- Only about 15% of references are to be “web only”. Electronic versions of academic journals which have a hard copy version are not included as “web only”. Sociolinguistic and pragmatics journals usually have print and web versions.
- Short Writing Skills courses are usually held in May/June and August. Enquiries to Sue Spinks, Department of Linguistics, phone 9850 8770, room C5A 531.
- The Writing Skills Advisory Service offers individual help. Appointments can be made through the Centre for Open Education in X5B, phone 9850 7470.

ASSIGNMENT SUBMISSION

- Assignments for this unit will be submitted via the ONLINE ILEARN UNIT
- DO NOT submit assignments by email directly to the Unit Convenor or tutor, nor hand in a hard copy.
Unit Schedule

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
<th>ASSESSMENTS / EXTERNALS / NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 2</td>
<td>Variation in language</td>
<td>Identifying variation everyday language use</td>
<td>Ass 4 Observation Blog 1</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Issues in plurilingual societies</td>
<td>Pidgins and Creoles</td>
<td>Ass 4 Observation Blog 2</td>
</tr>
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<td></td>
<td></td>
<td>Seigal 2009</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(e) Troy 1987</td>
<td></td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Language maintenance and shift</td>
<td>Social causes of Maintenance and Shift</td>
<td>21/8 Complete Ass 1 online</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Verbal Hygiene</td>
<td>Research Project Preparation</td>
<td>Ass 2 30/8 do Quiz 1 online</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Quantitative sociolinguistics</td>
<td>Approaches to analysis, and understanding quantitative Linguistics research reports</td>
<td>Ass 4 Observation Blog 4</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Doing Conversation Analysis Holmes 2008 Ch 14</td>
<td>CA Workshop</td>
<td>Ass 4 Observation Blog 5</td>
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<tr>
<td></td>
<td></td>
<td>Drew &amp; Heritage 1993 (read one chapter)</td>
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<tr>
<td></td>
<td></td>
<td>Hutchby, Ian 2005 (browse)</td>
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</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Activities</td>
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<tr>
<td><strong>WEEK 8</strong></td>
<td>Globalization and World Englishes</td>
<td>Holmes 2008 Ch 5</td>
<td>Ass 4 Observation Blog 6</td>
</tr>
<tr>
<td><strong>WEEK 9</strong></td>
<td>Ethnography of Communication</td>
<td>Holmes 2008 Ch 13, Hymes 2009 pp. 583-597 in C&amp;J</td>
<td>Ass 211/10 Do Quiz 2 online, Ass 4 Observation Blog 7</td>
</tr>
<tr>
<td><strong>WEEK 10</strong></td>
<td>Speech Acts and Politeness theory</td>
<td>Holmes 2008 Ch 11-12</td>
<td>Ass 4 Observation Blog 8</td>
</tr>
<tr>
<td><strong>WEEK 11</strong></td>
<td>Australian English Holmes 2008 Ch 6 and 8</td>
<td>Tutorial break</td>
<td>Ass 3 26/10 Hand in Research Report</td>
</tr>
<tr>
<td><strong>WEEK 12</strong></td>
<td>Language and Gender</td>
<td>Holmes 2008 Ch 7, Bucholtz 2009, Keisling 2009</td>
<td>Ass 4 Observation Blog 9</td>
</tr>
<tr>
<td><strong>WEEK 13</strong></td>
<td>Language Change</td>
<td>Holmes 2008 Ch 9 and 16</td>
<td>Ass 4 Observation Blog 10, Ass 2 15/11th (next week) do Quiz 3 online</td>
</tr>
</tbody>
</table>
Learning and Teaching Activities

Onexone hour lectorial per week
Combination lecture and tutorial

Onexone hour tutorial a week
small group tutorial

Weekly interactive online activities
forum (not assessed) plus observation journal blog (assessed)

Reading
prescribed pre-reading for each class

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

UniWISE provides:

• Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
• Personal assistance with your learning & study related questions.
• The Learning Help Desk is located in the Library foyer (level 2).
• Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/nes/.
Equity Support

Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at 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 and it outlines what can be done.

Graduate Capabilities

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
- Explain variation within a language
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Create and implement a small sociolinguistic research project
- 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

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4
- Assessment 5
Learning and teaching activities

• Combination lecture and tutorial
• small group tutorial
• forum (not assessed) plus observation journal blog (assessed)
• prescribed pre-reading for each class

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
• Explain variation within a language
• Evaluate and apply different methods of sociolinguistic data collection and analysis
• Create and implement a small sociolinguistic research project
• 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

• Assessment 1
• Assessment 2
• Assessment 3

Learning and teaching activities

• Combination lecture and tutorial
• small group tutorial
• forum (not assessed) plus observation journal blog (assessed)
• prescribed pre-reading for each class

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
- Explain variation within a language
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Create and implement a small sociolinguistic research project

**Assessment tasks**

- Assessment 2
- Assessment 3
- Assessment 4
- Assessment 5

**Learning and teaching activities**

- Combination lecture and tutorial
- small group tutorial
- forum (not assessed) plus observation journal blog (assessed)

**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
- Create and implement a small sociolinguistic research project
- Understand and explain how sociolinguistic research contributes to the theoretical
development of other linguistic areas (like language change and language acquisition/learning)

**Assessment tasks**

- Assessment 1
- Assessment 3
- Assessment 4
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

- Explain variation within a language
- Create and implement a small sociolinguistic research project
- 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

- Assessment 3
- Assessment 5

Learning and teaching activities

- small group tutorial
- forum (not assessed) plus observation journal blog (assessed)

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
• Create and implement a small sociolinguistic research project
• 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

• Assessment 2
• Assessment 3

Learning and teaching activities

• Combination lecture and tutorial
• small group tutorial
• forum (not assessed) plus observation journal blog (assessed)
• prescribed pre-reading for each class

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

• Explain variation within a language
• Evaluate and apply different methods of sociolinguistic data collection and analysis
• Create and implement a small sociolinguistic research project
• 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

• Assessment 2
• Assessment 3
• Assessment 4

**Learning and teaching activities**

• Combination lecture and tutorial
• small group tutorial
• forum (not assessed) plus observation journal blog (assessed)
• prescribed pre-reading for each class

**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**

• Understand, define and describe sociolinguistic theories
• Explain variation within a language
• Evaluate and apply different methods of sociolinguistic data collection and analysis
• Create and implement a small sociolinguistic research project
• Analyse and interpret linguistic data for its sociolinguistic dimensions

**Assessment task**

• Assessment 3

**Learning and teaching activity**

• small group tutorial
• forum (not assessed) plus observation journal blog (assessed)
• prescribed pre-reading for each class

**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
- Explain variation within a language
- Evaluate and apply different methods of sociolinguistic data collection and analysis
- Create and implement a small sociolinguistic research project
- 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 task

- Assessment 4

Learning and teaching activity

- small group tutorial
- forum (not assessed) plus observation journal blog (assessed)
- prescribed pre-reading for each class