LING219
Introduction to Sociolinguistics
S2 Day 2013

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 SSC100

Corequisites

Co-badged status

Unit description
This unit introduces students to the field of sociolinguistics, and provides a useful foundation for LING332 Anthropological Linguistics, LING324 Bilingualism and LING333 Australian English. Students attend interactive lectures and tutorials that specifically address topics of the patterns and origins of variation and change in a dialect, social aspects of interaction, globalisation and the spread and loss of languages, how culture and world views affect language and interaction norms, and multilingual individuals and states. Students will explore the many contextualised ways in which people use language, and will have the chance to create and implement their own small sociolinguistics research project.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
On successful completion of this unit, you will be able to:

- 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>14%</td>
<td>2400 30/Aug/2013</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>36%</td>
<td>23/Aug; 11/Oct; 12/Nov</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>40%</td>
<td>11/Sep; 26/Nov; TBA</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>10%</td>
<td>14/Sept; 12/Nov</td>
</tr>
</tbody>
</table>

Assessment 1
Due: 2400 30/Aug/2013
Weighting: 14%

Write a critique of 2 sociolinguistic essays of different levels.
In small online groups, evaluate each others' critiques.
Work scored by Convener and peers.
Late assignments without a supporting medical certificate will be penalised.

On successful completion 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
• Understand and explain how sociolinguistic research contributes to the theoretical development of other linguistic areas (like language change and language acquisition/learning)

Assessment 2
Due: 23/Aug; 11/Oct; 12/Nov
Weighting: 36%

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 have a total of 30 minutes to input answers.
Late assignments without a supporting medical certificate will be penalised. There are university computers that can be used if students have problems with their home computer.

On successful completion you will be able to:

• Understand, define and describe sociolinguistic theories
• Explain variation within a language
• 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 3
Due: 11/Sep; 26/Nov; TBA
Weighting: 40%
Devise a small, focussed sociolinguistics' project and have the proposal approved by your tutor by week 7 (5 marks).
Carry out project and write up a 2,000 max word report.(30 marks)
Write a response to the marker's feedback on your project report (5 marks)
Late assignments without a supporting medical certificate will be penalised.

On successful completion you will be able to:

• 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 4
Due: 14/Sept; 12/Nov
Weighting: 10%
You will be presented with two case studies and asked to answer questions about them. This will involve your engagement with unit content, creative thinking and problem solving. (online)
Late assignments without a supporting medical certificate will be penalised.

On successful completion you will be able to:

• Understand, define and describe sociolinguistic theories
Explain variation within a language
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)

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?

Different assessment tasks involving a wider range of activities. More marks for project.

EXPECTATIONS

We expect students to be actively involved in class content and activities; participate constructively in pair or group work as required; and showing respect for fellow classmates and staff by behaving in a considerate and collegial manner. Polite and considerate email and online communications are expected. Please see the link to the Netiquette guide on your iLearn home page.

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 lectures, tutorials and assignments

• **Baker, C 2011 Foundations of bilingual education and bilingualism 5th edition Clevedon
• (e)Barnes, Scott, and Christopher N. Candlin, Alison Ferguson 2012 Aphasias and topic initiation in conversation: a case study. International Journal of Language &
Communication Disorders 48(1):102-114

• Blommaert, A. sociolinguistics of Globalization 560-574 in C&J
• **Cameron, Deborah 1995 Verbal hygiene London ; New York : Routledge
• Danescu-Niculescu-Mizil,C, R West, D Jurafsky et al. 2013 No country for old members: User lifecycle and linguistic change in online communities (online)
• **Drew, Paul and John Heritage 1993 Talk at Work: Interaction in Institutional Settings Cambridge University
• Dumas, NW 2012 More than hello: Reconstituting sociolinguistic subjectivities in introductions among American Stuttering English speakers. Language & Communication, 32(3) 217-
• Egbert, Maria and Arnulf Deppermann “Introduction to Conversation Analysis with examples from audiology” Page 40-47Available at http://pub.uni-bielefeld.de/luur/download?func=downloadFile&recordOId=2470530&fileOId=2470714#page=45
• Gal, Susan 2009 pp 457-472 in C&J
• Heller, Monica 2003 Globalization, the new economy, and the commodification of language and identity. Journal of Sociolinguistics, Vol. 7 Issue 4, p473-492
• Holmes 2009 Humour, power and gender in the workplace. 631-645 In C&J
• Hymes 2009 pp. 583-597 In C&J
• Hymes SPEAKING grid http://oak.cats.ohiou.edu/~thompso/Hymes.html
• Malkawi, NAA, and MA Rababah 2012

MEN’S AND WOMEN’S LANGUAGE: INQUIRIES ABOUT HEALTH IN JORDANIAN ARABIC

European Scientific Journal, 2012

and London: Macmillan


• Tagliamonte, S. 2009 Be like: the new Quotative in English p 75-91 In C&J

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


UNIT WEBPAGE. You must access the website on a weekly basis, and you are responsible for updating yourself on unit information from this website.

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

• 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.

https://unitguides.mq.edu.au/unit_offerings/35259/unit_guide/print 7
- Note that each ilearn Assignment link contains the coversheet material, so by submitting online, you automatically agree to the content of the coversheet.
- Late material will be penalised unless permission has been given prior to the submission date for an extension.

## Unit Schedule

### SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 30/7/13</td>
<td>What are the connections between society and language?</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td></td>
<td>Holmes 2013 Ch 1 and 15</td>
<td></td>
</tr>
<tr>
<td>2 6/8/13</td>
<td>How do social variables like age, class and ethnicity influence language and its use?</td>
<td>Recognising variation in everyday language use</td>
</tr>
<tr>
<td></td>
<td>Holmes 2013: Chs 7 and 8</td>
<td></td>
</tr>
<tr>
<td>3 13/8/13</td>
<td>How do societies become bi/multilingual?</td>
<td>Discussion:</td>
</tr>
<tr>
<td></td>
<td>Holmes 2013: Ch 2, 4, 5</td>
<td>Ball, J and BM Bernhardt 2008 First Nations English dialects in Canada: Implications for speech-language pathology Clinical linguistics &amp; phonetics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>4 20/8/13</td>
<td>What social factors influence language loss, maintenance, and shift?</td>
<td>Discussion:</td>
</tr>
<tr>
<td></td>
<td>Holmes 2013: Ch 3</td>
<td>Gal, Susan 2009 pp 457-472 in C&amp;J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
</tbody>
</table>
What methods and writing styles are used in sociolinguistic projects?

Holmes 2013 Ch 6, 14

1. Cameron 1995

Research Project Preparation
Details and hints on how to do a great project, and write it up well.

What kinds of quantitative methods are used in sociolinguist research?


available at http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3397419/

Methods and models: approaches to analysis and how to represent and read graphs and figures

What are the features and benefits of Conversation Analysis?

Holmes 2013, Ch 14: 384 following


Discussion


OR

Egbert, Maria and Arnulf Deppermann "Introduction to Conversation Analysis with examples from audiology" Page 40-47

Available at http://pub.uni-bielefeld.de/luur/download?func=downloadFile&recordOId=2470530&fileOId=2470714#page=45

How do cultural beliefs influence language and its use?

Holmes 2013 Chapter 13

Hymes 2009 pp. 583-597 In C&J

Ethnographic Methods and Analysis

Discussion:

Dumas, NW 2012 More than hello: Reconstituting sociolinguistic subjectivities in introductions among American Stuttering English speakers. Language & Communication, 32(3) 217-

How to use the

Hymes Speaking Grid http://oak.cats.ohiou.edu/~thompsoc/Hymes.html

https://unitguides.mq.edu.au/unit_offerings/35259/unit_guide/print
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/13</td>
<td>What is speech act theory and how can it be used in politeness research?</td>
<td>Holmes 2013 Chs 10 and 11</td>
</tr>
<tr>
<td>10/10/13</td>
<td>How does gender impact on language and its use?</td>
<td>Holmes 2013 Chapter 7 and 12</td>
</tr>
<tr>
<td>15/10/13</td>
<td>How do languages change and what part does society play in language change?</td>
<td>Holmes 2013 Chapter 9</td>
</tr>
<tr>
<td>11/10/13</td>
<td>How has globalization influenced the spread of English?</td>
<td>Holmes 2013: Ch 5</td>
</tr>
<tr>
<td>12/10/13</td>
<td>Are there sociolinguistic universals?</td>
<td>Holmes 2013 Ch 16</td>
</tr>
<tr>
<td></td>
<td>Gendered talk</td>
<td>Holmes 2013 Chapter 7 and 12</td>
</tr>
<tr>
<td></td>
<td>How does gender impact on language and its use?</td>
<td>Holmes 2013 Chapter 7 and 12</td>
</tr>
<tr>
<td></td>
<td>How do languages change and what part does society play in language change?</td>
<td>Holmes 2013 Chapter 9</td>
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<tr>
<td></td>
<td>How has globalization influenced the spread of English?</td>
<td>Holmes 2013: Ch 5</td>
</tr>
<tr>
<td></td>
<td>Are there sociolinguistic universals?</td>
<td>Holmes 2013 Ch 16</td>
</tr>
</tbody>
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**Comments:**

- **Genders and talk**
  - OR
  - Holmes 2009 Humour, power and gender in the workplace. 631-645 in C&J
  - OR
  - Malkawi, NAA, and AM Rababah 2012

- **MEN'S AND WOMEN'S LANGUAGE: INQUIRIES ABOUT HEALTH IN JORDANIAN ARABIC**
  - European Scientific Journal, 2012

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**Identification features of World Englishes**

- Discussion:
  - Blommaert, A. sociolinguistics of Globalization 560-574 in C&J
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
students can interact online with their peers and the convener on a non-assessed discussion board

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.students.mq.edu.au/support/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/ses/.

Equity 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.

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
Learning and teaching activities

• Combination lecture and tutorial
• small group tutorial
• students can interact online with their peers and the convener on a non-assessed discussion board
• 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 systematically 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
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Assessment tasks

• Assessment 1
• Assessment 2
• Assessment 3

Learning and teaching activities

• Combination lecture and tutorial
• small group tutorial
• students can interact online with their peers and the convener on a non-assessed discussion board
• 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

Learning and teaching activities

- Combination lecture and tutorial
- small group tutorial
- students can interact online with their peers and the convener on a non-assessed discussion board

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

Learning and teaching activities

• small group tutorial
• students can interact online with their peers and the convener on a non-assessed discussion board

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 1
• Assessment 3
• Assessment 4

Learning and teaching activities

• small group tutorial
• students can interact online with their peers and the convener on a non-assessed discussion board

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 1
- Assessment 2
- Assessment 3

**Learning and teaching activities**

- Combination lecture and tutorial
- small group tutorial
- students can interact online with their peers and the convener on a non-assessed discussion board
- 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 1
• Assessment 2
• Assessment 3

**Learning and teaching activities**

• Combination lecture and tutorial
• small group tutorial
• students can interact online with their peers and the convener on a non-assessed discussion board
• 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 tasks**

• Assessment 2
• Assessment 3

**Learning and teaching activities**

• small group tutorial
• students can interact online with their peers and the convener on a non-assessed discussion board
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 3

Learning and teaching activity

- small group tutorial
- students can interact online with their peers and the convener on a non-assessed discussion board
- prescribed pre-reading for each class