

School of Linguistics and Applied Language Studies Course Outline

LALS 563, Sociolinguistics (by distance), Trimester 2, 2006

1. Course Coordinator: Meredith Marra (see details below)

2. Staff:
Lecturer

Dr Meredith Marra
VZ404
Ext. 5636
Office hours: as posted on door
Email: Meredith.Marra@vuw.ac.nz
<http://www.vuw.ac.nz/lals>



3. Sessions/Modules:

There will be nine “sessions” starting on 17 July 2006. The hand in date for the second assignment marks the end of the course (5 October 2006) .

4. Announcements:

There is an MA noticeboard on floor 2 of the Von Zedlitz building near the kitchen. However, as a distance course, announcements will be sent by email and posted on Blackboard. The email address we will use is the email address in Blackboard.

5. LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. LALS 563 Course Administrator:
Jane Dudley, Postgraduate administration

Tel: 463-5600

Web contact: www.blackboard.vuw.ac.nz

7. Aims:

This course aims to investigate ways in which linguistic and social variables interact in speech communities. The course will introduce students to ways of analysing language in a range of social contexts. The implications of sociolinguistic variation for second language learners will be discussed in relation to each topic.

8. Objectives:

By the end of the course, students should have developed:

- (1) a sound understanding of sociolinguistic concepts
(and the ability to apply them in different situations)
- (2) the ability to evaluate and critically assess material
- (3) the ability to write about and present orally a range of sociolinguistic material
- (4) skills in sociolinguistic analysis
- (5) some sociolinguistic research skills

9. Content:

Material covered

Introduction: basic sociolinguistic concepts and dimensions
Language attitudes, language learning motivation, standards
Societal multilingualism: diglossia, speech communities
Language variation: pidgins; creoles; standards; vernaculars
Language variation: monolingual communities

Break + time for preparation

Language policy and language planning: English in the world
Interactional sociolinguistics; cross-cultural/intercultural interaction
Conclusion
Project proposals presentation and discussion.

Week beginning

(17 July)
(24 July)
(31 July)
(7 August)
(14 August)
(4 September)
(11 September)
(18 September)
(25 September)

10. Texts:

Required:

McKay, Sandra Lee and Nancy H. Hornberger (eds.) 1996. *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.

In addition, a set of reading materials to be used in the course is available for purchase through Student Notes.

Highly Recommended:

Holmes, Janet 2001 (2nd edition). *An Introduction to Sociolinguistics*. London: Longman
(A good guide to basic concepts and ideas. This is recommend pre-reading for the course)

Coupland, Nikolas & Adam Jaworski (eds) 1997. *Sociolinguistics; A Reader and Coursebook*. London: Macmillan.

Mesthrie, Rajend, Joan Swann, A. Deumert & William L. Leap 2000. *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

Paulston, Christina Bratt and G. Richard Tucker (eds) 2003. *Sociolinguistics: The Essential Readings*. Oxford: Blackwell.

Useful Background reading:

Coulmas, Florian (ed) 1997. *The Handbook of Sociolinguistics*. Oxford: Blackwell.

Chambers, Jack 2003. (2nd edition) *Sociolinguistic Theory*. (Oxford: Blackwell)

Fasold, Ralph 1984. *The Sociolinguistics of Society*. Oxford: Blackwell.

Fasold, Ralph 1990. *The Sociolinguistics of Language*. Oxford: Blackwell.

Hudson, Richard 1996. 2nd edition. *Sociolinguistics*. Cambridge: Cambridge University Press.

Richards, Jack C. & Richard W. Schmidt (eds) 1983. *Language and Communication*. London: Longman.

Romaine, Suzanne 1994. *Language in Society*. Oxford: Blackwell.

Saville-Troike, Muriel 2003 (3rd ed) *The Ethnography of Communication*. Oxford: Blackwell.

- Thomas, Linda & Shan Wareing 1999. *Language, Society and Power: an Introduction*. London: Routledge.
- Trudgill, Peter 2000 (4th edition) *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.
- Trudgill, Peter & Jenny Cheshire (eds) 1998. *The Sociolinguistics Reader*. Vol. 1. London: Arnold.
- Wardhaugh, Ronald 2002. (4th ed.) *An Introduction to Sociolinguistics*. Oxford: Blackwell

Vicbooks has two locations - Student Union Building on Kelburn Campus and Rutherford House on Pipitea Campus (which stocks textbooks for Law and Commerce only). We distribute student notes (for Law (all stages) and Commerce from stage 2 upwards only) from the Pipitea shop and the student notes shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz
We can courier books to customers or they can be picked up from either shop the day after placing an order online.

We can be contacted by telephone
Kelburn 463 5515
Pipitea 4636160

Opening hours
8am - 6pm Mon - Fri (during termtime - we close at 5pm in the holidays)
10am - 1pm Saturday

11. Assessment:

Assessment for LALS 563 consists of two written assignments:
(1) A critical review (40%)
(2) A research proposal and presentation (60%)
There is no final examination

Please note – each piece of assessment requires a certain amount of background reading. Where you make reference to this reading in your work, remember to include the full citation in a reference list.

Critical Review:

Define any three of the following concepts, and, drawing on the recommended reading in the course outline, and any further resources you find that prove useful, discuss their relevance to your particular teaching or learning situation, or one with which you are very familiar.

- sociolinguistic competence
- social dialect
- stylistic variation
- speech community
- community of practice
- verbal repertoire
- diglossia

Due date: 3 August 2006
Max 1500 words (excluding references)
Assessment weighting 40%

Research proposal:

Write a research proposal focusing on one or more of the following social variables: age, gender, ethnicity, social class/group, social network.
The community that you focus on could be monolingual, diglossic, or multilingual.
Review relevant literature and develop an interesting research question.
Describe the preferred methodology for collecting the data and provide a rationale for your choice.
Describe the analytical approach which you would use.
Briefly explain why a newspaper reporter might find your results interesting.

Due date: 5 October 2006

Max 2500 words

Assessment weighting 60%

NOTE - Your contribution to the discussion board forum for session nine (including a one-page summary of your proposal and your feedback to classmates) will contribute to your final grade.

Assignments should be handed in to an Administrative Assistant in the School of Linguistics and Applied Language Studies (VZ210). See guidelines at the end of this outline.

Please keep a back-up copy of your assignments!

Students affected by illness or other personal circumstances should advise the course coordinator as soon as possible if there are any difficulties in completing written work, and preferably provide medical certificates or other documentary evidence. All reasonable efforts will be made to reschedule dates or provide substitute assessment tasks under such circumstances. Note that applications for aegrotat passes are possible if assessment tasks due in the last three weeks of the course are not completed because of illness or certain other personal circumstances, but only if "no alternative item of assessment could reasonably be substituted or extension of time granted".

N.B. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

Special assessment arrangements will be made if necessary for students with disabilities (see below).

12. Penalties:

In line with school policy, assignments handed in after the due date may receive a reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. See the MA Handbook also.

13. Relationship between assessment and course objectives:

The assessed work required is designed to assess how well you have achieved the course objectives. The critical review will ensure you are familiar with basic sociolinguistic concepts, and will assess your ability to understand, interpret, evaluate and present sociolinguistic material (objectives 1-3). The research proposal focuses on sociolinguistic variation; it will assist you to become familiar with a range of research methods, and to identify skills in sociolinguistic analysis (objectives 3-5).

14. Workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 12 hours a week to it. This includes participation in sessions, background reading, and preparation for assignments.

15. Mandatory Course Requirements (Terms):

Students should:

- Participate in all classes, present material on Blackboard as agreed, and complete all in-course written work by the specified dates
- let the lecturer know IN ADVANCE if they are unable to participate in a particular class

Submitting Assignments

Distance students can send assignments electronically or by post. Please follow the guidelines below when submitting your assignment:

Hardcopy submissions

Requirements for hardcopy documents:

- Type on one side of A4 paper
- Set margins to at least 2cm
- Set line spacing to 1.5
- Set font size to 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)
- Staple pages together
- Avoid presenting assignments in bulky folders unless necessary
- Avoid inserting individual pages in clearfile sleeves.

Posted assignments/tasks should be addressed to the course lecturer and sent to the following address:

School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington

Electronic Submission

Send assignments and assessment tasks as email attachments. Files should be sent to your course email address (i.e. lals-563@vuw.ac.nz)

Requirements for electronic documents:

- Save the file as one of the following: Microsoft Word (.doc), Rich Text Format (.rtf), WordPerfect (.wpd) or Adobe (.pdf)
- Send the assignment as a single file
- Set page size to A4
- Set margins to be at least 2cm
- Use 1.5 line spacing
- Use 12 point font size
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section).

If your document contains **phonetic fonts**, you will generally need to post a hardcopy in addition to (or instead of) sending an electronic copy. Electronic copies should be sent as Adobe Acrobat (.pdf) documents. (Some word processing programs, such as WordPerfect, publish to PDF or, alternatively, you can create PDF files online at <https://createpdf.adobe.com/>.) A hard copy is also required because saving documents in pdf format does not guarantee that special fonts such as phonetic fonts, Arboreal, etc. and embedded line drawings etc. will arrive intact. Platform

differences (Windows, Mac, Unix) and the nature of some fonts are typical causes of such problems.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical

condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: disability@vuw.ac.nz

The School's Disability Liaison Person for 2006 is Dr Dianne Bardsley, ext 5644, email Dianne.Bardsley@vuw.ac.nz.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.