

School of Linguistics and Applied Language Studies Course Outline

LALS 563, Issues in Sociolinguistics, Trimester 2, 2007

1. Course Coordinator:

Meredith Marra (see details below)

2. Staff:

Lecturers

Dr Meredith Marra

VZ 404

463 5636

Email: Meredith.Marra@vuw.ac.nz

<http://www.vuw.ac.nz/lals>



For lectures 6 and 7:

Prof Janet Holmes

VZ 301

463 5614

Email: Janet.Holmes@vuw.ac.nz

<http://www.vuw.ac.nz/lals>



3. Class times and rooms:

There will be ten modules/classes starting on 16 July 2007. The hand in date for the second assignment (15 October) marks the end of the course. For on campus students, classes will be held on Mondays from 11-1pm in Von Zedlitz 105.

4. Announcements:

There is an MA noticeboard on floor 2 of the Von Zedlitz building near the kitchen. Announcements will typically be sent by email.

5. LALS main office:

VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. Course Administrator:

Rachel Scholes, Postgraduate administration Tel: 463 5600, Fax: 463 5604

Rachel.Scholes@vuw.ac.nz

Sarah Dunstan, Admin Assistant, Tel: 463 5255, Fax: 463 5604

Sarah.Dunstan@vuw.ac.nz

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

7. Content:

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.

16 July	Introduction: basic sociolinguistic concepts and dimensions
23 July	Language attitudes, language learning motivation, standards
30 July	Societal multilingualism: diglossia, speech communities
6 Aug	Language policy and language planning: English in the world
13 Aug	Language variation: pidgins; creoles; standards; vernaculars

MID TRIMESTER BREAK

3 Sept	Language variation: monolingual communities
10 Sept	Interactional sociolinguistics
17 Sept	Cross-cultural/intercultural interaction
24 Sept	Conclusion
1 Oct	Discussion class for assignment 2

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

The assessed work is designed to assess how well you have achieved the course objectives. The critical review will assess your ability to understand, interpret, evaluate and present sociolinguistic material and will require an understanding of relevant sociolinguistic concepts (objectives 1-3). The second assignment addresses all five objectives by asking you to reflect on the sociolinguistic concepts, analysis and research methods introduced within the course.

9. Expected workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 15 hours a week to it. For each module this includes background reading and participation in the lecture/module, as well as weekly tasks and exercises. Some of this time is also allocated to the preparation of the two formal assignments which should also be spread across the course. Over ten weeks, your expected workload should be approx 150 hours, although students aiming for a high grade will almost certainly require more time.

A possible breakdown of tasks:

These calculations are based on 10 weeks of classes

<i>Each week</i>	<i>Task</i>	<i>Time allowance (hours)</i>	
LECTURES/MODULES	Attending lectures / working through module exercises	2	
	Prep reading and summarising your notes after the lecture/module	3	
	Writing entries	3	8
ASSESSMENT	Background reading	3.5	
	Writing up assignments – spread over 10 weeks	3.5	7
TOTAL			15 approx

10. Readings:

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.
- Meyerhoff, Miriam 2006. *Introducing Sociolinguistics*. London and New York: Routledge.
- 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 2006. (5th 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). They 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 requirements:

Assessment for LALS 563 consists of two written assignments:

- A critical review of an article in sociolinguistics (30%)
- A paper reflecting on sociolinguistics and language teaching/learning (70%)

There is no final examination

CRITICAL REVIEW:

Choose a journal article on a sociolinguistic topic in the area of multilingualism (you should check its appropriateness with me *at least 2 weeks* before the due date).

Possible sources include: *Language in Society*, *Journal of Sociolinguistics*, *Journal of Multilingual and Multicultural Development*, *International Journal of Bilingual Education and Bilingualism*, *International Journal of the Sociology of Language*, *Multilingua* etc

Evaluate the article:

- What are the most important themes?
- What are its strengths and weaknesses?
- (How) does it contribute to current sociolinguistic knowledge/understanding?

As a guide for writing a critical review see the material in your coursebook (Swales and Feak 2004):

Swales, John M. and Christine B. Feak 2004. (Selected pages from) Unit six: Writing critiques. In *Academic Writing For Graduate Students* (2nd ed.). Ann Arbor: The University of Michigan Press. 131-134, 137-144.

Another useful source is Barkhuizen (2002) which is available electronically and in print form via the VUW library:

Barkhuizen, Gary 2002. The QUEST for an approach to guided critical reading and writing. *Prospect* 17,3: 19-28.

Because you are evaluating the article in reference to the rest of the field, you will need to incorporate evidence for your arguments from other reading.

Due date: 16 August 2007

Max 1500 words (excluding references)

Assessment weighting 30%

REFLECTING ON SOCIOLINGUISTICS AND LANGUAGE TEACHING:

Each fortnight you will be asked to write a 400-500 word discussion of the relevance of the sociolinguistic concepts you are studying to your role as a language teacher or learner.

You will be required to submit 4 entries. Although these will not be graded I will provide you with some informal feedback.

- Language attitudes (26 July)
- Language policy and language planning (9 August)
- Language variation: monolingual communities (6 Sept)
- Cross-cultural/intercultural interaction (20 Sept)

At the end of the course, select three concepts or themes from these entries which you consider to have particular salience for you. Incorporate these into a paper on the importance of sociolinguistics to language learning and teaching. At the end of your paper you should provide some suggestions as to how these concepts could be incorporated into teaching and learning practice.

As a starting point, you may want to consider the following concepts (although you are not required to use any of these):

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

Your aim is to build on or critique sociolinguistic theories and ideas, and to consider their practical application for language teachers or learners. As in the first assignment, this will necessarily involve incorporating relevant literature into your analysis and discussion.

Due date: 15 October 2007

Max 2500 words

Assessment weighting 70%

There is a marking schedule available for each assignment on Blackboard and at the end of this course outline.

Submitting assignments and tasks

General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 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)

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

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. Mandatory Course Requirements (Terms):

Students should:

- Participate in all classes/modules, present material 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

14. Communication of additional information:

Additional information will be posted on Blackboard and sent via the email address registered in Blackboard.

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 name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

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** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

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.

LALS 563 ISSUES IN SOCIOLINGUISTICS

Marking Schedule for Assignment 1

MARKING CRITERIA:

Coverage: Have you carried out all the requirements of the assignment thoroughly?

Relevance: Is what you have written relevant to the requirements of the assignment?

Overall structure: Is the overall structure of your assignment clear?

Understanding: Do you show understanding of the content of the article selected and relevant concepts for evaluating it?

Use of terms: Do you use technical terms accurately and appropriately?

Clarity of explanation: Are your explanations clear, logical and understandable?

Reading: Do you show evidence of wider reading in the relevant area?

Critical viewpoint: Can you see flaws in the theories/frameworks used?
Can you suggest alternative explanations or analyses?

Presentation: Is your assignment clearly presented and readable?

Word limits: Did you keep to the word limits and use the word limit effectively?

Less crucial but still relevant matters:

Written expression: Grammar, spelling and punctuation.

References: Are your citations correctly referenced in your text? Are all your references correctly listed at the end of your assignment?

LALS 563 ISSUES IN SOCIOLINGUISTICS

Assignment marking guide

The numerical scale used for each criterion is:

5=Outstanding 4=Very good 3=Good 2=Satisfactory 1=Unsatisfactory

Ratings

Coverage:	5	4	3	2	1
Relevance:	5	4	3	2	1
Overall structure:	5	4	3	2	1
Understanding:	5	4	3	2	1
Use of terms:	5	4	3	2	1
Clarity of explanation:	5	4	3	2	1
Evidence of wider reading	5	4	3	2	1
Critical viewpoint:	5	4	3	2	1
Presentation:	5	4	3	2	1
Word limits:	5	4	3	2	1
Written expression:	5	4	3	2	1
Correct citations & references:	5	4	3	2	1

Different criteria carry different weights so the relationship between the scores above and your final grade is not a simple and direct one.

PROVISIONAL GRADE:

COMMENTS:

LALS 563 ISSUES IN SOCIOLINGUISTICS

Marking Schedule for Assignment 2

MARKING CRITERIA:

Journal entries:

Acceptable entries: Did you submit all four entries on time?
Were the entries of an acceptable quality?

General:

Coverage: Have you carried out all the requirements of the assignment?

Overall structure: Is the overall structure of your paper clear?

Understanding: Do you demonstrate understanding of the role of sociolinguistics in language teaching/learning?

Use of terms: Do you use technical terms accurately and appropriately?

Presentation: Is your assignment clearly presented and readable?

Word limits: Did you keep to the word limits?
Have you used the word allocation effectively?

Themes:

Selection of themes: Have you made a suitable choice of themes from within your entries?
Are your themes relevant to the fields of both sociolinguistics and language teaching?

Use of literature: Have you made good use of literature in your discussion?
Have you consulted/cited an appropriate range of literature?

Applications: Have you explained the applications of the sociolinguistic concepts discussed in your paper for language teaching/learning?

Less crucial but still relevant matters:

Written expression: Grammar, spelling and punctuation.

References: Are all references correctly cited in the text and listed at the end of your assignment?

LALS 563 ISSUES IN SOCIOLINGUISTICS

Assignment marking guide

The numerical scale used for each criterion is:

5=Outstanding 4=Very good 3=Good 2=Satisfactory 1=Unsatisfactory

RATINGS

Journal entries

Acceptable entries:	5	4	3	2	1
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General

Coverage:	5	4	3	2	1
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Overall structure:	5	4	3	2	1
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Understanding:	5	4	3	2	1
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Use of terms:	5	4	3	2	1
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Presentation:	5	4	3	2	1
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Word limits:	5	4	3	2	1
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Themes

Selection:	5	4	3	2	1
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Use of literature:	5	4	3	2	1
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Applications:	5	4	3	2	1
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Less crucial but still relevant matters

Written expression:	5	4	3	2	1
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References:	5	4	3	2	1
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Different criteria carry different weights so the relationship between the scores above and your final grade is not a simple and direct one.

PROVISIONAL GRADE:

COMMENTS: