VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

MASTER OF ARTS
LALS 563 ISSUES IN SOCIOLINGUISTICS
15 POINTS

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014
Teaching dates: 14 July to 17 October 2014
Mid-trimester break: 25 August to 7 September 2014
Last assessment item due: 17 October 2014
Study week: 20–24 October 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

On-campus class meeting time: Wednesday 4:10-6:00pm (Beginning 14 July)
                                   Room: 101, 24 Kelburn Parade

Names and contact details

Course coordinator and lecturer:

Prof Miriam Meyerhoff   Office: von Zedlitz Building, Room VZ301
                           In office: Many times, by arrangement.
                           Phone: 463 5614 (direct line) Fax: 463 5604
                           E-mail: Miriam.Meyerhoff@vuw.ac.nz
                           Post: School of Linguistics and Applied Language Studies
                                         Victoria University of Wellington
                                         PO Box 600
                                         Wellington 6140
                                         New Zealand

Lecturer:

Dr Corinne Seals

Office:	von Zedlitz Building, Room VZ405
In office:	By arrangement.
Phone:	463 5608 (direct line) Fax: 463 5604
E-mail:	Corinne.Seals@vuw.ac.nz
Post:	As above

Course administrator:

Janet Attrill

Office:	von Zedlitz Building, Room VZ210
Phone:	463 5894 (direct line) or 463 5600
Fax:	463 5604
E-mail:	Janet.Attrill@vuw.ac.nz
Post:	As above

Communication of additional information

Additional information about this course and information about any changes will be announced in on campus classes and posted on the course website in Blackboard.

Prescription

This course is a core course for the MA in Linguistics and an optional course for the MA in Applied Linguistics and TESOL. As such the course centres on those areas of sociolinguistics which are of interest to both sociolinguists and applied linguists.

Course content

16 July	Introduction: basic sociolinguistic concepts	
	Reading: Janks (Ch2) in H&M [MMe & CSe]	
23 July	Societal multilingualism and code switching	
	Reading: Kamwangamalu (Ch5) in H&M [CSe]	
30 July	Language and identity	
	Reading: Higgins (Ch14) in H&M [CSe]	
6 Aug	Style	
	Reading: Jaspers (Ch7) in H&M [MMe]	
13 Aug	Policy and Planning	
	Reading: Lo Bianco (Ch6) in H&M [MMe]	
20 Aug	Cross-cultural/intercultural interaction	
	Reading: Pennycook (Ch3) in H&M [CSe]	
	MID TRIMESTER BREAK	
10 Sept	No class	
17 Sept	PROJECT MEETINGS WITH CORINNE & MIRIAM	
24 Sept	English as an international language	
	Reading: Mckay (Ch4) in H&M [CSe]	
1 Oct	Language and ethnicity/nation	
	Reading: Norton (Ch13) in H&M [CSe]	
8 Oct	Socialisation	
	Reading: Duff (Ch16) in H&M [MMe & CSe]	

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. demonstrate a sound understanding of sociolinguistic concepts,
2. evaluate and critically assess material,
3. write about and present orally a range of sociolinguistic material,
4. demonstrate skills in sociolinguistic analysis,
5. demonstrate relevant sociolinguistic research skills,
6. apply what they have learned in order to gain new insights into their own teaching and/or learning practices.

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as workshops. For distance students, the course is available at http://blackboard.vuw.ac.nz. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. participate in all classes/modules, present material as agreed, and complete all in-course written work by the specified dates (pace *Penalties* below);

2. let the lecturer know IN ADVANCE if they are unable to participate in a particular class. Where absence is unavoidable, on-campus students should negotiate participation in the distance mode for that module.

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, as well as weekly tasks and exercises. Some of this time is allocated to the preparation of the two formal assignments which should be spread across the course. Over the ten lecture/modules, your expected workload should be approximately 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

Each week	Task	Time allowance (hours)	
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.**

Assessment

The assessed work is designed to evaluate how well you have achieved the course objectives. The critical review will assess your ability to understand, interpret, critique and present sociolinguistic material and will require an understanding of relevant sociolinguistic concepts (Course Learning Objectives 1-3). The second assignment addresses all six objectives by asking you to reflect on the sociolinguistic concepts, analysis and research methods introduced within the course. The article presentation allows you to focus on concepts and relating other people's work to your experience.

	Assessment items and workload per item	%	CLO(s)	Due date
1	Written Assignment: A critical review of an article in sociolinguistics. *Max 1500 words (excluding references).*	30	1-3	22 Aug 2014
2	Written Assignment: A discussion essay which reflects on sociolinguistics and language teaching/learning (10% + 50%). *Max 2500 words (excluding references).*	60	1-6	17 Oct 2014
3	Presentation of an article in class (10-15 mins)	10	1-3, 6	Various

Article Presentation:

During the first week of class, a sign-up sheet will be passed around, and everyone will choose a topic. You will find a published academic article on that topic and give a brief in-class presentation (10 to 15 minutes in length). An online sign-up sheet will be posted to Blackboard for distance learning students.

The topic that you choose will correspond to a particular class day, and your presentation will be given that day at the beginning of class. You may give a media presentation (e.g. PowerPoint), use handouts, or present it as a speech. Distance learning students must either provide a written handout or a media presentation and upload it to Blackboard on your topic day.

The article chosen must not be one already assigned for class, and should be found from an appropriate disciplinary publication (e.g. *Language in Society, Journal of Sociolinguistics, Language Variation and Change, Journal of Multilingual and Multicultural Development, International Journal of Bilingual Education and Bilingualism, International Journal of the Sociology of Language, Multilingua*, etc.). A list of sample sources will be discussed in class and posted to Blackboard.

Your presentation should include the following:

- the name of the chosen article and its citation information
- a summary of the article, focusing primarily on the authors' research questions
- a brief evaluation of the study (methodology or conclusions), as well as any possible suggestions for improving any points you may critique
- a discussion question at the end of your presentation. The purpose of this is to lead a larger class discussion.

Please feel free to relate the article to your own professional background, if relevant. All on-campus students and distance learning students must also upload their presentation to Blackboard on their assigned presentation day. The article presentation relates to LO 1-3, 6.

Critical review:

Choose a journal article on a sociolinguistic topic in the area of multilingualism (you should check its appropriateness with us by 4 August via email: Miriam.Meyerhoff@vuw.ac.nz. Possible sources include: *Language in Society, Journal of Sociolinguistics, Language Variation and Change, Journal of Multilingual and Multicultural Development, International Journal of Bilingual Education and Bilingualism, International Journal of the Sociology of Language, Multilingua*, etc.

Your goal is to evaluate the article:

- What is it about? What are the most important themes?
- What are its strengths and weaknesses? What evidence can you provide that supports these evaluations? (This should form the main part of your assignment)
- How does it contribute to current sociolinguistic knowledge/understanding? How does this relate to language teaching and learning, or to language use in society?

Guidelines:
1. Write your review as if you were writing it for the benefit of someone who has not read the article.
2. Provide the full article reference at the beginning of your assignment, not at the end.
3. In making your substantial critical points focus on content and/or methodology rather than style, though you may also provide information on style in the course of your assessment.
4. Support your critical points with evidence. Because you are evaluating the article in reference to the rest of the field, you will need to incorporate support for your arguments from other reading.

Due date: 22 August 2014
Max 1500 words (excluding references) Assessment weighting 30%

Reflecting on sociolinguistics and language teaching:

You will be asked to write a 400-500 word discussion on the relevance of the sociolinguistic concepts you are studying to your social or professional identities.

After you submit this short discussion we will provide you with informal feedback. The goal of this writing exercise is to document your emerging thoughts, provide you with material for your final assignment and to practice your sociolinguistic argumentation and analysis. The discussion constitutes 10% of your overall grade. We assess this portion of the grade based on your efforts and preparation, but consider these to be working documents.

Language use in context (10 September, short discussion)
If we recognise that the way we use language is influenced by contextual factors (e.g. formality, social networks, various aspects of identity or language policies), what does this mean for language teaching or issues of language policy in society?

At the end of the course, select concepts or themes from these discussions which you consider to have particular salience for you. Incorporate these into an essay on the *importance of sociolinguistics to language learning and teaching*, drawing on your reading (and your own experience where relevant) to substantiate your points. At the end of your paper you should provide some practical suggestions as to how these sociolinguistic concepts could be incorporated into language teaching and learning (these suggestions should form approx. 500 words of your total allocation).

There are various ways to organise your assignment. You will have an opportunity to share and refine your ideas with us in sign-up meetings (face to face or online) the week of 15-20 September.

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: 17 October 2014
Max 2500 words (excluding references) Assessment weighting 60%
(10% is allocated to the discussion exercise and 50% to the final assignment)

Group work

There are no formal requirements for group work in this course, but students are encouraged to work together wherever possible, either face-to-face or online as appropriate.

Marking criteria

Marking criteria will be discussed in class for each assignment.

Submission and return of work

You should submit your assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assignments may be submitted as email attachments to lals-ma@vuw.ac.nz. Marked work will be returned to you by email and a notice will be placed on BB to say that this has happened.

 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)
- For referencing, please use *either* the Linguistics Style Sheet or APA.

Extensions and penalties

Extensions

Extensions may be arranged for good reasons subject to arrangement with the course lecturers. See s.3.2.1(d) in *Assessment Handbook 2014*.

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.

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment (up until the word limit) will be considered. It is important academically and professionally that you are able to explain your ideas concisely and coherently.

Set texts

Hornberger, Nancy H. and Sandra Lee McKay (eds) 2010. *Sociolinguistics and Language Education*. Bristol: Multilingual Matters.

In addition, a set of reading materials to be used in the course is available for purchase through vicbooks, and available electronically on Blackboard. Textbooks and student notes will be available from www.vicbooks.co.nz

Recommended reading

Meyerhoff, Miriam 2010. *Introducing Sociolinguistics.* London: Routledge.
(A good guide to basic concepts in sociolinguistics. This is recommended pre-reading for the course.)

Bayley, Robert, Richard Cameron and Ceil Lucas (eds.) 2013. *The Oxford handbook of Sociolinguistics*. Oxford: Oxford University Press.

Coupland, Nikolas & Adam Jaworski (eds.) 2009. *The New Sociolinguistics Reader*. London: Macmillan.

Llamas, Carmen, Louise Mullany & Peter Stockwell 2006. *The Routledge Companion to Sociolinguistics.* Abingdon, [England]; N.Y.: Routledge.

Mesthrie, Rajend, Joan Swann, A. Deumert & William L. Leap 2009 (2nd ed.). *Introducing Sociolinguistics.* Edinburgh: Edinburgh University Press.

Class representative

There is one class representative for the MA programme. Details are posted on Blackboard.

Student feedback

2014 is the first time that LALS 563 has been offered by Meyerhoff and Seals. Accordingly, we have no previous feedback from past years to act on. We particularly welcome feedback from you – as the first cohort we have worked with – on ways to improve or strengthen the course.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz