FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

LINGUISTICS
LING 430: ADVANCED SOCIOLINGUISTICS
30 POINTS

TRIMESTER 1 2014

Important dates

Trimester dates: 3 March to 2 July 2014

Teaching dates: 3 March to 6 June 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Last assessment item due: 12th June 2014

Study week: 9 – 13 June 2014

Examination/Assessment Period: 13 June to 2 July 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

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

CRN17017: Thursday 1.10pm – 3pm in Cotton Building 119

(There are no tutorials for this course)

Names and contact details

Course coordinator:
Professor Miriam Meyerhoff
Room: Von Zedlitz 310
Phone: 04 463 5614
Office hours: by appointment
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Course administrator:
Dayna Taramai
Room: Von Zedlitz 210

Phone: 04 463 5255

Office hours: Monday – Friday, 9am – 4.15pm

Email: Dayna.Taramai@vuw.ac.nz

Communication of additional information

Communication outside the class will be through Blackboard. Please make sure that (a) you check the course Blackboard site regularly, and (b) check your university email regularly (if you use another email, please set up an forward from your VUW account to the one you prefer to use).

Prescription

This course covers advanced work in sociolinguistics, including consideration of a range of theoretical models and alternative methodologies for collecting data and analysing sociolinguistic variation. The assessment will include a substantial research project. Co-taught with LING 330.

Course content

There will be twelve classes starting on Thursday 6 March. The in-class test on 5 June marks the end of the course. Students are expected to undertake preparation for each class, including completing the assigned readings, attempting any data exercises set, presenting at least one article and leading discussion during the trimester (as agreed in the first class).

Week (date)	Topic	Required reading
1 (6 Mar)	Perceiving difference	RR Ch 8 (Preston), 11 (Buchstaller), 9 (Purnell et al.)
2 (13 Mar)	Presenting difference: approaches to style	RR Ch 4 (Zhang), 2 (Bell), 27 (Eckert)
3 (20 Mar)	Amplifying style to society: code-switching. *Focus on basic inferential stats*	RR Ch 13 Kulick & Stroud), 17 (Rampton), 12 (Choi)
4 (27 Mar)	Variation in real time in the community: mobility	RR Ch 26 (Nevalainen), 25 (Kerswill & Williams), 18 (Meyerhoff & Niedzielski)
5 (3 Apr)	Variation in real time: contact	RR Ch 15 (Britain), 22 (Trudgill)
6 (10 Apr)	Variation in apparent time	RR Ch 19 (Labov); Trudgill 2008; Fagyal et al. 2010
7 (17 Apr)	Variation across the lifespan	Smith et al. 2007; RR Ch 21 (Sankoff & Blondeau); Stanford & Pan 2013
8 (8 May)	Effects of multiple factors	RR Ch 23 (Cameron), 29 (Haeri)

9 (15 May)	'Doing' variability: constructing styles and difference	RR Ch 30 (Ochs), 28 (Holmes & Schnurr), 31 (Kiesling)
10 (22 May)	Gender and sexuality (Evan Hazenberg)	Readings to be confirmed
11 (29 May)	Embodied sociolinguistics	Mendoza-Denton & Jannedy 2011; Skarabela et al. 2013
12 (5 June)	In class test	

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. analyse and interpret primary data
2. critically evaluate the reasoning behind data interpretation
3. critically evaluate the rationale for using qualitative or quantitative methods in analysing data
4. clearly explain the major sociolinguistic issues addressed in a given study of language attitudes or language use
5. report on their own research showing an advanced level of synthesis of the above
6. relate academic sociolinguistic research to their own experiences and extrapolate from this to others' experiences
7. provide and ask for peer-support, e.g. in data collection and collaborative problem-solving.

In addition, depending on your final project, you may have developed skills in:

- quantitative analysis of data
- survey design
- fieldwork in the wider community

Teaching format

This course is an advanced sociolinguistics class. We will all assume we know the basics of the field, and rather than being structured as a series of lectures, you will be expected to participate fully in shaping the discussions and direction of the class.

Everyone should do **all** the required reading set for each week. Depending on how many people are enrolled, you'll be responsible for leading the class discussion of the readings in pairs (or maybe threes) at least once during the trimester.

"Leading the discussion" doesn't mean reciting the contents of the required readings (we've all read them, after all). It means identifying major themes, posing questions about things that might be unclear to you, suggesting ways in which the work connects with other aspects of your programme of study or your life experiences. It means helping other students articulate questions or observations that they might have and encouraging dialogue about the topics under discussion.

Mandatory course requirements

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

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Present articles/data as agreed in the first classes
- Attend the in-class test on 5th June 2014

Workload

In order to make satisfactory progress in this course you should expect to devote, on average, 20 hours a week to it. For each week this includes background reading and participation in the lecture, as well as weekly tasks and exercises. Some of this time is also allocated to the preparation of the assignments and the in-class test which should also be spread across the course. Over the course, your expected workload should be approx. 300 hours, although students aiming for a high grade or who wish to maximise the extent to which they can draw connections between this course and their other courses will almost certainly spend more time.

People study in different ways and therefore allocate different amounts of time to the core activities in a course. There is no "one size fits all" formula. Here is a very rough idea of how you might spend 20 hours a week exploring sociolinguistics with this course.

Each week	Task	Time allowance (hours)	
LECTURES/MODULES	Attending lectures	2	
	Prep reading for the lecture	6	
	Preparation for presentation of article(s) and discussion (if spread over entire course)	1	**9**
ASSESSMENT	Background reading	5	
	Working on assignments	5	
	Weekly preparation for in-class test	1	**11**
TOTAL			**20 approx**

Assessment

Assessment for LING 430 involves 2 assignments. There is no examination.

	Weighting	*Learning objectives*	*Due date*
Assignment 1: Research proposal and literature survey (2000 words)	30%	1-4	Friday 4 April 2014 (12 noon)
Assignment 2: Original research project (3500 words)	50%	1-7	Monday 16 June 2014 (12 noon)
In-class test (1000 words)	20%	1-4, 6	Thursday 5 June 2014 (1-3pm, CO119)

There should be no overlap at all between individuals in work for Assignment 1. However, you are welcome to partner with one other person on your research project (Assignment 2). If you work with a partner, each of you must submit your own original and independent written report for Assignment 2. Tables or figures may, of course, be the same as in your collaborating partner's assignment, reflecting your combined efforts and resources, but the text itself must be yours and yours alone.

Marking criteria will be provided in class.

Submission and return of work

Students must attempt all parts of the assessment in order to pass the course. A student's final grade will take account of all assessment.

Assignments should be handed in to the School Office (VZ 210) on the 2nd floor of the von Zedlitz building by 12 noon on the due date. You should also submit your assignment electronically via Turnitin on Blackboard by the due date/time.

Keep a back-up copy of all assessed work.

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.

Marked work can be collected from the School Office normally within two weeks of submission.

Extensions and penalties

In line with school policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

The assignments are due by **12 noon** on the due date, after which a penalty of 5% per working day applies. Penalties increase each day (at 12 noon) until one week after the due date when the maximum grade possible is C- and no personal comment will be provided. Assignments handed in after this time receive no mark.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism.

Set texts

Meyerhoff, Miriam and Erik Schleef (Eds) *The Routledge Sociolinguistics Reader.* 2010. London: Routledge. Approx $75 available from vicbooks *www.vicbooks.co.nz*.

Recommended reading

You will find other readings that are directly relevant to the specific topic that you choose through the lists of references in set readings and by using online databases, such as LLBA.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

> Class Rep name and contact details:

Student feedback

This course is offered for the first time in this format in 2014. Feedback from this year will be incorporated into its delivery in later years.

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/resources/subjectcontacts.html
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz

Assignment 1 (30% final mark) due Friday 4 April 2014, 12.00.

Research proposal and literature survey (2000 words, not counting references)

1. Outline a research question or problem in sociolinguistics that could be addressed with locally available data (you can get some ideas by looking at the possible topics in Assignment 2).
2. State what method(s) would be required to address the question or problem.
3. Motivate the question or topic by evaluating the existing relevant literature. Try to highlight not only what has been done, but what gaps remain.

Assignment 2 (50% final mark) due Thursday 12 June 2014, 12.00.

Research project (4000 words, not counting references)

You may combine forces with a partner to work on the same or similar topics (listening to each other's ideas in Assignment 1 will help identify likeminded people).

Group work allows you to collect more data and perhaps divide up the task of coding and analysing some of the data. If you work with a partner, I will expect you to collect proportionally more data than someone working on their own. If you work with a partner, you will each write up your own research report in your own words (please remind yourself of the policy on plagiarism!). However, it is OK for individual reports emerging from small group collaborations to share the same summary tables or figures.

The following topics are given as rough ideas only. You may choose one of them, modify one of them or propose your own (however, if you have your own topic idea, you should check with Miriam before deciding to press on with it).

POSSIBLE TOPICS/QUESTIONS
1. What evidence is there that New Zealanders perceive dialect differences around them?
2. To what extent do people adapt their language for stylistic purposes? You can consider spoken data (e.g. John Key/David Cunliffe/Metiria Turei addressing different audiences or talking about different topics) or mediated data, e.g. responses to different posts in an online discussion group).
3. How are linguistic styles related to different identities or personas, e.g. gendered or affective stances in interaction?
4. To what extent does a person's language stay stable or change over their lifespan?
5. What kinds of functions does code-switching serve bi- or polylingual people in New Zealand?
6. What evidence is there that contact between languages or dialects in our community has had lasting sociolinguistic effects?

In class test (20% final mark) Thursday 5 June 2014 (1-3pm)

The in class test will ask you to:
   a. answer between 2 and 4 short answer questions (including one that interprets someone else's data), and
   b. write two short 'essays' on topics covered in the course.

You'll be expected to show at least a familiarity with the required readings, and I'll be looking for evidence of further reading or original synthesis and thought.