

LING 4317/5310 Sociolinguistics Summer Intersession 2010

Instructor: Dr. Colleen Fitzgerald
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Prerequisites: 3311 for 4317; None for 5310
Section info: -LING 4317 Section 001 MTWR 1:00 pm – 4:45 pm, Trimble Hall 218
 -LING 5310 Section 001 MTWR 1:00 pm – 4:45 pm, Trimble Hall 218
Required Text: Wardhaugh, Ronald. 2010. An Introduction to Sociolinguistics (Sixth Edition). Wiley-Blackwell.
Recommended Text: Finegan, Edward and John. R. Rickford, eds. 2004. Language in the USA. Cambridge.

Course Description: In this course, we will study language in its social context, covering the key areas of sociolinguistic theory, as well as adding a significant component addressing multicultural issues of language use in the United States. Content includes basic concepts in sociolinguistics, as well as topics such as linguistic variation, code switching, language planning and standardization, and pidgins and creoles.

Student Learning Objectives:

After successfully completing this class, a student should be able to:

1. identify and describe key concepts and objects of study for sociolinguistic theory.
2. identify how language and identity are expressed in a multicultural society like the U.S.
3. explain how the various factors in society correlate with language variation.
4. distinguish between different identity factors that play a role influencing language use.

Course Requirements:

LING 4317	LING 5310
1. Multicultural assignment (grocery store) 15% (shorter essay length)	1. Multicultural assignment (grocery store) 15%
2. Multicultural assignment (conversation observation), 15% (shorter essay length)	2. Multicultural assignment (conversation observation), 15%
3. Final Exam: 50% (fewer questions)	3. Final Exam: 50%
4. Participation: 10%	4. Participation: 10%
5. Attendance: 10% Note: due to the compression of intersession, missing more than the equivalent of half a class (approx. two hours) will result in a lowering of this grade.	5. Attendance: 10% Note: due to the compression of intersession, missing more than the equivalent of half a class (approx. two hours) will result in a lowering of this grade.

Assignments ***must*** be turned in on time (i.e., when class starts and on the due date) in order to receive credit, and no exceptions will be made for late assignments. There will be no extra credit assignments.

Assignment Descriptions:

1. Multicultural assignment (grocery store)

Find a grocery store that reflects an ethnic group orientation markedly different from your own and plan to spend 30-45 minutes in the grocery store. Ideally, this should be a grocery store of a type that you have never visited before. Take notes on the sights, smells, types of foods, types of nonfood items being sold (jewelry, phone cards, other merchandise), sounds (including whether you hear English and what languages you do hear or think you hear), writing system on signs and food products, as well as any other observations you can make. Do the other shoppers appear to belong to the same ethnic group, or are the shoppers themselves also multicultural?

What kind of vegetables and fruits and meats/seafood did you see? Were there items that you could not identify? Were there cosmetic and personal items like makeup, hair care products, or panty hose? Were they items that would work for your ethnic/racial group? (If you don't know whether they could be used for members of your own ethnic/racial group, please explain.)

Undergraduates should write an essay of 1000 – 1250 words, while graduate students should write an essay of 1250 – 1500 words. The essay should consist of clear, well-organized prose with few or no spelling, punctuation, or grammar glitches. Make sure it does the following:
*Gives your name, assignment title, and word count and is emailed to me by the deadline as a PDF. Include the name of the grocery store and its address. If the name of the grocery store cannot be romanized, include a photo of the front. These items do not count toward your word total.

*Includes a description of the type of personal grocery store experience that reflects your comfort zone/upbringing, and makes clear how you would describe this background in the relevant ethnic/racial/class/national and other identity factors pertinent to your identity.

*Gives a full and complete description of the grocery store where you visited: sights, sounds, foods.

*Write and reflect upon how you felt in this grocery store. Some questions to consider: Did you feel welcomed? Were the smells and foods familiar to you? Did you feel scared or uncomfortable? If people spoke a language unfamiliar to you and not English, how did you communicate? Did you feel worried you would not be able to communicate with the people in the store? What do you think other people, with different ethnic backgrounds from you, would

2. Multicultural assignment (conversation observation)

Find a person who speaks a language unfamiliar to you and who is willing to allow you to spend one hour while they talk with another person (or two) in that language. Basically, you are not a participant in this conversation, you just want to see how you react to this experience and what observations you can make of the language and the conversation itself. The person who allows you to observe cannot be anyone with whom you have a commercial or financial transaction with

that might make it difficult or impossible for them to turn you down because it might affect their livelihood (i.e., not getting a manicure or from your nail salon; not an employee or independent contractor in your hire). It cannot be anyone you have power over.

Your task is to spend one hour observing a conversation being held in a language that is unfamiliar to you. You must take notes on your observations of that language, the body language use, facial expressions, and you should also take notes during that hour of any personal feelings you have during that time period (feeling excluded, feeling happy, finding it peaceful to listen to the other language). Be aware of what you are feeling and experiencing and record it in your notes. Your experiences and perspective may change over the course of an hour. Just journal your thoughts during the entire one hour.

Undergraduates should write an essay of 1000 – 1250 words, while graduate students should write an essay of 1250 – 1500 words. Make sure it does the following:

- *Gives your name, assignment title, and word count and is emailed to me by the deadline as a PDF. Include the name of the main contact person who allowed you to set up the observation and their email address for contact, and the name of the language they speak. If the name of the grocery store cannot be romanized, include a photo of the front. These items do not count toward your word total.

- *Includes linguistic details about the language itself; go to Ethnologue (<http://sil.org/ethnologue>) and report back Ethnologue's entry on the language you observed - # of speakers, where spoken, language family, etc.

- *Includes a description of the your personal upbringing in terms of languages/dialects spoken, and makes clear how you would describe this background in the relevant ethnic/racial/class/national and other identity factors pertinent to your identity. If you are comfortable with such topics, you might discuss whether your home language varieties are positively or negatively viewed, when you realized this, and if there have been any marked changes in your use since adolescence. (For example, moving more to a standard variety when starting university; avoiding the use of certain lexical items that are dialect markers in certain contexts, etc.)

- *Gives a full and complete description of the conversation and your impressions of the language itself (melodious, harsh, grating, musical).

- *Write and reflect upon how you felt during this conversation. Some questions to consider: Did you feel included/excluded/invisible? Were the sounds or words ever familiar to you? Did you feel scared or uncomfortable? Would you recognize this language as such if you heard people speaking it somewhere else? Did you feel the same at the end of the hour as you did 5 minutes in? How long did the hour feel? Was it stressful or enjoyable? Have you ever had experiences in a place where you did not speak the language? How did that feel? How do you think you might feel if you spent a week where people spoke only this language? What if it was a year? What if it was the rest of your life? Do you remember/did you learn any words in the language?

3. Final Exam: The final exam will consist of short answer questions and essays that assess student knowledge of the key topics of the course. The rubric used for the assessment of essays is available online at <http://ling.uta.edu/advising/exams/faq.php#rubric> . Consider High Pass as an A grade; Pass as a B grade; Low Pass as a C grade, while a D and F will fall in the fail category.

Please note: do not miss this test. Failing to appear for the test would mean a zero grade would be assigned. The only situation in which a makeup exam might be administered would be a dire medical emergency with comprehensive documentation or a major accident again with comprehensive documentation.

4. Participation: Participation grades are dependent upon attending each class in its entirety (coming on time, staying until class is done); being attentive to discussion and lecturer, completing assignments and reading, and productively contributing to class discussions.

5. Attendance: due to the compression of intersession, missing more than the equivalent of half a class (approx. two hours) will result in a lowering of this grade.

The grades for each component will be determined as follows:

A- 90-92 %	B- 80-82 %	C- 70-72	D- 60-62%	F 59 or lower
A 93-96 %	B 83-86 %	C 73-76	D 63-66	
A+ 97-100 %	B+ 87-89	C+ 77-79	D+ 67-69	

Students should be aware that any violation of academic dishonesty in this course will be reported to Office of Student Conduct under Student Affairs (<http://www.uta.edu/studentaffairs/conduct/>). The HOP (http://www.uta.edu/policy/hop/toc/stu_2-300.php) of our university allows a number of serious consequences for violations to the Code of Conduct for students, including: withholding grades, an official transcript, or a degree; grading penalty; suspension or expulsion from the University; a notation on the transcript; revocation of degree and withdrawal of diploma. Be advised that this instructor will document evidence and pursue appropriate disciplinary consequences for academic dishonesty.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity

followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

There is ZERO TOLERANCE of cheating and plagiarism in this class.

Cheating: Dishonesty on examinations and quizzes or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination or quiz, obtaining information during an examination from the examination paper or otherwise from another student, assisting others to cheat, alteration of grade records, illegal entry to or unauthorized presence in an office are instances of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore any student who fails to give credit for quotations or an essentially identical expression of material taken from books, encyclopedias, magazines, and other reference works, or from the themes, reports, or other writings of a fellow student or any other person, is guilty of plagiarism.

Course Schedule:

Date	Topic	Reading
WEEK 1		
5/17	Overview of course; privilege and epistemologies	W 1 and 2
5/18	Pidgins and Creoles	W 3 optional: FR 8
5/19	Codes; Latino language use	W 4 optional: FR 10 -11
5/20	Speech communities; Language Variation	W 5 and 6
5/21	African American English	W 14 optional: FR 5, 16
WEEK 2		
5/24	Guest Lecture: Dr. Laurel Stvan, "Speech Acts"	W 12
5/25	Language Variation Due: grocery store assignment (+in-class discussion)	W 7
5/26	Words and Culture;	W 8-9
5/27	Ethnographies; Solidarity and Politeness	W 10 -11
5/28	Gender	W 13 optional: FR 22
WEEK 3	More on Variation	
5/31	No class – Memorial Day Holiday	
6/1	Planning Due: conversation assignment (+in-class discussion)	W 15-16
6/2	Final exam	

Additional Course Policies

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except

makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation (Public Law 93112, The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled the "Americans With Disabilities Act" (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

All members of the UTA faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. As a student, your responsibility rests with informing the instructor at the beginning of the semester (you must inform me in writing (e-mail is fine) no later than Tuesday, January 30, 2010) and in providing authorized documentation through designated administrative channels; for more information, contact UTA's Office of Students with Disabilities (located in the Lower Level of University Center).

According to Department of Linguistics and TESOL policy, "unofficial" or "informal" requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.

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Please be advised that departmental policy requires instructors to file formal charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for information and referrals.

Enrolling in / Withdrawing from this Course: Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official "add/drop" and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be "automatically" dropped; in such cases, unless you officially withdraw, you will receive a grade of F. (Note: Students enrolled in graduate courses may not "replace" a grade; all grades are permanent.)

A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the UTA Registrar's Office (Davis Hall, First Floor) and complete a request to resign from the university.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled a degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor).