

SOCIOLINGUISTICS II  
LING 4/533, ANTH 433

Winter 2017

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### **COURSE DESCRIPTION**

This course aims to do two things: to continue to build familiarity with the classic literature in sociolinguistics and to learn how sociolinguistic research and sociolinguistic theory have an impact on the methods of data collection and analysis.

### **LEARNING OBJECTIVES**

Students will:

- Analyze linguistic theory they already know in terms of the impact of social categories such as identity, socio-economic status, and group solidarity on language.
- Identify the basic principles of sociolinguistic theory and sociolinguistic variables
- Identify and critique current debates and methodology surrounding sociolinguistics
- Recognize key features in the design and collection of sociolinguistic research

### **COURSE REQUIREMENTS**

#### **Texts**

1. Holmes, J., & Hazen, K. (Eds.). (2013). *Research Methods in Sociolinguistics: A Practical Guide*. John Wiley & Sons.
2. Readings on the course website

All reading assignments are expected to be completed before class the day they are indicated on the syllabus. Class discussions and writing assignments will draw directly from reading assignments.

In order to guide your reading, I ask that you identify two questions/reactions you have about the reading(s) and be prepared to discuss them with the class.

#### **Assessment of learning**

Grades are based on the following point accumulations:

65% Writing assignments

35% Research proposal

**Please note** that late assignments are only acceptable with documentation of a university sanctioned excuse. You must contact me as soon as you know you have a conflict with the due date of an assignment.

The following UW grading scale will be used  
([www.washington.edu/students/gencat/front/Grading\\_Sys.html](http://www.washington.edu/students/gencat/front/Grading_Sys.html)):

Percent = Grade

≥ 95% = 4.0	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94 = 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93 = 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92 = 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = .9
91 = 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = .8
90 = 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = .7
89 = 3.4	82 = 2.7	75 = 2.0	68 = 1.3	<.7=failing

### Graduate students

While undergraduate and graduate students are enrolled together in this course and complete the same assignments, graduate students' work should reflect the higher level of scholarship expected of graduate students and will be graded with this additional criteria.

### COURSE POLICIES

**Course prerequisites:** Students enrolled in this course must have taken LING432.

**Disability accommodation:** It is my goal to insure that our learning environment is accessible to everyone. If you have a learning or other disability that requires accommodation, please contact me or Disability Resources for Students (DRS) in order to make suitable arrangements (011 Mary Gates, 206-543-8924 (Voice & Relay), [uwdrs@uw.edu](mailto:uwdrs@uw.edu)).

**Academic integrity:** Students are expected to maintain the highest standards of academic ethics, honesty and integrity. Academic misconduct includes (but is not limited to) plagiarism, harassment, cheating, or representing another person's work as your own and will not be tolerated. It is your responsibility to read and understand the University's expectations in this regard (which you can find online at <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>). Any student found to be in violation of proper academic conduct will be dealt with in the strictest manner in accordance with University policy.

**Email:** I will attempt to respond to email inquiries within 24 hours (excepting weekends and holidays).

### Student responsibilities:

1. If you must miss a lecture or a section **it is your responsibility to obtain the information you missed.**
2. The assignment dates are not negotiable excepting for a university-sanctioned absence. Please see the University Handbook on excused absences.

**Laptop computers:**

1. Laptop computers may be used in class only for note-taking.
2. A student who is doing non-class related activities on his or her computer is not only hurting his or her own education, but possibly the educational experience of many others in the class: research has shown that a game or a picture on a laptop distracts not only the student using the computer but also those students nearby (Yamamoto 2007, Fried 2008). Therefore the use of laptops for non-class activity (e.g. email, games, web-surfing) is prohibited. Students using their laptop for non-class activity will be asked to turn off their laptop.

**STRATEGIES FOR SUCCESS**

1. The most successful students in this course:
  - Attend every class meeting
  - Prepare readings and questions in advance of lectures
  - Expand on their learning by participating in class discussions
  - Prepare writing assignments thoughtfully and include connections made to prior knowledge, connections to other texts, other content areas, etc.
  - Form study groups to enhance their learning

## LECTURES AND ASSIGNMENTS\* LING 4/533

For each reading assignment, please identify two questions/reactions you have about the assigned reading(s) and be prepared to discuss them with the class.

Week	Date	Topic	Assignments
1	Jan 4	Introduction: Sociolinguistics as a discipline	
2	Jan 9	Choosing a sociolinguistic topic	Research Methods Ch. 1 Labov 1984
	Jan 11	Literature search and use	Research Methods Ch. 2 Speer and Hutchby 2003
3	Jan 16 MLK day	Quantitative methodology	<b>Assignment 1: Finding a Research Question due</b> Research Methods Ch. 4, 6
	Jan 18		<b>Discussion of literature search results:</b> be prepared to discuss the articles you found Tagliamonte 2007
4	Jan 23	Quantitative methodology	<b>Assignment 2: Reviewing the Literature due</b> Payne 1980 Research Methods Ch.13
	Jan 25		Research Methods Ch. 8,9
5	Jan 30	Data collection	Research Methods Ch.3 Eckert 2014
	Feb 1	Social categories & Social networks	<b>Assignment 3: Choosing a variable and Operationalizing the variable due</b>
6	Feb 6	Language regard and language variation	Lambert et al 1960 Bourhis and Giles 1977
	Feb 8		Quelhas et al. 2011 Preston 2010
7	Feb 13	Qualitative methodology	<b>Assignment 4: Questionnaire design due</b> Bauer 2000 Research Methods Ch.12,14
	Feb 15		Johnstone 2000 Jaworski and Coupland 2006

<b>8</b>	Feb 20 Presidents day	Ethics	Wolfram, Reaser & Vaughn 2008 Department of Health, Education, and Welfare's <i>Belmont Report</i>
	Feb 22	Speech community	<b>Assignment 5: Qualitative analysis due</b> Research Methods Ch.17 Horvath 1991
<b>9</b>	Feb 27	Variation at different levels	<b>Assignment 6: Ethical Issues due</b> Bucholtz 1999 Research Methods Ch 10,11 <b>Draft of abstract for projects due</b> (submit online by 5:00PM)
	Mar 1		<b>Assignment 7: Designing the Research Study due at 5:00PM .</b> <div><b>Peer feedback on abstracts for projects due</b> (submit online <b>Mar 2</b> by 5PM)</div>
<b>10</b>	Mar 6	Presentation of and feedback on Research proposals	<b>Assignment 8: Write an Abstract due</b>
	Mar 8	Presentation of and feedback on Research proposals	
<b>Finals week</b>	Mar 14	Research proposals due	<b>Research Proposal due (by 12:00 noon)</b>

\*While we will strive to maintain the schedule as it stands here, we may need to adjust dates/assignments according to the needs of the class.

## REFERENCES FOR REQUIRED READINGS

Below are references for required readings found in on the course website. Other readings are found in the textbook: Holmes, J., & Hazen, K. (Eds.). (2013). *Research Methods in Sociolinguistics: A Practical Guide*. John Wiley & Sons.

- Bauer, M. 2000. Classical Content Analysis. In M. Bauer and G. Gaskell (Eds.), *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research* (pp.131-151). London: Sage.
- Bourhis R. Y. and Giles, H. (1977). The language of intergroup distinctiveness. In H. Giles (Ed.) *Language, ethnicity, and intergroup relations* (pp 119-135). London: Academic Press.
- Bucholtz, M. 1999."Why be Normal?": Language and Identity practice in a community of nerd girls. *Language in Society* 28, 203-233.
- Department of Health, Education, and Welfare. *Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. April 18,1979.  
<<http://www.hhs.gov/ohrp/policy/belmont.html> >
- Eckert, P. 1997 Age as a sociolinguistic variable. In F. Coulmas (Ed.), *The Handbook of Sociolinguistics* (151-167). Oxford: Blackwell.
- Eckert, P. 2014. The problem with binaries: Coding for gender and sexuality. *Language and Linguistics Compass*, 8(11), 529-535.
- Horvath, B. 1991 Finding a place in Sydney: migrants and language change. In P. Trudgill and J. Cheshire (Eds.), *The Sociolinguistics Reader*, vol. 1 (pp. 90-102). London: Arnold.
- Johnstone, B. 2000. Standards of Evidence. In B. Johnstone, *Qualitative Methods in Sociolinguistics*. (pp. 59-68). New York: Oxford University Press.
- Labov, W. 1984. Field Methods of the Project on Linguistic Change and Variation. In . Baugh and J. Sherzer (Eds.), *Language in Use* (28-53). Englewood Cliffs: Prentice Hall.
- Lambert, W. E., Hodgson, R. C., Gardner, R. C., and Fillenbaum, S. 1960. Evaluational reactions to spoken languages. *Journal of Abnormal and Social Psychology* 60:44-51.
- Payne, A. 1980. Factors controlling the acquisition of Philadelphia dialect by out-of-state children. In, W. Labov (Ed.), *Locating language in time and space*. New York: Academic Press.
- Preston, D. R. 2010. Variation in language regard. In: Zeigler, E., Gilles, P., Scharloth, J. (Eds.), *Variatio Delectat: Empirische Evidenzen und theoretische Passungen sprachlicher Variation (für Klaus J. Mattheier zum 65. Geburtstag)*. Peter Lang, Frankfurt am Main, Berlin, Bruxelles, New York, Oxford, Wien, pp. 7--27.
- Quelhas, A., Santos, A., Araújo, B., Silva, C., Marques, C., Oliveira, C., Marafona, J.C., Gonçalves, L., Sousa, L., Sanhá, M. and Costa, R. 2011. *Biases in questionnaire construction: how much do they influence the answers given?*. [research report]  
Retrieved from:  
[http://medicina.med.up.pt/im/trabalhos\\_10\\_11/Sites/Turma21/Protocolo%20Final.pdf](http://medicina.med.up.pt/im/trabalhos_10_11/Sites/Turma21/Protocolo%20Final.pdf).

- Speer, S. and Hutchby, I. 2003. Form Ethics to Analytics: Aspects of Participants' Orientations to the Presence and Relevance of Recording Devices. *Sociology* 37 (2), 315-337.
- Tagliamonte, S. 2007. Quantitative Analysis. In Bayley, R. and Lucas, C. (Eds.), *Sociolinguistic Variation: Theories, Methods, and Applications* (pp 190-214). New York: Cambridge University Press.
- Wolfram, W., Reaser, J., & Vaughn, C. (2008). Operationalizing Linguistic Gratuity: From Principle to Practice. *Language and Linguistics Compass*, 2, 6, 1109-1134.

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Grading criteria for Assignments

<p><b>Outstanding</b>  (3.7-4.0)  (92-95)</p>	<ul style="list-style-type: none"> <li>• Includes all the qualities associated with a “<b>Strong</b>” answer</li> <li>• Offers a very highly proficient, even memorable demonstration and insight of the concepts/theories associated with the task, including some creativity and/or consultation of sources beyond course material</li> </ul>
<p><b>Strong</b>  (2.7-3.6)  (82-91)</p>	<ul style="list-style-type: none"> <li>• All aspects of the task addressed (for multiple part tasks)</li> <li>• Assignment shows a proficient understanding and insight of the concepts/theories associated with the task which could be further enhanced with revision</li> </ul>
<p><b>Acceptable</b>  (1.7-2.6)  (72-81)</p>	<ul style="list-style-type: none"> <li>• Assignment meets some of the “<b>Strong</b>” criteria but not all</li> <li>• Skills associated with the task are not fully demonstrated/realized and would benefit from significant revision</li> </ul>
<p><b>Inadequate</b>  (.7-1.6)  (62-71)</p>	<ul style="list-style-type: none"> <li>• Assignment does not meet any of the “<b>Acceptable</b>” criteria</li> <li>• Skills associated with the task are not adequately demonstrated and require substantial revision on multiple levels</li> </ul>