

3307

SOCIOLINGUISTICS**Web-delivered, online course.**

Methods of Delivery through Blackboard

1. Panopto Lectures
2. Scheduled Class Discussions
3. Discussion Posts and Exercises
4. Quizzes

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MATERIALS

Holmes, Janet. *Introduction to Sociolinguistics*. 4th Edition. New York: Routledge, 2013.
ISBN: 978-1-4082-7674-7

SUL ROSS STATE UNIVERSITY COURSE DESCRIPTION

A study of the relationship between language and society including language varieties, speech communities, language and culture, and speech acts and speaking.

COURSE OBJECTIVES

As a student in this course, you should gain sufficient understanding of the sub-disciplines of linguistics to be able to identify patterns of variation in the structure of sounds, words, and sentences, in everyday language (SLO 2). This course will focus your attention on the relationships between these structures and dialects, language attitudes, language contact situations, language learning, language change, and cultural identities (SLO 2). The course includes a variety of activities to help you explore its topics and sharpen skills that can be applied to your future study of language and society (SLO 2). The term paper, discussion board exercises, quizzes and video activity in this course are designed to promote your ability to read and write analytically and creatively, and to use technology critically to acquire and present information (SLOs 1,3,4,5).

ENGLISH (UNDERGRADUATE) STUDENT LEARNING OUTCOMES

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

DEPARTMENTAL ENG 3307 COURSE-SPECIFIC OBJECTIVES:

1. Study the formal aspects of language: syntax, morphology, and phonology.
2. Conduct descriptive analysis of different dialects.
3. Experience language teaching and learning.
4. Understand the role of language in forming individual and group identities.
5. Understand the influence of language policy in education and government.

ASSIGNMENTS

Your performance in the course will be evaluated through four kinds of assignments and activities: exercises from the textbook posted on Blackboard, quizzes, a term paper contrasting two dialects, and a video of yourself speaking a dialect you are learning. More specific information on all assignments will be given out during the semester. If assignments change, I will provide you with an updated addendum to this document.

1. Blackboard Discussion Exercises (300 points; 30 points each post)

In order to interact with the material, with me, and with your classmates, I would like you to write responses to the readings from our textbook, *An Introduction to Sociolinguistics*. Each chapter contains several exercises, some of which call for personal reflection on your language experiences and others ask you to analyze samples of language. Discussing our perspectives on language variation and doing these exercises will help us assimilate the ideas as we read Janet Holmes' text. On occasion I may adapt a textbook exercise/question to better reflect your perspectives on issues in language and culture.

Additional discussion board topics will cover short, simple exercises on the sub-fields of linguistics (phonology, morphology, syntax, semantics) to give you the skills to analyze language variations. Another discussion board topic may be ideas for the courses to major projects: the dialect analysis paper and the dialect acquisition video.

No credit will be given for posts which are more than one week late.

2. Quizzes (200 points; 4 quizzes, 50 points, one quiz every 10 days)

Quizzes will cover the main concepts in the readings from *An Introduction to Sociolinguistics*. There will be a quiz every two chapters. The goal of the course is to cover at least eight chapters, do that we can get into specific language varieties related to gender, age, and ethnicity; therefore, there should be four (4) quizzes. The quizzes will be short and include both objective multiple choice and subjective short-answer questions.

3. Empirical Study Contrasting Two Dialects (300 points; August 5)

The goal of this paper is to show how a person's identity is expressed through language variation within a social context. By contrasting two dialects, you will show the structural features of language: syntax, morphology, and phonology. There are dialect differences for every cultural affiliation a person may have. These differences can show the dynamics of relationships. Therefore, I think it's best that you contrast two dialects for two specific people, who are connected to each other in some type of relationship. Consider a familial relationship, like a parent and child. Or a work relationship, like a building contractor and a tradesperson (plumber, electrician or carpenter). Or a law enforcement officer, like a Border Patrol Agent and a migrant.

You will be asked to record the actual speech of two people while they are communicating. Probably the best method for recording speech is to record it. Most smart phones and many tablets have audio recording apps. When replaying the recording, look for specific vocabulary which seems typical for the person in the specific language situation. It's even better if you can show examples of new words made through combining affixes to stems, sometimes even from different languages as in Spanglish (*esquechar*—sketch) or compounding two whole words together (skinhead). Also, look for grammatical

constructions (syntax), and look for accent (phonology and prosody). Sociolinguistics is the one area of linguistics in which meaning (semantics) plays a substantial role. Words may have different carry different meanings to different people. They may be used ironically, obliquely or sarcastically. Meanings can be pejorative, reverential, endearing or profane. How language expresses meaning—or even ideology—should also be important to this paper.

To establish a structural pattern for this short (3) three-page paper, the body paragraphs should each cover a different level of language analysis: phonology, morphology, semantics, syntax, or discourse style (the structure of a conversation). Select three of these five levels of analysis. Provide a corpus (set of language examples), which contrasts the two speakers' language varieties, providing at least two examples for each of the two subjects. This corpus should be organized in a table with one column for each person. Provide a brief label and caption for each table and paragraph that analyzes how the differences in language reveal differences in identity, cultural groups, relationships, and purpose.

The thesis for this paper should show that the different speech patterns reveal that the two people identify with different cultural groups and it should also show the social dynamics of the relationship.

4. Dialect Acquisition Project (200 points; due end of term, August 11)

Learn a dialect of English or another language. Record yourself speaking the dialect. The dialect cannot be the “standard” language. It must be new to you. Learning to speak disappearing dialects, like that spoken by your grandparents, could be very good, though. Other interesting dialects in Texas, which you might have had some contact with are Texas-German, Texas-Czech, a unique border Spanglish, or a Native American language, like Apache, Comanche or Kickapoo. Other dialects you may want to try to learn reflect class, profession (legalese; cowboy-talk), or gender.

I can think of at least three ways of learning to speak a short passage or conversation: one, to take lessons from a “native” speaker of the dialect; two, to listen to it in a movie or audio recording; or, three, to read it in literature (Twain, Faulkner, Chandler, for example). There may be better ways.

Record yourself speaking the dialect for two to four minutes. The video could be uploaded to YouTube and shared with the class. Write a one-page (300 word) reflection on your research and learning process. Also comment on the difficulties you faced learning the dialect. Are some sounds difficult to acquire? Were you uncomfortable inhabiting a different language ego?

GRADING

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	Points
1. Discussions	10 posts; 30 points each	30	300
2. Quizzes	4 quizzes; 50 points each	20	200
3. Paper 1: Dialect Analysis	August 5	30	300
4. Paper 2: Dialect Acquisition	Semester End: August 11	20	200
Communication and Collaboration	50 points to be applied if we don't have quiz 4 on chapters 7 and 8.		
Total Points Available		100	1000

DEADLINES

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Distance Education (Web-course) Non-Participation Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact

*Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services,
Ferguson Hall, Room 112.
P.O. Box C-122, Sul Ross State University,
Alpine, Texas 79832. Telephone:
432-837-8691. E-mail: mschwartz@sulross.edu .*

Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email writing@sulross.edu

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Course Calendar

Dates	Activities	Readings	Assignments
Week 1			
7.7 TH	Syllabus	Ch 1: What do sociolinguists study?	
7.8 F	Introduce Discussion Posts	Ch 1: What do sociolinguists study?	Discussion Post 1 What is Linguistics?
Week 2			
7.11 M		Ch 1: What do sociolinguists study?	
7.12 T	Introduce Dialect Analysis Assignment	Ch 2: Language choice in multilingual communities	
7.13 W	Phonetics	Ch 2: Language choice in multilingual communities	Discussion Post a: Phonetics Exercise
7.14 TH		Ch 2: Language choice in multilingual communities	Discussion Post 2: Language choice in multilingual communities
7.15 F		Ch 3: Language maintenance and shift	Quiz 1
Week 3			
7.18 M		Ch 3: Language maintenance and shift	
7.19 T		Ch 3: Language maintenance and shift	Discussion Post 3: Language maintenance and shift
7.20 W	Morphology and Semantics	Ch 4: Linguistic varieties and multilingual nations	
7.21 TH		Ch 4: Linguistic varieties and multilingual nations	
7.22 F		Ch 4: Linguistic varieties and multilingual nations	Midterm—Quiz 2 Discussion Post 4:

			Linguistic varieties and multilingual nations
Week 4			
7.25 M	Introduce Language Acquisition Video Assignment		
7.26 T		Ch 5: National languages and language planning	
7.27 W	Syntax	Ch 5: National languages and language planning	
7.28 TH		Ch 5: National languages and language planning	Discussion Post 5: National languages and language planning
7.29 F		Ch 6: Regional and social dialects	Quiz 3 Discussion Post b: Contrastive Dialect Analysis Statement of Purpose
Week 5			
8.1 M		Ch 6: Regional and social dialects	Last day to drop with W Chat
8.2 T		Ch 6: Regional and social dialects	Discussion Post 6: Regional and social dialects
8.3 W		Ch 7: Gender and age	
8.4 TH		Ch 7: Gender and age	
8.5 F		Ch 7: Gender and age	Discussion Post 7: Gender and age Contrastive Dialect Analysis Due
Week 6			
8.8		Ch 8: Ethnicity and social networks	Quiz #4 open through day of final exam (8.11)
8.9		Ch 8: Ethnicity and social networks	
8.10		Ch 8: Ethnicity and social networks	Last Day of Class Discussion Post: Ethnicity and social networks
8.11			(No Exam) Dialect Acquisition Video and Short Essay Due