

SUMMER SEMESTER, 2004

Instructor: Dr. Zita McRobbie
Office: RCB 8206
Telephone: (604) 291-5782 (office); (604) 291-4585 (messages)
Office Hours: We 10:30-12:20, R 10:30-11:30, and by appointment
Prerequisites: LING 220
Required Text: R. Wardhaugh. 2002. *An Introduction to Sociolinguistics*. Oxford, U.K. & Cambridge, USA: Blackwell Textbooks in Linguistics. Fourth Edition.

Grading:

Presentation:	20%
Term Paper:	25%
Mid-Term Exam (June 17):	25%
Final Exam (Aug 3)	30%

Final letter grades will be calculated from total percentage scores on quizzes and exams as follows:

100-96	A+	85-81	B+	70-66	C+	55-50	D
95-91	A	80-76	B	65-61	C	49-0	F
90-86	A-	75-71	B-	60-56	C-		

Class Schedule**Week 1****Introduction**

Textbook: Chapter 1

Bonvillain, N. 1993. "Acquisition of communicative competence," in *Language, culture, and communication : The meaning of messages*. Prentice Hall. Chapter 10, 276-302.

Page, R.B. 1997. "The evolution of sociolinguistic theory of language," in F. Coulmas (ed.), *The handbook of sociolinguistics*. Cambridge, Ma. Blackwell Publishers. 16-32.

Labov, W. 1972. "The study of language in its social context," in *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press. Chapter 8. 183- 192, 207-216.

Week 2**Language, Dialects, and Varieties**

Textbook: Chapter 2

Kroch, A. 1996. "Dialect and style in the speech of upper class Philadelphia," in G. R. Guy, C. Feagin, D. Schiffrin and J. Baugh (eds.), *Towards a social science of language*. Amsterdam: John Benjamins Ltd. 23-45.

Haugen, E. 1966. "Dialect, language, nation," in J.B. Pride & J. Holmes (eds.), *Sociolinguistics*. Penguin Books. 97-111.

Goodman, K.S. 1999. "Standard language and linguistic conventions," in J.K. Peyton, P. Griffin, W. Wolfram and R. Fasold (eds.), *Language in action: New studies in language and society*. Cresskill, New Jersey: Hampton Press, Inc. 213-229.

Week 3

Pidgin and Creole Languages

Textbook: Chapter 3

- Rickford, J.R. & J. McWhorter. 1997. "Language contact and language generation: Pidgins and creoles", in F. Coulmas (ed.), *The handbook of sociolinguistics*. Oxford/Cambridge, MA.: Blackwell Publishers. 238-270.
- Sato, C.J. 1993. "Language change in a creole continuum: decreolization?", in K. Hyltenstam & Å. Viberg (eds.), *Progression and regression in language*. Cambridge: Cambridge University Press. 122- 143.
- Mühlhäusler, P. 1993. "The role of pidgin and creole languages in language progression and regression", in K. Hyltenstam & Å. Viberg (eds.), *Progression and regression in language*. Cambridge: Cambridge University Press. 39-67.

Week 4

Choosing a Code

Textbook: Chapter 4

- Schiffmann, H.F. 1997. "Diglossia as a sociolinguistic situation", in F. Coulmas (ed.), *The handbook of sociolinguistics*. Oxford/Cambridge, MA.: Blackwell Publishers. 205-216.
- Ferguson, C.A. 1972. "Diglossia", in P.P. Giglioli (ed.), *Language and social context*. Penguin Books. 232- 251.
- Clyne, M. 1997. "Multilingualism", in F. Coulmas (ed.), *The handbook of sociolinguistics*. Oxford/Cambridge, MA.: Blackwell Publishers. 301-314.

Week 5

Speech Communities. Regional and Social Variation.

Textbook: Chapters 5 and 6

- Fishman, J.A. 1965. "The relationship between micro-and macro-sociolinguistics in the study of who speaks what language to whom and when," in J.B. Pride & J. Holmes (eds.), *Sociolinguistics*. Penguin Books Ltd. 15-32.
- Gumperz, J. 1972. "The speech community," in P.P. Giglioli (ed.), *Language and social context*. Penguin Books. 219-231.
- Chambers, J.K. 1995. "Class, network, and mobility," in *Sociolinguistic theory*. Oxford: Blackwell. 66-77.

Week 6

Variation Studies: Some Findings and Issues

Textbook: Chapter 7

- Sankoff, D. 1988. "Sociolinguistics and syntactic variation", in F. Newmeyer (ed.), *Language: The socio-cultural context*. Cambridge: Cambridge University Press. 140-161.
- Eckert, P. 1997. "Age as a sociolinguistic variable", in F. Coulmas (ed.), *The handbook of sociolinguistics*. Oxford/Cambridge, MA.: Blackwell Publishers. 151- 167.
- Wald, B. & Shopen, T. 1985. "A researcher's guide to the sociolinguistic variable (ING)", in V. Clark, P. Escholz & A. Rosa (eds.), *Language*. New York: St. Martin's Press. 515-542.

Week 7

Language Change Textbook: Chapter 8

- Bright, W. 1997. "Social factors in language change", in F. Coulmas (ed.), *The handbook of sociolinguistics*. Oxford/Cambridge, MA.: Blackwell Publishers. 81-91.
- Fillmore, L. W. 1996. "What happens when languages are lost? An essay on language assimilation and cultural identity," in D.I. Slobin, J. Gerhardt, A. Kyratzis and J. Guo (eds.), *Social interaction, social context, and language*. Mahwah, New Jersey: Lawrence Earlbaum Associates. 205-217.
- Milroy, J. & Milroy, L. 1978. "Belfast: Change and variation in an urban vernacular," in P. Trudgill (ed.), *Sociolinguistic patterns in British English*. London: Arnold. 19-36.

Week 8

Language and Culture. Solidarity and Politeness Textbook: Chapters 9 and 11

- Brown, R. & Gilman, A. 1972. "The pronouns of power and solidarity," in P.P. Giglioli (ed.), *Language and social context*. Penguin Books. 252-282.
- Ide, S. 1982. "Japanese sociolinguistics: Politeness and women's language," *Lingua* 57, 357-385.
- Khosroshahi, F. 1989. "Penguins don't care but women do: A social identity analysis of a Whorfian problem", *Language in Society* 18, 505-525.

Week 9

Ethnography and Ethnomethodology Textbook: Chapter 10

- Garfinkel, H. 1972. "Remarks on ethnomethodology," in J. Gumperz & D. Hymes (eds.), *Directions in sociolinguistics: The Ethnography of communication*. New York: Holt, Rinehart and Winston. 301-324.
- Leiter, K. 1980. *A Primer on ethnomethodology*. Oxford: Oxford University Press. Chapter 1.
- Leiter, K. 1980. *A primer on ethnomethodology*. Oxford: Oxford University Press. Chapter 2.

Week 10

Acting and Conversing Textbook: Chapter 12

- Wolfson, N., Marmor, T. & Jones, S. 1989. "Problems in the comparison of speech acts across cultures," in S. Blum-Kulka, J. House & G. Kasper (eds.), *Cross-cultural pragmatics: Requests and apologies*. Norwood, New Jersey: Ablex Publishing Inc. 174-196.
- Giles, H., Coupland, N. & Wiemann, J. 1992. "Talk is cheap...but my word is my bond: beliefs about talk," in K. Bolton & H. Kwok (eds.), *Sociolinguistics today: International perspectives*. London and New York: Routledge.
- Olshtain, E. 1989. "Apologies across languages", in S. Blum-Kulka, J. House & G. Kasper (eds.), *Cross-cultural pragmatics: Requests and apologies*. Norwood, New Jersey: Ablex Publishing Inc. 155-173.

Week 11

Language and Sex

Textbook: Chapter 13

- Eckert, P. & S. McConnell-Ginet. 1999. "New generalizations and explanations in language and gender research", *Language in Society* 28, 185-201.
- August, E.T. 1990. "Real men don't: Anti-male bias in English", in P. Escholz, Rosa, A. and V. Clark (eds.), *Language awareness*. New York: St. Martin Press. 289-300.
- Freed, A. & Greenwood, A. 1996. "Women, men, and type of talk: What makes the difference"? *Language in Society* 25, 1-26.

Week 12

Language and Disadvantage

Textbook: Chapter 14

- Baugh, J. 1988. "Language and race: some implications for linguistic science," in F. Newmeyer (ed.), *Language: The socio-cultural context*. Cambridge: Cambridge University Press. 64-74.
- Eades, D. 2000. "I don't think it's an answer to the question: Silencing aboriginal witnesses in court," *Language in Society* 29, 161-195.
- Smitherman, G. 1985. "It bees dat way sometime: Sounds and structure of present-day Black English," in V. Clark, P. Escholz & A. Rosa (eds.), *Language*. New York: St. Martin's Press. 552-567.

Week 13

Language Planning

Textbook: Chapter 15

- Daoust, D. 1997. "Language planning and language reform, in F. Coulmas (ed.), *The handbook of sociolinguistics*. Oxford/Cambridge, MA.: Blackwell Publishers. 436-452.
- Cobarrubias, J. 1983. "Ethical issues in status planning", in J. Cobarrubias & J. Fishman (eds.), *Progress in language planning*. Amsterdam: Mouton. 41-85.
- Christian, D. 1989. "Language planning: the view from linguistics", in F. Newmeyer (ed.), *Language: The socio-cultural context*. Cambridge: Cambridge University Press. 193-209.

NOTE: You should read prior to each class the chapter(s) from our textbook indicated here, plus *one* of the three articles listed.

- Attendance and participation will be taken into account when final grades are computed (particularly in borderline cases).
- Students are expected to arrive on time so that classes may begin promptly and that they will not disrupt the class.
- There will be a ten percent deduction for each late assignment.
- Missed exams will *not* be made up.
- Limit your e-mail messages to simple inquiries requiring *no more than a one-sentence* reply (mcrobbie@sfu.ca). Further, I would appreciate questions that are expressed in an appropriately polite manner.
- Announcements will be regularly posted during the semester on the instructor's web site (<http://www.sfu.ca/~mcrobbie>).

- Lecture notes will be available on the above web site.
Note: For pedagogical reasons some lecture notes will be posted *after* discussion in class.
- Do not bring food to class.
- Academic dishonesty in all forms violates the basic principles of integrity and thus impedes learning. More specifically, academic dishonesty is a form of misconduct that is subject to disciplinary action and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism. For more information on academic honesty and student conduct, please visit the following web sites:

http://www.reg.sfu.ca/calendar/General_Regs.html#897900
<http://www.sfu.ca/policies/teaching/index.htm>

From: SFU CODE OF ACADEMIC HONESTY (T 10.02)

<http://www.sfu.ca/policies/teaching/t10-02.htm>

Academic dishonesty, like other forms of dishonesty, includes misrepresentation with intent to deceive or without regard to the source or the accuracy of statements or findings.

FORMS OF ACADEMIC DISHONESTY

The illustrations presented below are considered to be representative but not definitive nor exhaustive activities which could be considered to constitute academic dishonesty.

1. *Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.* Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when excerpts are used in paragraphs or essays, the author must be acknowledged using an accepted format for the underlying discipline. Footnotes, endnotes, references and bibliographies must be complete.
Plagiarism exists when all or part of an essay is copied from an author, or composed by another person and presented as original work. Plagiarism also exists when there is inadequate recognition given to the author for phrases, sentences, or ideas of the author incorporated into an essay.
A draft paper, proposal, thesis or other assignment may be subject to penalty for academic dishonesty provided the instructor/supervisor has informed the student(s) before the work is submitted.
2. Submitting the same essay, presentation, or assignment more than once whether the earlier submission was at this or another institution, unless prior approval has been obtained.
3. Cheating on an examination or falsifying material subject to academic evaluation. This includes unauthorized sharing of material, e.g. two or more students using the same textbook during an "open book" examination; or the use of course notes or any aids not approved by an instructor during a "closed book" examination; unauthorized possession or use of an examination or assignment.
4. Submitting as one's original work, essays, presentations or assignments which were purchased or otherwise acquired from another source.
5. Using or attempting to use other students' answers; providing answers to other students; failing to take reasonable measures to protect answers from use by other students in assignments, projects or examinations; or submitting identical or virtually identical assignments by students who studied together.
6. Impersonating a candidate in an examination or availing oneself of the results of such impersonation.
7. Submitting false records or information, in writing or orally. This includes the falsification or submission of false laboratory results, documents, transcripts or other academic credentials.
8. Stealing or destroying the work of another student.
9. Removing books or other library material without authorization, or mutilating or misplacing library materials, or engaging in other actions which deprive other members of the University community their opportunity to have access to the academic resources of the library.
10. Unauthorized or inappropriate use of computers, calculators and other forms of technology in class work, assignments or examinations.

I certify that I carefully read the syllabus and fully understand the requirements for this course.

Signature

Student Number

Date

