Course Description
In this course we will examine language as it relates to and as it functions in society. In particular, we will look at how language establishes social relationships and reflects social processes, at the purposes for which language is used, at the sources of linguistic variation, at the mechanisms of linguistic change, and at how change spreads through a speech community. Students will learn the methods used by variationists to gather data and the tools used to analyze linguistic variation as they work on projects during the semester.

Prerequisite
LING 5040, 3070, or another approved introductory linguistics course.

Required Text

All additional readings will be posted to Canvas

Requirements and Grading
1. Article Presentations and discussion: 20%
   You will work with another student to lead a presentation/discussion of articles related to topics covered during the semester. Discussion points and questions about the topic should be uploaded to Canvas by 2:00pm the day of the presentation.

2. Recorded interview and transcription: 20%
   You will record and transcribe one 30-minute interview. Once transcribed, you should look for variation in your sample and choose either a phonological, morphosyntactic, or discourse-pragmatic feature to investigate further. The write-up should include the following:
   - audio file
   - word-for-word transcription
   - justification for the feature you choose (basically, why you chose the feature)
   - brief overview of previous research about that feature
   - distributional analysis of the occurrence of the feature

And choose from #3 or #4 (LING 6110 students must choose #4)

3. 3 short papers that describe variation in a corpus of spoken data: 60%
   These are short reports or “squibs” (5-7 pages, not including references). These are not article summaries or literature reviews. Each squib should build on theories from the readings and class discussions, with short “mini investigations” of the topic from data that either you collect (like narratives in #2 above) or an existing corpus. Due dates and more specific instructions, including

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the topics, will be posted in the Assignments in Canvas. Students who choose this option will select one of the papers to present in a 15 min. PowerPoint presentation at the end of the semester.

4. **Semester Project and Presentation: 60%**
   This is a 15-20 page paper (not including references) about a specific topic from any area of sociolinguistics. You must meet with me and decide on a topic no later than Feb. 10 and submit an abstract and preliminary bibliography by Feb. 24. The data for the paper can either come from independent research (where you collect data and do a preliminary analysis – similar to a pilot study), my corpus of AAVE data, or it can be from other spoken corpora. If you plan to present this paper at a conference you may need to get IRB approval. You will also prepare a 15 min. PowerPoint presentation about your project that you will present at the end of the semester. Written papers should consist of the following:
   - introduction to the study; relevant research question(s)
   - review of the relevant literature (research on the history and use of the feature you are studying)
   - description of the methodology (data collection, coding procedures, and analysis)
   - results and discussion of the data
   - conclusions about the variation you observe and implications for further research that are based on previous research and the analysis of your data
   - reference list

**Weekly Plan (subject to change)**

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<th>Week</th>
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<th>Topics</th>
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<tr>
<td>1</td>
<td>Jan. 13</td>
<td>Course overview; what is Sociolinguistics?</td>
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<td>2</td>
<td>Jan. 20</td>
<td>Sociolinguistics as LVC</td>
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<td>3</td>
<td>Jan. 27</td>
<td>Social patterns; Labov (Martha’s Vineyard and NYC studies)</td>
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<td>4</td>
<td>Feb. 3</td>
<td>Social patterns cont.</td>
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<td>5</td>
<td>Feb. 10</td>
<td>Linguistic Patterns</td>
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<td>Feb. 17</td>
<td>Data and Methods; the sociolinguistic interview and research ethics</td>
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<td>7</td>
<td>Feb. 24</td>
<td>Transcription and coding</td>
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<td>Mar. 3</td>
<td>Analyzing the data – quantitative and qualitative methods used in variation studies; The comparative method</td>
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<td>9</td>
<td>Mar. 10</td>
<td>Phonological and morpho-syntactic variables</td>
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<td>10</td>
<td>Mar. 17</td>
<td>Discourse/pragmatic features</td>
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<td>11</td>
<td>Mar. 24</td>
<td>Tense/Aspect variables</td>
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<td>12</td>
<td>Mar. 31</td>
<td>Other variables; Sociolinguistic explanations</td>
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<td>13</td>
<td>Apr. 7</td>
<td>Linguistic contact; transmission, diffusion, and incrementation</td>
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<td>Apr. 14</td>
<td>Real and apparent time; age-grading; language across the lifespan</td>
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<td>Apr. 21</td>
<td>PowerPoint presentations</td>
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<td>16</td>
<td>Apr. 28</td>
<td>PowerPoint presentations</td>
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Assignment Submission and Grading Academic Dishonesty and Integrity

It is your responsibility to become familiar with UNT’s Policy of Academic Dishonesty. The full policy can be found at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

This policy defines the following forms of academic dishonesty:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

- **Plagiarism**: The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

- **Fabrication**: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty**: Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of F, and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. **There are no first-offense warnings regarding plagiarism.**

Attendance Policy

Students are expected to attend all synchronous Zoom meetings listed on the course syllabus and to adhere to the following guidelines:

- Log in to the class on time for the duration of the class (unless previously arranged with me or your TA).
- Make every effort to get to log in to the class on time. It is important that you don’t arrive late or leave early.
- Focus 100% on the class and refrain from doing other work or using cell phones or other electronics during Zoom meetings. It is disruptive for the instructor and your fellow classmates!
- The synchronous Zoom meetings are substituting for face-to-face interaction, so this means that students are expected to keep their video on (unmuted) unless they have made prior arrangements (due to special circumstances) with me or your TA.

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend Zoom meetings because you are ill, or unable to attend due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.
Essential Competencies

ODA policy – The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled 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.

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise the professor of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

• read and synthesize research articles.
• interact with subjects in a professional and ethical manner.
• use an audio and/or video recorder.
• use a computer with various word processing, e-mail, transcription, and graphics software applications.
• speak in front of the class and use multimedia to support the presentation.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. Information about The Code of Student Conduct can be found at http://deanofstudents.unt.edu/conduct