

SOCIOLINGUISTICS*

(Ling. 480 / Anth. 480)
(Spring, 2017)

Prof: Richard Cameron

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Class Times: Mon./Wed./Fri.: 1 - 1:50 pm.

Classroom: Lincoln Hall 115

Check out ☛ Linguistics in Everyday Life at the Linguistic Society of America.

<http://www.linguisticsociety.org/content/linguistics-everyday-life#Domain>

Also see the links to Discourse Analysis, Sociolinguistics, Languages in Contact, and Multilingualism.

Also look for links to Studying Linguistics and the Science of Linguistics.

And see **Linguistics as a Profession**

<http://www.linguisticsociety.org/resource/linguistics-profession>

Class Textbooks and Readings

1. Wardhaugh, R. & J. Fuller, 2015. An introduction to sociolinguistics (7th Edition). Malden, Mass.: John Wiley & Sons, Inc.
2. Wolfram, W. & N. Schilling. 2016. American English, Third Edition. Malden, Mass.: John Wiley & Sons, Inc.
3. Class webpage on Blackboard for additional readings in PDF or WORD.

Topics: Also see Reading Schedule.

1. **Overview of Sociolinguistics: What do sociolinguists do? / Finding the social in the linguistic**
2. **Pragmatics & Discourse Analysis, Speech Acts, Implicature, Face, Politeness**
3. **Three Approaches to Discourse Analysis and Labov on Narrative**
4. **Anthropology, Culture & the Ethnography of Communication**
5. **Social Facts & Social Groups, Dialectology, The Sociolinguistic Variable**
6. **Regional & Social Dialects**
7. **African American English**
8. **Second Dialect Acquisition**
9. **Style**
10. **Age & Unstable Variation ⇒ Language Change**
11. **Gender & Language**
12. **Bilingualism & Code Switching**
13. **Pidgins & Creoles**
14. **Applications: Language Planning, Dialect Awareness and Reading, Confronting Myths, English for Specific Purposes**

** Students with disabilities who require accommodations for access and participation in this course must be registered with the Disability Resource Center. Please contact the Center at 312/413-2183 (voice) or 312/413-7781 (fax). The Center is located at 1200 W. Harrison St. ,Room 1190 SSB. In addition, speak with your instructor.*

Class Goals and Objectives:

1. To introduce you to a range of disciplines and topics within the field of Sociolinguistics. And, to connect Sociolinguistics, where possible, with issues of language learning and teaching.
2. To lead you to examine your own beliefs and attitudes about language.
3. To equip you with certain tools and techniques for linguistic analysis as well as strategies for studying and thinking critically about what you read. Also, to acquaint you with certain basic concepts necessary to pursue linguistic studies further if you wish to.

Class Requirements and Grading:

1. Attendance is important. Why?
The class will combine both lectures from the instructor and participation from the students in the form of assignments, readings, and critical discussion of these readings. Also, some of the work will be done in small groups. **Therefore, your classmates will depend on you.**
2. There will be **1** research project, **2** exams and a number of homework assignments and article presentations. In total, **the research project** will count for 25% of your final grade and **the exams** will count for **60%** of your final grade (30% per exam). The **assignments** will be of **two types**: 9 homework assignments and a few in-class article presentations. Together, the combined grades for the homework assignments and in-class article presentations will count for **15%** of the final grade.

☞ **The research project:** There are different research projects for Graduate and Undergraduate students.

For GRADUATE STUDENTS ONLY: (Due in class on Friday, April 21: Week 15). If late, you lose a grade for every day late. Please talk with your instructor during the semester about this.

- 1) Find a non-native speaker of English who is NOT an Advanced speaker.
- 2) Ask this person to allow you to record him/her speaking in English for a class project. Explain that no one will know who he or she is. You will not use their real name in your class project.
- 3) What to record?

Ask this person to tell you about his/her first day in the United States.

Ask the person to tell you two times:

The first time for **5 minutes**, the second time for **4 minutes**.

- 4) Transcribe the 4 minute version. See if you can identify any of the structures of personal narrative from Labov (see Week 4). Also, in the 4 minute version, identify any variation in this individual's speech. By variation, we mean two or more ways of saying the same thing. For example, notice how this Japanese speaker pronounces the Voiced Interdental Fricative (ð) in the following sentence:

So that [tsæt] day um I went to the [da] downtown.

Also, notice the different ways this speaker frames a direct quotation.

- 1) He said, "Please come. come to my room", he said.
- 2) So I'm afraid (ha ha ha).
- 3) It's dangerous.
- 4) So, "No thank you", I answered.
- 5) But uh he. he said, "No. Don't worry to come to my room" he said.
- 6) "No I. I don't want to go your room. So, that's ok."

We can talk about other things to notice and describe. Focus on pronunciation of consonants and vowels and also grammatical options. If you have questions about this, ask.

Find 5 or 6 pronunciation variables. Find 5 or 6 syntactic or morphological variables.

5) Compare what you find in the 4 minute version to what you find in the 5 minute version.

6) Hand in your report with the following parts: (Due April 21)

- 1) Description of the person, how you met this person, the research experience.
- 2) A description of variation in pronunciation and in grammar. Focus on what you find in the 4 minute version. Do **not** describe in terms of **error**. Describe simply in terms of what the speaker does. Think of the speaker as a fully competent speaker of a different dialect. Find 5 or 6 pronunciation variables. Find 5 or 6 syntactic or morphological variables.
- 3) Your transcription of the 4 minute version with structures from Labov's approach to Narrative indicated.
- 4) Comparison with the 5 minute version.

For UNDERGRADUATE STUDENTS ONLY: (Due in class on Friday, April 21: Week 15). If late, you lose a grade for every day late. Please talk with your instructor during the semester about this.

You have two options:

Option #1: See the research project for Graduate students. If you wish to do this, you can.

Option #2: For this assignment, you will need to find a **minimum** of 3 published articles which report on and analyze the same topic within the past 15 years or so (i.e., between 2000 -> 2017). These cannot be articles which are already included for you in the class readings. However, you may consult the bibliographies of class readings for related research. **DO NOT USE BOOKS. ONLY USE ARTICLES PUBLISHED IN JOURNALS.**

You will then identify the basic "problem" which all of these articles consider. In turn, you will summarize how each article deals with the problem. As you do, you will need both to compare and contrast the approaches taken to dealing with the problem and the findings which emerged. In so doing, you will also need to point out shortcomings in each article. At the end of your paper, you will need to identify unanswered questions which remain.

Talk with Richard Cameron about this, as soon as possible. See him during office hours.

- 1) Double-space and type your paper.
- 2) Cite both quotations and ideas from authors. As you do, paraphrase as much as possible.
Avoid plagiarism!!!!
- 3) Your paper will consist of:
 - ◆ Title page (1 page)
 - ◆ Text (6 -> 10 numbered pages)
 - ◆ Bibliography (1 page)

On the title page, include the title, your name, course title and no., and a 150 word abstract of the paper's contents.
- 4) Minimum length of paper text = 6 pages.
Maximum length of paper text = 10 pages.

Some Journals to consider: (All are available in UIC Library.)

Discourse & Society

Peer-reviewed journal exploring discourse analysis from the perspective of multiple social sciences; focus on critical analyses.

Discourse Studies

Peer-reviewed journal focusing on discourse structures and strategies from socially informed perspectives.

International Journal of the Sociology of Language

Peer-reviewed journal which is key to the branch of sociolinguistics known as Sociology of Language.

Journal of Linguistic Anthropology

Peer-reviewed journal published by the Society of Linguistic Anthropology with focus on issues in contemporary linguistic anthropology.

Journal of Multilingual and Multicultural Development

Peer-reviewed journal exploring issues of multilingualism such as language planning or policy from a sociological or social psychological perspective.

Journal of Pragmatics

Peer-reviewed journal with a multidisciplinary perspective on how language works in contexts of communication.

Journal of Sociolinguistics

Peer-reviewed journal with multidisciplinary approach on sociolinguistic research.

Language in Society

Peer-reviewed journal publishing in discourse focused sociolinguistics, linguistic anthropology, and related research areas.

Language Variation and Change

Peer-reviewed journal with a focus on a wide range of topics in language variation and change.

☞ The exams will be take-home exams.

Exam 1 covers Weeks 1 - 7. (Handed out Feb, 24, due March 3)

Exam 2 covers Weeks 8 - 16. (Handed out April 28, due on day of scheduled Final)

Exam 1 will be given out in class on Friday, Feb. 24. It will be due in class on Friday, March 3. Late exams will cause you to lose a grade for each day late. Exam 2 will be given out on Friday, April 28 (the last class day) and due in class during finals week. We will use the day that the final is scheduled as the day you hand in Exam 2.

☞ **The homework assignments:** A schedule for the homework assignments is found on the **last two pages of this document**. For each of these assignments, I will look to see that you have completed the work with reasonable care and that the completed work shows the presence of reasoning. These assignments are designed to make the issues and ideas more tangible. **Late homework assignments will not be accepted.** Do them and receive a grade. Don't and receive an F.

☞ **In-class article presentations:** You, along with other classmates, will be responsible for a small number of articles to the rest of the class. Eligible articles/chapters are marked in the Reading Schedule by a \$. The number of articles which you will present will be determined by the number of students in the class. We will figure this out in the first or second week of class. You will have 20 minutes to present the article. Do them and receive a grade. Don't and receive an F. *Check your email for more information.*

For the research project, homework assignments and article presentations, grades equal the following percentages: A = 95%, B = 85%, C = 75%, D = 65%, and an F = 0%

Reading Schedule

All readings are found in either of the two textbooks or on the class website on Blackboard. ***Reading assignments are to be completed prior to coming to class.*** Suggestion: Read in order listed as this, generally, is the order in which articles will be discussed in class.

Ward & Ful. 📖 refers to ➔ Wardhaugh & Fuller 2015. An Introduction to Sociolinguistics.
 Wolf & Sch. 📖 refers to ➔ Wolfram & N. Schilling. 2016. American English.
 BB-Doc. 📖 refers to ➔ *Readings in PDF or WORD available on Blackboard course webpage.

****You are responsible for printing these out and bringing them to class with you. Or, bring your laptop with access to the handouts or articles.***

\$ indicates articles/chapters which students *will* be asked to present in class.

1) Week One>

Topic:

Readings: (Jan. 9 - 13)

- ① Overview of Sociolinguistics: What do Sociolinguists do?
- ② Finding the Social in the Linguistic

Ward & Ful. 📖

Pages 1-19: Introduction (Chp. 1)
 Pages 263-272: Pronouns / Naming and Titles (In Chp. 10: Pragmatics)

BB-Doc. 📖

Cameron, R. 2007. Three approaches to finding the social in the linguistic. Holmquist, J., A. Lorenzino, & L. Sayahi (eds.) Selected Proceedings of the Third Workshop on Spanish Sociolinguistics. Somerville, MA: Cascadia Press. Pp. 1-22.

2) Week Two>

Topic:

Readings: (Monday =MLK Day, no school: Week 2 = Jan. 17 - 20)

- ① Pragmatics & Discourse Analysis, Speech Acts, Implicature

Day 2 (Wednesday)>

(Homework #1 due)

BB-Doc. 📖

Summary fragments from Harris, Strawson, Malinowsky, Mitchell, Schifffrin, & Levinson.

Ward & Ful. 📖

Pages: 249-252: Speech Acts (In Chp. 10)

BB-Doc. 📖

Some basic terminology in Speech Acts

BB-Doc. 📖

Savić, M. 2015. 'Can I very please borrow it?': Request development in young Norwegian EFL learners. Intercultural Pragmatics. 12(4):443-480.

Ward & Ful. 📖

Pages 253-256: Implicature & Cooperation (In Chp.10)

3) Week Three>

Topic:

Readings: (Jan. 23- 27)

① Pragmatics: Inference & Implicature, Face, Politeness

BB-Doc. Grice, H.P. 1975. Logic and conversation. In P. Cole and J. Morgan (eds.) *Syntax and Semantics. Volume 3: Speech Acts*. New York: Academic Press. P. 41-58.BB-Doc. Cameron, R. and J. Williams. 1997. *Sentence to Ten Cents*: A case study of relevance and communicative success in nonnative-native speaker interactions in a medical setting. *Applied Linguistics*. 18(4):415-445.BB-Doc. 

Some notes on FACE as discussed by Goffman, E. 1967. On face work.

Ward & Ful. 

Pages 256-263: Politeness (In Chp. 10)

BB-Doc. **\$**Fraser, B. 1990. Perspectives on politeness. *Journal of Pragmatics*. 14:219-236.Day 3 (Friday) >**(Homework #2 due)****4) Week Four>**

Topic:

Readings: (Jan. 30 - Feb. 3)

① Three Approaches to Discourse Analysis and Labov on Narrative

BB-Doc. 

A quote from Simmel's "The field of sociology" & A definition of Microsociology versus Macrosociology.

Ward & Ful. 

Chp. 11: Discourse Analysis

BB-Doc. Chapter 2: Narrative Analysis. From Labov, W. 2013. *The Language of Life and Death: The transformation of experience in oral narrative*. Cambridge: Cambridge University Press.BB-Doc. File 8.6: Discourse Analysis (The Structure of Personal Experience Stories). In Tserdanelis, G. & W.Y.P. Wong (eds.) *Language Files*. Columbus: The Ohio State University. Pp. 261-267.

5) Week Five>

Topic:

Readings: (Feb. 6 -10)

① Anthropology, Culture, & the Ethnography of Communication

BB-Doc. 

Division of Labor in Anthropology

Ward & Ful. 

Chp. 9: Ethnographic Approaches in Sociolinguistics

BB-Doc. 

\$ Willett, Jerri. 1995. Becoming first graders in an L2: An ethnographic study of L2 socialization. TESOL Quarterly. 29:473-503.

BB-Doc. 

\$ Griswold, O. 2010. Narrating America: Socializing Adult ESL Learners Into Idealized Views of the United States During Citizenship Preparation Classes. TESOL Quarterly. 44(3):488–516.

Day 3 (Friday) >**(Homework #3 due)****6) Week Six>**

Topic:

Readings: (Feb. 13 - 17)

① Social Facts & Social Groups, Dialectology, The Sociolinguistic Variable

BB-Doc. 

Some quotations from Durkheim's "What is a social fact?"

Ward & Ful. 

Chp. 3: Defining Groups

Wolf & Sch. 

Pages 159-164: Social Status and Class, Beyond Social Class (In Chp. 6)

Ward & Ful. 

Pages 27-46: Language, Dialects, and Varieties (In Chp. 2)

Wolf & Sch. 

Chp. 1: Dialects, Standards, and Vernaculars
Chp. 3: Levels of Dialect

Day 3 (Friday) >**(Homework # 4 due)****7) Week Seven>**

Topic:

Readings: (Feb. 20 - 24)

① Regional Dialectology

Wolf & Sch. 

Chp. 2: Why Dialects?
Appendix: An inventory of distinguishing dialect features.

Chp. 5: Regional Varieties of English

Test #1 given out on Friday in class. Covers Weeks 1 - 7. Due in class on Friday, March 3.

8) **Week Eight**>

Topic:

Readings: (Feb. 27 - March 3)

① Regional and Social Dialects

② More on The Sociolinguistic Variable

Ward & Ful. 📖

Chp. 6: Language Variation

Chp. 7: Three Waves of Variation Studies

Wolf & Sch. 📖

Chp. 6: Social Varieties of American English

Chp. 7: Ethnicity and American English

Day 3 (Friday)>**(Hand in Test #1 on Friday)**9) **Week Nine**>

Topic:

Readings: (March 6 -10)

① Social Dialect: African American English

② Second Dialect Acquisition

Wolf & Sch. 📖 Chp. 7: African American English

BB-Doc. 📖

Selected sections from:Cameron's Report *to the Research Review Committee of Oak Park Public Schools District 97* on Interviewing in an Oak Park School as part of Sociolinguistic/Dialect Research into Chicago English (August 18, 2004)

BB-Doc. 📖

\$ Chamber, J.K. 1992. Dialect Acquisition. *Language*. 68: 673-705.

BB-Doc. 📖

\$ Tagliamonte, S. & S. Molfenter. 2007. How'd you get that accent?: Acquiring a second dialect of the same language. *Language in Society*. 36:649-675.Day 3 (Friday)>**(Homework # 5 due)**

10) **Week Ten>** **Readings:** (March 13 - 17)

Topic: ① Style

Ward & Ful. 📖 Pages 52-54: Styles, Registers, and Genres (In Chp. 2)

BB-Doc. 📖 Agha, A. 2000. Register. Journal of Linguistic Anthropology. 9:216-219.

BB-Doc. 📖 \$ Biber, D. 1999. A register perspective on grammar and discourse: variability in the form and use of English complement clauses. Discourse Studies. 1:131-150.

Wolf & Sch. 📖 Chp. 10: Dialects and Style

BB-Doc. 📖 From Downes, W. 1984. Language and Society . London: Fontana Paperbacks. Figure 4.4 The (ing) variable in Norwich and Figure 4.5 The sociolinguistic interview: Styles.

Labov, W. & G. Sankoff. 1988. "The Stylistic Analysis of Spontaneous Speech". NWAVE: University of Montreal.

From and based on Labov, 1966. The Social Stratification of English in New York City.: Style in an individual speaker and style in the community / Style & Class Stratification of (ing).

From Trudgill, P. 1974. The Social Differentiation of English in Norwich. Variable (t) by class and style / Variable (a:) by class and style.

Summary tables from Douglas-Cowie, Ellen. 1978. Linguistic code-switching in a Northern Irish village.

First 2 paragraphs of Wilmington, Michael. May 28, 2000. Cinema paradise: Amid all the hoopla, Cannes still shows it has a heart. Chicago Tribune.

Summary text from Schilling-Estes, Natalie. 1998. Investigating 'self-conscious: The performance register in Ocracoke English.

Day 3 (Friday)>**(Homework # 6 due)**11) **Week Eleven>** **Readings:** (SPRING BREAK: March 20 - 24)*Reminder: **The research project:** (Due in class on Friday, April 21: Week 15)*

12) Week Twelve>

Topic:

Readings: (March 27 - 31)

- ① Age, Unstable Variation ⇒ Language Change
- ② Gender and Language

BB-Doc. 📄

One page of 5 Questions/Problems of Language Change based on Weinreich, Labov, and Herzog. 1968. Empirical foundations for a theory of language change.

Ward & Ful. 📄

Chp. 8 Language Variation and Change

BB-Doc. 📄

Some notes from: Guy, G., B. Horvath, J. Vonwiller, E. Daisley, and I. Rogers. 1986. An intonational change in progress in Australian English. *Language in Society*. 15:23-52

BB-Doc. 📄

\$ Buchstaller, I. 2006. Diagnostics of age-graded linguistic behaviour: The case of the quotative system. *Journal of Sociolinguistics*. 10(1): 3-30.

Wolf & Sch. 📄

Chp. 8: Gender and Language Variation

Ward & Ful. 📄

Chp. 12 Language, Gender, and Sexuality

BB-Doc. 📄

\$ Cameron, R. 2010. Growing up and apart: Gender divergences in a Chicagoland elementary school. *Language Variation and Change*. 22:279-319.

13) Week Thirteen> Readings: (April 3 - 7)

Topic:

- ① Bilingualism
- ② Code Switching

Ward & Ful. 📄

Chp. 4 Languages in Contact: Multilingual Societies and Multilingual Discourse

BB-Doc. 📄

\$ Makiyara, Miki. 2005. Rapa Nui ways of speaking Spanish: Language Shift and socialization on Easter Island. *Language in Society*. 34:727-762.

BB-Doc. 📄

\$ Poplack, S. 1988. Contrasting patterns of code-switching in two communities. In Monica Heller, ed., *Codeswitching. Anthropological and Sociolinguistic Perspectives*. Berlin: Mouton de Gruyter. Pp. 215-244.


BB-Doc. 📄


\$ Kingsley, 2013. Language choice in multilingual encounters in transitional workplaces. *Journal of Multilingual and Multicultural Development*. 34(6): 533-548.


Day 3 (Friday)>**(Homework # 7 due)**

14) Week Fourteen> Readings: (April 10 - 14)

Topic: ① Pidgins & Creoles

BB-Doc.  Location of Major Pidgin and Creole Languages
 “A pidgin at an early stage of development” & “Hawaiian Pidgin English”
 “Cameroon Pidgin English (A creole)”
 Pidgin and creole features from Todd, 1974. Pidgins and creoles.

Ward & Ful.  Chp. 5: Contact Languages: Structural Consequences of Social Factors


BB-Doc.  **\$** Siegel, J. 1999. Stigmatized and standardized varieties in the classroom: Interference or separation. TESOL Quarterly. 33(4): 701- 728.


Day 3 (Friday)> **(Homework # 8 due)**


15) Week Fifteen> Readings: (April 17 -21)


Topic: ① Application: Language Planning

Ward & Ful.  Chp. 15: Planning

BB-Doc.  Three definitions of language planning + accompanying pages

BB-Doc.  **\$** Ruíz, R. 1984. Orientations in language planning. NABE Journal. 8(2):15-34.

BB-Doc.  **\$** Albury, N.J. 2016. Defining Māori language revitalisation: A project in folk linguistics. Journal of Sociolinguistics. 20(3):287-311.

BB-Doc.  **\$** King, K.A. 2013. A tale of three sisters: Language learning and linguistic identity in a transnational family. International Multilingual Research Journal. 7: 49-65.

Day 3 (Friday) > **(Research Project due)**

16) Week Sixteen>

Topic:

Readings: (April 24 - 28)

① Dialect Awareness in Schools and Communities

② Applications: Confronting Myths / Needs Analysis for ESP

Wolf & Sch. ☞

Chp. 11: The Application of Dialect Study

Chp. 12: Dialect Awareness: Extending Application

Day 2> (Wednesday)>**(Homework #9 due)**

BB-Doc. ☞

\$ Vaughn-Cooke, F. 2007. Lessons learned from the Ebonics controversy: implications for language assessment. In Bayley, R. & C. Lucas (eds.) Sociolinguistic variation: Theories, methods, and applications. Pp. 254-275. Cambridge: Cambridge University Press.

BB-Doc. ☞

\$ Cameron, R. 1998. A language-focused needs analysis for ESL-speaking nursing students in class and clinic. Foreign Language Annals. 31(2):203-218.

Day 2>

Test #2: Weeks 8 - 16 (Test given out in last class. Due during finals week. Date to be determined.)

Schedule of Homework assignments for SOCIOLINGUISTICS (Spring, 2017)

Be ***brief and precise*** in your answers. Type your answers. Recall that late homework assignments will not be accepted. Please hand these in during class. Do not email your answers.

1) Due, in class, Wednesday, Jan. 18:

On the class website in Blackboard, Course Documents, Week 2, download the following Word document and follow the instructions.

“Summary Fragments of Harris, Strawson, Malinowsky, Mitchell, Schiffirin, & Levinson.”

2) Due, in class, Friday, Jan. 27:

Ward & Ful. ☞ Pg. 252-253: Exploration 10.1

Pg. 255: Exploration 10.2

3) Due, in class, Friday, Feb. 10:

Ward & Ful. ☞ Pg. 243-245: Exercise 2

4) Due, in class, Friday, Feb. 17:

Wolf & Sch. ☞ Pg. 4 - 6: Exercise 1.2

Pg. 85-86: Exercise 3.4

(More on Homework assignments)

5) Due, in class, Friday, March 10:

Wolf & Sch. 📖 Pg. 171-172: Exercise 6.2
Pg. 222: Exercise 8.1

6) Due, in class, Friday, March 17 :

Wolf & Sch. 📖 Pg. 292: Exercise 10.4
To do this, first go to: <http://www.americanenglishwiley.com/>
Click on “Enhancements”.
Scroll down to Chapter 10 Dialects and Style. Click on this.
Scroll down to the three brief recordings of Rex O’Neal.
Tip: If you are a non-native speaker of English, do this with a native speaker.

7) Due, in class, Friday, April 7

Ward & Ful. 📖 Pg. 106 - 109: Exercise 2 (Sarah and Hans: New Glasses)

8) Due, in class, Friday, April 14:

Ward & Ful. 📖 Pg. 134: Exercise 2

9) Due, in class, Wednesday, April 26:

Wolf & Sch. 📖 Pg. 316: Exercise 11.1
Pg. 355-356: Exercise 12.4