

Aspects of Sociolinguistics

Ling1267, Section 1010 (26129), Spring 2021

MWF 12:10-1:00PM

Web-based

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Office Hours: By APPT

Official Course Description

Aims at providing insights into how social relationships influence language, and how language can play a role in shaping social relationships, both in the individual and societal level. Some of the issues we will look at are; attitudes towards languages, dialects and society; social differentiations of language; Black English; multilingualism; bilingual education and language planning.

Main Text:

'Intro to Sociolinguistics' by Wardhaugh & Fuller, 7th ed.

(<https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=1811431>)

- We will also work with other readings from a variety of sources and books. Please pay attention to the modules section of Canvas and our syllabus.
- Note: The book has a companion website with additional online material, examples, exercises, chapter-by-chapter study guides and a list of key terms. Students are encouraged to use it.

Course Expectations & Requirements:

- **The Guiding Principle: "Reasonable and Fair Expectations"**
 - I, the instructor, will try my best to have reasonable, fair expectations from you, the student, regarding amount of classwork/homework, difficulty of assignments, and complexity of the material
 - You, the student, should have reasonable, fair expectations from me, the instructor, regarding quality of lectures, consistency in grading, and availability outside of class for extra help and/or feedback.
 - If at any point these expectations are not met, both parties should feel welcome and invited to express these concerns openly, quickly, and in good faith so they can be addressed and learning can continue.
- **Potential Assignments and Projects:**
 - Writing projects
 - Reaction Paper
 - Pop Linguistics Article
 - Abstract
 - Proposal
 - Discussion posts
 - Final Exam
 - Participation Grade

- **File naming conventions:**
 - Filenames must begin with your surname (last name) in all lowercase letters
 - Filenames must not contain any characters except letters, digits, hyphens, underscores, and periods. Most importantly, no space characters or punctuation other than hyphens, underscores, and periods can be used in filenames.
 - lastname_assignmenttype.filetype (e.g. patrick_finalexam.pdf)
- **Attendance:** While I do not require your daily attendance, being a regular part of the classroom environment is very important for both your learning and that of your colleagues- plus, my teaching is better when there is more energy and engagement in the classroom. That said, you are all adults and you are dealing with your own lives in whatever way you need to. However, please see the participation section below.
- **Class Participation:** Participation is important for the learning process. Therefore Canvas is set to automatically record attendance. While you won't be graded for your attendance, it will factor into your participation grade. After two semesters of teaching during this pandemic, this is my experimental solution to minimize student attrition. I look forward to your feedback during and at the end of the semester:
 - Every three absences you have, you will need to make one appointment to meet with me during office hours. We don't need to talk about too much or spend too long in office hours if you don't need the support- but I need to hear from you and touch base to make sure you're okay and on track. Therefore, if you miss (3) classes, that's one OH appt. If you miss (6) classes that's two OH appts. As long as this requirement is satisfied, you will receive your 10% participation grade. If you never miss more than three classes, you will automatically get the full participation credit.
- **Deadlines and Late work:** The expectation is that work will be turned in by end of day on the due date as listed on syllabus or discussed in class. That said, with the exception of discussion posts and the final exam, due dates are mostly 'strong suggestions' in place to keep you on track and to keep my life somewhat organized when reviewing and grading assignments for 25 students. However, I don't wish for any of you to 'pull all-nighters' or have panic attacks related to assignments for this class, so just keep me informed if you need more time for any work and we can discuss reasonable and fair extensions.
- **Web Instructions:** In response to the COVID-19 pandemic, this semester we will participate in learning activities primarily synchronously. i.e. each Monday, Weds, Friday 12:10pm-1:00pm, all together, via Zoom. Some course activities and assignments will be delivered asynchronously. Our lectures will be recorded (with pre-obtained student consent) and available to you. Please see me ASAP if there are any concerns about this policy.
- **Zoom Classroom Etiquette:** This is our virtual classroom. Appropriate classroom behavior is expected and necessary to ensure the best learning environment for all students.
 - Log in early enough to deal with unexpected technical difficulties.
 - Log in from a distraction-free, quiet environment (as best you can, understanding that we all have different home/work environments and demands).
 - Please keep your audio on mute until you want to speak.
 - Taking screenshots or screen recordings of virtual classroom without the permission from the students/instructors is unacceptable. Please do not meme your classmates or instructor.
 - Keep your video on if possible (again, understanding that some days we just aren't feeling it).

Overall Grading

Reaction Paper	10%	100 points
Research Proposal	22.5%	225 points
Pop Linguistics Article	22.5%	225 points
Final Exam	15%	150 points
Participation	10%	100 points
Abstract	10%	100 points
Discussions	10%	100 points
		Total: 1000 points

Extra Credit: write a review article on one of the optional/recommended papers from the semester. See me with any questions about appropriateness of the article. Follow the same guidelines as reaction paper one. It will count for up to 10 points in the discussion post column (so it will either replace a zero or will be added to a discussion post grade, so that you can have up to 110/100 for that category).

Grading Scale

98-100.....A+	83-87.....B	70-72.....C-
93-97.....A	80-82.....B-	68-69.....D+
90-92.....A-	78-79.....C+	63-67.....D
88-89.....B+	73-77.....C	60-62.....D-

Course Calendar:

(Note: Every Monday box represents the papers to be discussed for the week. 'Recommended' refers to papers I will be drawing on for my lectures and discussion questions that you should read or skim if you have the time and interest, but I'm not explicitly requiring you to read. Syllabus is subject to change and definitely will change as semester progresses.)

Week	Date	Topic	What are we working on?
1	M 1/18		No Class- Dr. Martin Luther King Jr.'s Birthday
	W 1/20	Introduction to Sociolinguistics	Syllabus day!
	F 1/22	What is a language?	W&F p.27-43 (Skim if you can)
2	M 1/25	The Standard Language Ideology	<ol style="list-style-type: none"> Rickford (1997)- A Suite for Ebony and Phonics (pp. 82-87) Lippi-Green (2012)- The Standard Language Myth (pp. 55-65) Johnstone, et al. (2013)- Pittsburgh Speech and Pittsburghese (pp. 85-89)
	W 1/27		
	F 1/29		Discussion 1 due end-of-day
3	M 2/1	The Sociolinguistic Variable	<ol style="list-style-type: none"> W&F pp.148-168 Labov (1966)- The Social Stratification of (r) in New York City Department Stores. (pp. 168-178)
	W 2/3		
	F 2/5		Add/Drop ends

4	M 2/8	Speech Communities	<ol style="list-style-type: none"> 1. W&F pp. 62-81 2. Bucholtz (1999)- 'Why Be Normal?' Language and Identity Practices in a Community of Nerd Girls (pp. 203-223)
	W 2/10		
	F 2/12		<ol style="list-style-type: none"> 1. Discussion 2 due end-of-day 2. Joe's conference (students welcome to e-attend if interested)
5	M 2/15	First Wave Sociolinguistics	<ol style="list-style-type: none"> 1. W&F 168-184 2. Trudgill (1972)- Sex, Covert Prestige and Linguistic Change in the Urban British English of Norwich (pp. 179-195)
	W 2/17		
	F 2/19		Qualtrics Check-In
6	M 2/22	Second Wave Sociolinguistics	<ol style="list-style-type: none"> 1. W&F 185-189 2. Eckert (1988)- Adolescent Social Structure and the Spread of Linguistic Change (pp. 183-207)
	W 2/24		(Tues 2/23 is self-care day)
	F 2/26		
7	M 3/1	Third Wave Sociolinguistics	<ol style="list-style-type: none"> 1. W&F 189-195 2. Zhang (2008)- Rhotacization and the 'Beijing Smooth Operator': The social meaning of a linguistic variable (pp. 201-222)
	W 3/3		
	F 3/5		Reaction Paper 1- due end-of-day
8	M 3/8 Class Cancelled	Language and Gender	<ol style="list-style-type: none"> 1. Kiesling (2019)- Ch. 4, 35-57 2. Lakoff (1973)- Language & Women's Place (pp. 45-80)
	W 3/10		
	F 3/12		Discussion 3 due (Sunday 3/14, 11:59 pm)
9	M 3/15	Multilingualism in Society	<ol style="list-style-type: none"> 1. W&F 82-113 2. Albirini (2011)- The sociolinguistic functions of codeswitching between Standard Arabic and Dialectal Arabic (pp. 537-562)
	W 3/17		
	F 3/19		1. Assign pop linguistics article
10	M 3/22	Multilingualism in Society continued...	
	W 3/24	No Class	Self-Care Day
	F 3/26		<ol style="list-style-type: none"> 1. Discussion 4 due end-of-day 2. Deadline: monitored withdrawal forms to Dean 3. Qualtrics Check-In
11	M 3/29	Language Policy and Planning	<ol style="list-style-type: none"> 1. W&F 367-397 2. Zepeda & Hill (1991)- The Condition of Native American Languages in the United States (pp. 45-65)

	W 3/31		
	F 4/2		1. Pop Linguistics Article due end-of-day 2. Assign Abstract and Proposal
12	M 4/5	Language Policy and Planning continued...	
	W 4/7		
	F 4/9	Presented Research	1. Dominique Branson, PhD Student 2. Discussion 5 due end-of-day
13	M 4/12	Language and Education	1. W&F 339-366 2. Hart & Risley (2003[1995])- The Early Catastrophe: The 30 million word gap by age 3 (pp. 4-9) 3. Dudley-Marling & Lucas (2009)- Pathologizing the Language and Culture of Poor Children (pp. 362-370) 4. Vaughn-Cooke (2007)- Lessons learned from the Ebonics controversy: implications for language assessment (pp. 254-275)
	W 4/14		
	F 4/16		Abstract due end-of-day
14	M 4/19	Language and Race	1. Lippi-Green (2012)- The real trouble with Black language (pp. 182-213) 2. Hill (1998)- Language, Race, and White Public Space (680-689)- CW: Racial/Ethnic Slurs 3. Baugh (2003)- Linguistic Profiling (pp. 155-168)
	W 4/21		
	F 4/23		1. Research Proposal due end-of-day 2. Last Day of Classes 3. Final Exam Released
15	M 4/26		Finals Week Begins
	W 4/28		
	F 4/30		Final Exam Due Extra Credit Due

REFERENCES:

- Albirini, A. (2011). The sociolinguistic functions of codeswitching between Standard Arabic and Dialectal Arabic. *Language in Society*, 40(5), 537–562.
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- Bucholtz, M. (1999). “Why be normal?”: Language and identity practices in a community of nerd girls. *Language in Society*, 28(02). <https://doi.org/10.1017/s0047404599002043>
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- Wardhaugh, R., & Fuller, J. M. (2014). *An Introduction to Sociolinguistics, 7th Edition*. John Wiley & Sons.
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THE FINE PRINT:

Take Care of Yourself

College/Graduate school can be an exciting and challenging time for students. Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. You are encouraged to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician.

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

Sexual misconduct, required reporting, and Title IX

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>. (This link does not work as of 8/14/20, try: <https://www.titleix.pitt.edu/civil-rights-title-ix-compliance>).

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

* Title IX Office: 412-648-7860

* SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

Disability resources and services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt

Union, 412-648-7890 as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.studentaffairs.pitt.edu/drs/> .

Non-discrimination policy

As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>

Gender-Inclusive language guidelines (from Pitt GSWS)

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

The Writing Center

The Writing Center is a free tutorial service for Pitt students. Writing Center consultants can help you with your academic, professional, or creative writing. They can help you learn how to generate ideas, organize your writing, and understand assignments. They can help you deal with any sentence-level problems that you have, too. It's a great place to go in order to have a thoughtful reader for your work. For more information about the Center or to make an appointment, visit the website: www.writingcenter.pitt.edu. You can access remote tutoring at: <https://www.writingcenter.pitt.edu/undergraduate/remote-tutoring>

Classroom recording policy

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Academic integrity and plagiarism

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to: <http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>

Violation of the Academic Integrity Code requires the instructor to submit an Academic Integrity Violation Report to the Dean's Office.

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