

**Language in Society  
 15:253/537 Section 01**

<b>Professor: Christelle Palpacuer Lee</b>	<b>Place:</b>	<b>Email: Christelle.palpacuer-lee@gse.rutgers.edu</b>
Office 221 GSE CAC 10 Seminary Place, New Brunswick Campus	M 4:50-7:30 GSE Basement 025A	Office hours: Mondays 2:30-4:30 And by pre arranged appointments requested through email: <a href="mailto:christelle.palpacuer-lee@gse.rutgers.edu">christelle.palpacuer-lee@gse.rutgers.edu</a>

**1. OBJECTIVES:** The main goal is to provide students with an understanding of *language* as a social phenomenon and how it shapes society or how it is shaped by society. The course will address current and future teachers, researchers, and practitioners in an applied and theoretical framework. Within the context of the major topics outlined in this syllabus, the course will expose you to valuable material that will affect your teaching, practice, future research endeavors. Among the many topics to cover: pragmatics, language and dialects, diglossia, bilingualism and multilingualism, codeswitching, social networks, speech acts, gender differences in speech, how to conduct classroom action research and fieldwork. The course will also discuss how social factors influence language use, maintenance, and loss. From this course, you will learn how critical the teaching of *language in use* is, language in social contexts, and language performance. The course will entail: readings, films, presentations, a collaborative research project, and your frequent participation.

**2. Tools required:**

**A. Digital Recorder w/ USB Port:** All students, aside from purchasing the texts, will need to have a digital recorder with a USB port to enable you to record spoken language, upload to your computer, and transcribe authentic, natural speech.

**B. SAKAI.** <https://sakai.rutgers.edu/portal> All students will have a drop box in which they will upload assignments, projects, and tasks. The Resource box in SAKAI will be used by me to deposit additional readings for the course, supplementary reading. *All students must have an RU Email address.*

**C. Course Texts (1).**

- Holmes, J. (2008) *An introduction to sociolinguistics*. Person Education Limited (3<sup>rd</sup> ed).
- Optional: McKay, S. & Nancy H. Hornberger (1996) (Eds.). *Sociolinguistics and language teaching*. UK: Cambridge University Press.

**3. Evaluation MA students:**

**3a. Participation in class: 40%** (defined as: individual student's on and off-line participation in class, asking questions, responding, participating and working in specific groups and presenting (being able to present knowledge, reflect on, not summarize text, and presentational manner, and your ability to draw from readings to discuss readings).

b. Professional poster presentation and summary sheet (60%). **(Your proposal counts towards your evaluation. The Proposal, Poster, and Summary Sheet, from beginning to end are part of your grade).**

**3b. Evaluation PhD students:**

a. **Participation in class: 30%** (defined as: individual student's on and off-line participation in class, asking questions, responding, participating and working in specific groups and presenting (being able to present knowledge, reflecting, not summarizing text, and presentational manner, and your ability to draw from readings to discuss readings).

- b. PowerPoint presentation **and** an academic term paper (15-20 pages including references) **70% (proposal is included in the evaluation of your work).**

Every class is guided by your syllabus outline. Readings will be from book chapters and assigned empirical research articles. All readings have to be studied prior to the date of presentation of assigned material so that you can a) Participate ORALLY in class independently and/or in a group; b) be well informed regarding the topic at hand and be able to respond to questions. The readings will affect the way you present yourself in class and how you design your research. They must inform your thoughts, responses, articulation in class, and the study.

*Teams: A team is defined as two students working together on both products (i.e., Poster and Paper), collecting data, transcribing, sharing corpus you obtain from speakers. Teams must be comprised of members who are working in the same language (i.e., Spanish teachers, Italian). If you do not have a language-related partner, we should speak to design your work differently.*

- a. **MA students** Choice: Professional poster presentation and summary sheet.

Professional Poster: one professional presentation<sup>1</sup> that will be **representative of the study conducted (60%)**. If you work in a team, you will be responsible to prepare a summary sheet also. (2 pages plus references=3 max). Both members of the team collaborate fully in the development through execution of either the academic paper or professional poster presentation and summary sheet (including the PROPOSAL). No more than two in a team.

- b. **Doctoral students** will be required to produce alone. The term paper must be as close as possible to a publishable article. **All doc students are required to meet with me no later than the 3<sup>rd</sup> week of class to discuss project in detail.**

#### 4. Policies about attendance and plagiarism

- a. Attendance is mandatory. If you have to miss a class, send me an email and obtain handouts, Powerpoints, or assignments or news from your peers. Class contents are not repeated and explaining a class via an email is not possible.

- b. Regarding academic integrity: <http://academicintegrity.rutgers.edu/integrity.shtml>

#### 5. Products (can be uploaded due date or EARLIER; not later). (70% of your evaluation)

- a. Proposal for your sociolinguistics project (applied): This project must be determined by the team since a both members will work on ALL aspects (i.e., study design, proposal, finding speakers to interview, transcribing, and analyzing the corpus you obtain. Important: 1) While a member can examine one linguistic feature, another can also examine something else using the same corpus, or both can examine the same feature in the same corpus. Proposal: **UPLOAD DUE DATE: February 13<sup>th</sup>.(4 weeks after classes start).**
- b. Each student will contribute two samples of oral spontaneous speech that can be oral narratives of personal experience, or a DCT depending on protocol and project. Each audio file will be uploaded in student's respective drop box. **UPLOAD DUE DATE: March 12<sup>th</sup>.** Each student is responsible for transcribing and uploading files for others to share. **(8 weeks after classes start)**
- c. Analyze all the material from **March 15<sup>th</sup>-April 9<sup>th</sup>** (e.g., transcripts, surveys, DCTs). (12 weeks after classes start).
- d. Professional Poster presentation to be done on **April 30<sup>th</sup>** and paper due. Final draft of paper based on feedback obtained from classmates will be **May 4<sup>th</sup> 8 am.** (15<sup>th</sup> week after classes start).

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<sup>1</sup> A poster presentation is a presentation constructed for a conference. It usually contains the highlights of the study and the results and teaching implications. This poster and presentation requirement will be discussed further in class.

Your paper should contain:

1. Introduction to reader about topic/problem being investigated
2. Review of the literature using more than 3 journal sources and a book chapter.
3. The methodology: what are the research questions, participants, protocols used to investigate language use.
4. Results: Qualitative or Quantitative depending on what you're team is investigating
5. Discussion.
6. A section devoted to future research required--focused on your area of interest (**doctoral students only**).  
*Appointment prior to submitting proposal is mandatory.*
7. A section devoted to TEACHING IMPLICATIONS (**MA students only**)
8. Bibliography following APA. Please consult APA and see rubric that will evaluate paper. All references must be uploaded in your drop box.

A professional poster presentation must also contain these components but since the purpose of the poster guide you also throughout the presentation and also have classmates read and review its contents. All components must be presented in an abbreviated, easy-to-read manner.

**NOTE: ALL DOCUMENTS MUST BE PLACED IN YOUR RESPECTIVE DROP BOXES not sent as individual email attachments.**

**Author codes: H: Holmes M&H: McKay and Hornberger**

	<b>Topic</b>	<b><i>Assigned readings and discussion topics</i></b>
1	What is sociolinguistics? Why is it important for LANGUAGE scholars and teachers. Levels of proficiency vs. SES, Gender, Age, Education, Dialect.	<b>You and me:</b> Chapter 1 (H); Course content discussion and requirements; project explanations, templates, and Professional Poster presentation requirements, group chapter/article presentations. [Go over several Exercises in Chap 1].
2	Speech functions, politeness & Pragmatics	<b>You:</b> Chapter 11 (H) & 14 on Pragmatics in (H) Speech functions, politeness, and cross-cultural communication and <b>You ESL:</b> Lingli et al. 2010 The Effects of Explicit and Implicit Instruction in English Refusals <b>You Spanish:</b> (García 2007) "Ché, mirá, vos sabés que no voy a poder": How Argentineans Refuse an Invitation _____ <b>You Arabic:</b> Nelson et al. (2002) Cross-cultural pragmatics... _____
3	Field Methods: Entering the community fieldwork, and future verb tense forms  How to analyze discourse obtain (Qualitatively)  How to analyze discourse obtained (Quantitatively)  <i>Tips about how to write your proposal (in a team)</i>	<b>You:</b> Chapter 14 (H) Analyzing discourse. [NF] Discussion regarding project and how to obtain data <b>You Spanish:</b> Orozco (2005) Distribution of Future Time Forms in Northern Colombian Spanish. _____ <b>You Chinese:</b> Chapter 15 (H) Attitudes and applications _____ <b>OPTIONAL:</b> M&H Chapters 9, 8, and 1.
4	Regional and social dialects  <i>Deadline: Team uploads proposal</i>	<b>You:</b> Chapter 6 (H)____ <b>You Italian:</b> Film <i>Ciao Professore</i> <b>OPTIONAL:</b> M&H Chapter 5 _____

5	Code switching How to analyze discourse (Qualitatively)  How to analyze discourse obtained (Quantitatively)	<b>You Chinese:</b> Chapter 2 (H)____ <b>You ESL/Spanish:</b> Toribio (2000) Spanish-English code-switching <b>OPTIONAL ALL:</b> M&H Chapter 2
6	Linguistic Varieties  English International Language	<b>You Spanish:</b> Chapter 4 (H) _____  <b>OPTIONAL ESL/Chinese:</b> M&H Chapter 4.
7	Language Change; Pidgins and Creoles  Team project time/updates	
No	<i>Spring break--time to start transcribing and analyzing corpus</i> <i>March 12-18 All upload audio files to team folder in SAKAI and transcriptions.</i>	
8	Language Variation  Small Picture: Fossilization	<b>You ALL: Chapter 10 (H)</b> Style, context, and register _____
9	Language maintenance and shift <i>Adjustment to syllabus pending</i> Team on project time	<b>You ESL/Spanish:</b> Chapter 3(H)_____ <b>You Spanish:</b> The history of Lunfardo and how it has been maintained. _____
10		
11	Language Ideologies; identities <i>Team on project time</i>	<b>NF and You:</b> McGroarty in M&H Chapter 1____ <b>You ALL:</b> Cashman (2005) Identities at play: language preference and group membership in bilingual talk in interaction_____
12	National Language and language planning <i>Team on project time</i>	<b>You ALL:</b> Chapter 5 (H) ____& <b>OPTIONAL:</b> Chapter 2 (M&H).
13	Gender and age; Ethnicity and social networks	
14	Sociolinguistic Competence <b>TEAM PRESENTATIONS</b>	
15	Team Professional Poster presentations. Paper due May 4 <sup>th</sup> 8 am--both for fully developed papers and poster summary sheet with references.	Time limits set depending on class size and teams. Presentations may begin on April 23 <sup>rd</sup> .

## Bibliography

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### Rubric that will be used to evaluate papers and Professional Poster presentations

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Author(s) demonstrates an accurate understanding of essay content			
Author's (s) ideas are clear and well-developed.			
Author(s) cites scholarly literature to support his/her statements.			
Author(s) draws connection between theory and scholarship cited and observations/practice or teaching			
Author(s) provides support for his/her positions with relevant, scholarly examples.			
Author(s) addresses all components of the essay question or problem posed for discussion.			
Author(s) uses academic language, formal essay structure, follows APA style, and includes references.			

Comments: