

Rutgers, The State University of New Jersey

15:253:537 Language in Society (Sociolinguistics)

Spring 2015

Mondays, 4:50-7:30

M 4:50-7:30

GSE Basement 025A

Dr. Nydia Flores	Email: nydia.flores@gse.rutgers.edu
Phone Number : 848 932 0793 (email is better)	Location Dept Learning & Teaching 223
Office Hours: Mondays 2-4 pm	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: through instructor only

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

1. Course Description: 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 research project, and your frequent participation.

2. Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

6A:9C-3.3 Standards for professional learning

6A:9C-3.4 Requirements for individual teacher professional development planning and implementation

6A:9C-3.10 State Committee on Professional Learning

NJ Professional Standards for Teachers

The Learner and Learning (Standards One-Three)

1. Learner Development

2. Learning Differences

3. Learning Environments

Content Knowledge (Standards Four-Five)

4. Content Knowledge

5. Application of Content

Instructional Practice (Standards Six-Eight)

6. Assessment

7. Planning for Instruction

8. Instructional Strategies

Professional Responsibility (Standards Nine-Eleven)

9. Professional Learning

10. Leadership and Collaboration

11. Ethical Practice

2. Tools required:

A. Digital Recorder w/ USB Port: All students, aside from purchasing the text(s), 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 (3rd ed).
- Optional: McKay, S. & Nancy H. Hornberger (1996) (Eds.). Sociolinguistics and language teaching. UK: Cambridge University Press.

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

3. Evaluation MA students:

3a. Participation in class: 30% (defined as: individual student's on and off-line participation asking and responding to questions, in discussions, working in specific groups and presenting (i.e., being able to present knowledge, reflect on, not summarize text, and exhibit control of material: When you teach it, you learn it!). Chapter segments are short therefore all presentations regarding material from text(s) will be for only 10 min. max, rehearsed, and timed. No PPT; only oral presentations permitted. **Presentations represent** your knowledge with the subject matter at hand, your teaching ability, how you engage the audience, and how you will articulate with your future colleagues in a school or research environment. Only highlighted, salient, relevant aspects of a chapter's section required; no verbatim or word by word copies of text permitted.

3b. End of term: PPT presentation (10 min. max) required and summary sheet (70%). (Your proposal counts towards your evaluation as a team project. Participation, Proposal, end-of-term PPT (no more than 6 slides), and final summary sheet (2 pages max plus references) from beginning to end constitute part of your grade. Your team will be responsible to prepare a summary sheet and PPT. Both members collaborate fully in the development through execution of the research, (i.e., proposal, presentation, and summary sheet).

3c. Course can require substitute assignment or test if readings. Announcement for a test or assigned paper will be announced to enable you to prepare.

3d. Team work: A team is defined as two students working together on all products (i.e., Poster or PPT and Paper), collecting data, transcribing, sharing corpus you obtain from speakers. Teams must be comprised of members who are researching the same language (i.e., Spanish teachers, Italian). If you do not have a language-related partner, we should speak to design your research differently.

3e. Evaluation PhD students:

1. Participation in class: 30% (defined as above related to topics in class)

2. Research project to be discussed and approved with instructor (70%): to include proposal with references, digitally recorded corpus of spontaneous speech, transcriptions, a PowerPoint presentation at end of course and a publishable term paper (20-25 pages including references). The paper should represent a potential manuscript for a journal article, a publication. All doc students must meet w/ me to determine research project (no later than 3rd wk of class).

4. Policies about attendance and plagiarism

a. Attendance is mandatory. If you have to miss a class, send me an email and obtain handouts, materials, or assignments or news from your peers. Class contents are not repeated through emails.

b. The use of cell phones, social media, and emailing during class is prohibited (will affect your grade).

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 research 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: 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 16th. (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 THE WEEK OF SPRING BREAK: March 16th .** 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 15th-April 6th or earlier if possible (e.g., transcripts, surveys, DCTs). **(12 weeks after classes start).** Upload in SAKAI the analysis.
- d. Professional Poster or PPT presentation to be done on April 30th and paper due. Presentations scheduled on **April 27 and May 4th. (14-15th week after classes start).** Can use PPT.
- e. **See rubric at end of syllabus.**

Your summary paper and your final presentation 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. Short Discussion.
6. A section devoted to future research required--focused on your area of interest (doctoral students only).
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.
9. Journal articles or chapters from books used in your research (not the course texts) must be uploaded in your drop box.

Final presentation and Summary sheet must also contain these components.
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Bibliography

- Appel, R. & P. Muysken (1987). Language contact and bilingualism. England. Edward Arnold.
- Blount, B. G. (1995). Language, culture, and society. Illinois: Waveland Press.
- Bratt Paulston, Christina & G. Richard Tucker (2003). Sociolinguistics: The Essential Readings. USA: Blackwell.

- Chambers, J.K., Peter Trudgill, Natalie Schilling-Estes. (2002). *The handbook of language variation and change*. Massachusetts: Blackwell.
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- Hymes, D. (1974). *Foundations in sociolinguistics: An ethnographic approach*. Philadelphia: University of Pennsylvania Press.
- Labov, W. (1978). *Sociolinguistic Patterns*. Oxford: Blackwell.
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- Milroy, L. & Muysken P. (Eds.) (1995). *One speakers, two languages*. Cambridge: Cambridge University Press.
- Myerhoff, M. (2006). *Introducing Sociolinguistics*. New York: Routledge.
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- Savielle-Troike, M. (1982). *The ethnography of communication: an introduction*. Oxford: Blackwell.
- Searle, J.R. (1969). *Speech acts*. Cambridge: Cambridge.
- Silva-Corvalán, C. (1995). *Spanish in four continents*. Washington, D.C.: Georgetown University Press.
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- Silva-Corvalán, C. (2001). *Sociolingüística y pragmática del español*. Washington, D.C. Georgetown University Press.
- Trudgill, P. (1983). *Sociolinguistics: an introduction to language and society*.
- Odlin, T. (1989). *Language transfer*. New York: Cambridge.
- Wolfram, W. (1991). *Dialects and American English*. Englewood Cliff, NJ: Prentice Hall.
- Winford, D. (2003). *An introduction to contact linguistics*. Oxford: Blackwell.
- Weinreich, U. (1963). *Languages in contact*. The Hague: Mouton.

All chapters refer to required text unless otherwise indicated. Articles in SAKAI Resources are listed for required reading; my presentations will come from supplementary readings

*Pages here are from 4th Edition. If you have 3rd edition, topics are similar; find them in each section

	Date	Topic*	<i>Assigned readings and discussion topics</i>
1	Jan 26	What is sociolinguistics? Why is it important for LANGUAGE scholars and teachers.	Course requirements NF presentation, Intro to aspects of socio-pragmatics.
2	Feb 2	Section III, 10: Language Variation: Focus on Users pgs. 239-261 Section 10.	Style, context, and register _____, _____, _____ Addressee as influence on style _____ Accommodation theory _____ Context, style, and class _____, _____, _____ Style in non-Western societies _____ Register _____ <i>NF presentation: On mitigation and indirect speech</i>
3	Feb 9	Section III, 11: Speech functions, politeness, and cross-cultural communication pgs. 274-292.	The functions of speech: _____ Politeness and address forms: _____ Linguistic politeness and different cultures _____ <i>NF presentation: Refusals in Korean and American English</i> NF: Analyzing discourse and discussion regarding project and how to obtain data Team meeting
4	Feb 16	Section II, 6 Regional and Social Dialects pgs. 131-140. <i>Due date: Upload Proposal</i>	Film <i>Ciao Professore</i> Regional variation _____ Social variation _____ Social dialects _____ Class discussion
5	Feb 23	Section 1, 3 Language Maintenance and Shift pgs. 53-67	Language Shift in different communities: _____ Language death and language loss: _____ Factors contributing to language shift: _____ How can a minority language can be maintained: <u>Ben K.</u> Language revival: _____ <i>NF: Language contact and change</i> Team meeting
6	Mar 2	Section 2, 9. Language Change pgs. 206-222	Film: <i>North Carolina English</i> Variation and change: _____ How do languages spread: _____ How do we study language change: _____ Reasons for language change: _____ Class discussion

7	Mar 9	Section I, 8 Ethnicity and Social Networks pgs. 186-196.	Ethnicity: _____ Social networks: _____ <i>NF presentation: Soessel (2002) Investigating the role of social networks in language maintenance and shift.</i> _____ team meeting
No	Mar 16-20	<i>Spring break--time to start transcribing and analyzing corpus and upload audio files and transcriptions to respective folders in SAKAI each member must upload products.</i>	Work on transcribing and prep for analyzing corpus before meeting w/ team partner.
8	Mar 23	Section III, 14. Analyzing discourse pgs. 363-393.	Pragmatics and politeness theory: _____ Ethnography of speaking: _____ Interactional sociolinguistics: _____ Conversational Analysis: _____ Critical Discourse Analysis (CDA): _____ <i>NF presentation: L2 learner language and approaches and--Félix Brasdefer, C. (2003) Declining an invitation: A cross-cultural study of pragmatic strategies in American English and Latin American Spanish.</i>
9	Mar 30	Section II, 7: Gender and Age pgs. 159-180	Gender exclusive speech differences: _____ Gender preferential speech differences: _____ Gender and social class: _____ Age-graded features of speech: _____ Age and social dialect data: _____ Age grading and language change: _____ <i>NF presentation: Cashman (2005) Identities at play: language preference and group membership in bilingual talk in interaction.</i>
10	April 6	Section III. 16. Sociolinguistic Competence pgs. 439-449. <i>Completion of analysis of data and upload</i>	Sociolinguistic competence _____ Dimensions of sociolinguistic analysis _____ Sociolinguistic universals _____ Team meetings
11	Apr 13	Mitigation and intersection with politeness	<i>NF presentation: Usó (2008) et al. Teaching learners to appropriately mitigate requests.</i> Team meetings
12	Apr 20	Section III. 15. Attitudes and Applications pgs. 409-429 <i>Team on project time, last meeting prior to presentations and uploading materials</i>	Attitudes to language _____ Sociolinguistics and education _____ <i>NF presentation: Spanish-English code switching among US Latinos</i> Team meetings
13	Apr 27	TEAM RESEARCH PRESENTATIONS	
14	May 4	TEAM RESEARCH PRESENTATIONS	

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

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Author(s) demonstrates an accurate understanding of 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, teaching, research			
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: