RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Rutgers, The State University of New Jersey

15:253:537 Language in Society (Sociolinguistics)
Spring 2016
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: *Admission to the Teacher Education Program*
Mode of Instruction: __x_ Lecture ___ Seminar ___ Hybrid ___ Online ___ Other	Permission required: __ No _x_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: hhttps://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 using an theoretical and 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, and 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, student 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

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf

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 or Smartphone with recording device: All students, aside from purchasing the text(s), will need to have a digital recording device with a USB port to enables 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 to enable you to get announcements, access resources, etc. You are required to check your SAKAI account daily since this is the platform that will be used throughout the semester.

C. Course Texts (1).
• Holmes, J. (2008) An introduction to sociolinguistics. Person Education Limited (4th preferred but 3rd will work).
• Optional: McKay, S. & Nancy H. Hornberger (1996 or latest edition) (Eds.). Sociolinguistics and language teaching. UK: Cambridge University Press. [This text is a good reference].

3. Evaluation MA students will consist of the follow products:

--Participation
--Fieldwork
--3 Podcasts
--Summary paper and
--Final presentation

1. Participation in class: **25%** (defined as: Oral participation related to topics discussed in class. Oral participation in class will be defined as asking questions (Qs) responding to Qs, working in groups, taking initiatives in leading, collaborating, presenting and working during class with matters related to course; not anecdotally. Associations to teaching and/or research practices can be made and are encouraged. Measured observationally and/or through professionally written blogs (not anecdotally written): Throughout semester. Blogs can be entered once per month. (Blogs are considered informal reflective perspective on a topic and do not require references).

Note: *Lateness(s), uses of cell phones, texting, and using social media during class is strictly prohibited and will be considered as an absence. If you use your laptop for note taking in class, it cannot be used to respond to your personal emails, surfing the internet, and/or working on assignments for another course=absences.*

2. Field work 20%: In Foundations course, you obtained two narratives of learners of a language. You can re-use these narratives (only narratives, not interviews) and/or add to the current files you already have ---to investigate the use of a variable linguistic feature (to be explained later). If you do not have any narratives, you need to obtain **two-four oral narratives of personal experience from learners** of the language you will teach and/or research. You then must transcribe their narratives, determine a linguistic variable that can be related to: syntax, morphology, phonology, or pragmatic. The purpose of your research project is to determine whether the variable feature under examination is conditioned by a linguistic and/or social factor. To determine your response you must be guided by other scholars' research to determine why your speakers exhibit this kind of variation. Due date: March 1st Due date to obtain oral narratives, transcribe, and identify the variable under examination. THE MORE SPEAKERS THE BETTER THE STUDY!

3. PODCASTS (3): **35%.** Produce digital voice and/or videos (**3 min. max each/MP3 or MP4 only**) from a fully scripted formal presentation. That is, you write the essay/script regarding the following:
<u>First podcast</u>: A topic discussed in class, one of the chapters and how it applies to your research and teaching. Due: Monday, Feb 28 before class. Uploaded in SAKAI drop box.
<u>Second podcast</u>: In which you speak about the variable you are going to examine and why you chose it. You will cite scholarship in the podcast. Due March 31, Thursday.
<u>Third podcast:</u> In which you speak about a different feature combining variation and scholarship. This podcast *cannot be over 4 minutes.* Due April 15th. This podcast could be informed by another variable feature, a feature you find in one speaker and you are curious to unpack or, if you use another classmate's narratives, it can be informed by their material. This last podcast, if prepared early, can also contribute thoughts to your Poster Session (capstone comprehensive exam).

<u>NOTE: Podcasts can be uploaded before the due date if convenient especially if you are using the topic for your POSTER SESSION/COMP EXAM.</u>

<u>**IDEAS FOR PODs:**</u> Language maintenance and shift, language contact, a variable linguistic feature, a variable pragmatic feature such as a speech act: an apology, a refusal, etc. The project can use qualitative or quantitative analyses however, for quantitative, you'll have to have a large set of speakers (to be discussed in class).

4. One 6-page double-spaced short paper summarizing learning and class final presentation: 20% (must include references) regarding podcast 1, 2, *or* 3 *OR* reflection on how the topics of the course will inform your teaching and future research. Due date last day of class May 2 through maximum, May 4th. *ALL REFERENCES CITED AND USED TO INFORM THE PAPER, MUST BE UPLOADED IN YOUR SAKAI DROP BOX-- the PDF FILES and chapters of books used as references, not the class texts*. The paper must follow APA style writing (you should consult APA on line). Failure to use proper citations and references will reduce your grade. Furthermore, failure to upload ACADEMIC scholarship will also impact your final grade. Your final presentation will follow same outline:

Your summary paper and your final presentation should contain (see rubric at end to ensure you follow the prescribed quality of your work):

1. Introduction to reader/audience about topic/problem being investigated
2. Review of the literature using more than 3 journal sources and a book chapter (the more the better).
3. The methodology: what are the research questions, participants, protocols used to investigate language variation.
4. Results: Qualitative or Quantitative depending on what you're 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.

5. Course Evaluation: The Graduate School of Rutgers/NB, grading policy is A, B+, B, etc. There are no A- grades.

For Doctoral Students only:
Doctoral Students: Are required to meet with me to shape their final paper, a term paper, based on data collected. This meeting should take place either on line or in person no later than the 3rd week of class. Evaluations for PhD students as follows:

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).

6. 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. Regarding academic integrity: http://academicintegrity.rutgers.edu/integrity.shtml
c. Note explanation regarding use of social media, cell phones, or laptops during class.

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*	Assigned readings and discussion topics
1	Jan 25	What is sociolinguistics? Why is it important for LANGUAGE scholars and teachers.	Course contents and requirements NF presentation, Intro to aspects of sociolinguistics and pragmatics--topic leader assignments.
2	Feb 1	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_____ *NF presentation: On mitigation and indirect speech*
3	Feb 8	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_____ *SORA presentation: Refusals in Korean and American English*
4	Feb 15	Section II, 6 Regional and Social Dialects pgs. 131-140.	Film *Ciao Professore* Regional variation_____ Social variation_____ Social dialects_____ Class discussion
5	Feb 22	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 Language revival:_____ *NF: Language contact and change*
6	Feb 29	Section 2, 9. Language Change pgs. 206-222	Film: *North Carolina English* Variation and change:_____ How do languages spread:_____ How do we study language change:_____ Reasons for language change:_____ Class discussion
7	Mar 7	Section I, 8 Ethnicity and Social Networks pgs. 186-196.	Ethnicity:_____ Social networks:_____ *Sora and NF will present.*
No	Mar 12-20	*Spring break--*	
8	Mar 21	Section III, 14. Analyzing discourse pgs. 363-393.	Pragmatics and politeness theory:_____ Ethnography of speaking:_____ Interactional sociolinguistics:_____ Conversational Analysis:_____ *Sora: Research-- and workshop on analyzing discourse*
9	Mar 28	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:_____

			NF presentation: Cashman (2005) Identities at play: language preference and group membership in bilingual talk in interaction.
10	April 4	Section III. 16. Sociolinguistic Competence pgs. 439-449.	Sociolinguistic competence_____ Dimensions of sociolinguistic analysis_____ Sociolinguistic universals_____
11	Apr 11	Mitigation and intersection with politeness	*Sora and Flores': Presentation--Research. --*
12	Apr 18	Section III. 15. Attitudes and Applications pgs. 409-429	Attitudes to language_____ Sociolinguistics and education_____ *NF presentation: Spanish-English code switching among US Latinos*
13	Apr 25	STUDENT PRESENTATIONS	
14	May 2	STUDENT PRESENTATIONS	

Rubric that will be used to evaluate podcasts and papers

	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:

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