Course description

This course is an introduction to the relationship between language and society and the role of language in society. As a survey course it provides an overview of core topics such as language variation, language and identity, language attitudes, language change, and other areas of inquiry that touch on how individuals and communities formulate their worlds through language practices, policies, and plans.

Learning Objectives

- Associate major concepts and contributions with scholars in the field
- Articulate the contribution of Sociolinguistics to understanding language structure & use
- Relate conceptual and theoretical material to everyday life
- Develop an original empirical or library research project on language use or policy
- Execute polished written/oral reports that concisely present research project findings

Required Textbooks (Additional Readings are listed in bibliography at end of syllabus)


Required Activities

1. **Homework & Quizzes (40%)**. To apply and reinforce concepts covered in our readings, I will assign several exercises developed by the author. You will address 3 of these thoughtfully and concisely in writing (one page or less). There will also be 2 objective quizzes that cover all readings.

2. **Presentation of an article/chapter (10%)**. At the end of each chapter in Meyerhoff’s book, she offers suggestions for further reading which will extend and deepen your knowledge of the field. Depending on class size, one or more students will be responsible for locating, summarizing, evaluating, and presenting one of these additional articles. Alternatively, you may present an article of your choice that is relevant to the material for the week. The article must be submitted under the discussion question in Blackboard so others can access it.

3. **“Show & Tell” (10%)**. To make the material in the course relevant to daily life, students will collect media coverage or artistic depictions of sociolinguistic issues. Several appropriate sources include articles in popular magazines, newspapers, cartoons, TV coverage, excerpts from novels, movies, and the internet. Your written summary and reflection (1 page) will be handed in and shared orally with the class. A minimum of one popular artifact is required to receive credit; however, time permitting, you are welcome to share more than one.
4. **Research project (overall, 40%).** This can be a research proposal (literature review, rationale for a study & related methods) or an actual study depending on where the student is in his/her program of study. The written report (10-15 pages) is 35%; oral summary for the class is 5%.

**Evaluation/Grading**

**Late work is not accepted.** Unless you have a documented family or medical emergency, you are expected to meet deadlines as posted and/or as discussed in class. Specific criteria will be provided as needed for specific assignments.

In general, your work will be evaluated according to the following criteria.

- correctness of your information
- substance of arguments and supporting details
- clarity, conciseness, polish

Where letter grades are used, the following characteristics will inform my grading decisions:

**A = Excellent** The work is engaging, accurate and clear; you submitted something that was careful, thorough, and thoughtful. Where relevant, data collection effort is serious and analytic choices are well justified as well as adequately/correctly explicated; ideas are interesting and show promise. The work builds upon existing literature/ readings.

**B = Very Good** The work is very good, but not as thorough, thoughtful, or promising as an A paper. It may have many of the elements of an excellent effort, but falls just short of being top notch due to writing, argumentation, or minor inaccuracies.

**C = Passable** This might be a “good start” as a paper or presentation in terms of ideas, but has serious inaccuracies, vagaries, or other problems.

**D = Substandard work** The writing or presentation has many mistakes, is hard to follow, does not show any evidence of meeting the demands of graduate level thinking and writing. The work does not demonstrate sufficient understanding of the material or an ability to seriously and correctly apply the techniques that we are discussing.

**F = Failure** The work is incomplete, plagiarized, unintelligible, or not turned in at all.

I use letter grades for holistically evaluating papers and presentations. The conversion is as follows:

- A = 4; A- = 3.75; A/B = 3.5;
- B+ = 3.25; B = 3.0; B- = 2.75; B/C = 2.5;
- C+ = 2.25; C = 2.0
- D = 1.0;
- F = 0

The weighted values at end of the semester convert to a 4 point scale, where A = 4.0 - 3.76; A- = 3.75 – 3.51; B+ = 3.50 – 3.26; B = 3.25 - 3.0; B- = 2.99 – 2.75; C+ = 2.74 – 2.25; C = 2.24 – 2.0; D = 1.9 – 1.0; F = 1.0 - 0
**Academic Integrity**

Students are responsible for informing themselves about Purdue’s policy on plagiarism and academic dishonesty. These are the main points:

1. Work turned in under a student’s name **must be** the work of that student.

2. *Plagiarism* or the use of someone else’s work without acknowledging and properly handling that source is **unacceptable** and will result in a variety of responses, ranging from no credit for the assignment (or the entire course) to action on a department or university level.

3. Any questions about what constitutes fair collaboration between students or the proper use of sources should be brought to the instructor before the assignment is submitted for a grade.

4. I might ask the class to turn in their papers through on-line plagiarism detection software.

**Campus Emergency**

In case of a campus emergency, course requirements, deadlines, and grades may need to be modified. Contact me by phone or e-mail for updates and instructions. Whenever possible, I will send updates/instructions via e-mail.

The following guidelines are based on Beering Hall Building Emergency Plan (March 4, 2014) which can also be located at this URL.
http://www.purdue.edu/ehps/emergency_preparedness/bep/brng-bep.html#Section2

1. **The outdoor siren means to go into the nearest building, and seek further information.**

2. **The fire alarm or other instruction to leave the building means follow general evacuation procedures and immediately obey the alarms and orders. Tell others to evacuate.** Here are general guidelines:
   - No one may remain inside a building when an evacuation is in progress.
   - Close doors as rooms are vacated.
   - Assist those who need help, but do not put yourself at risk to assist trapped or injured victims.
   - Note location of trapped and injured victims and notify emergency responders.
   - Walk calmly but quickly to the nearest emergency exit.
   - Use stairways only. Do not use elevators.
   - Keep to the right side of corridors and stairwells as you exit.
   - Stay away from the immediate area near the building you evacuated.
   - Do not reenter the building until authorized fire or police department personnel give the "All Clear" instruction.
Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter in place incidents. Our preparedness will be critical if an unexpected event occurs.

Emergency preparedness is your personal responsibility. Purdue University is continuously preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let’s review the following procedures:

- To report an emergency, call 911
- To obtain updates regarding an ongoing emergency, and to sign up for Purdue Alert text messages, view [www.purdue.edu/ea](http://www.purdue.edu/ea)
- There are nearly 300 Emergency Telephones outdoors across campus and in parking garages that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected immediately.
- If we hear a fire alarm, we will immediately suspend class, evacuate the building, and proceed outdoors, and away from the building. **Do not use the elevator.**
- If we are notified of a Shelter in Place requirement for a tornado warning, we will suspend class and shelter in the lowest level of this building away from windows and doors.
- If we are notified of a Shelter in Place requirement for a hazardous materials release, or a civil disturbance, including a shooting or other use of weapons, we will suspend class and shelter in our classroom, shutting any open doors or windows, locking or securing the door, and turning off the lights.

Please review the syllabus and the Emergency Preparedness website for additional information. [http://www.purdue.edu/ehps/emergency_preparedness/index.html](http://www.purdue.edu/ehps/emergency_preparedness/index.html)
**Readings in addition to textbook assignments**


Fall 2015 Course Calendar (subject to revision as needed; this is a plan, not a contract!) Unless otherwise mentioned in class, the assignments and readings are to be understood as due on the first day of the week they are mentioned (i.e. material listed for Sept 01-03 is to be read by, or submitted on, Sept 01.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading</th>
<th>Article Presenter(s)</th>
<th>Show &amp; Tell(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24 - Aug 26</td>
<td>History and Scope of Sociolinguistics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coupland Part 1 (Hymes, Labov, Fishman, Gumperz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 01 – Sept 03</td>
<td>Regional &amp; Social Dialects</td>
<td>Meyerhoff, Ch. 2; Ex. p. 12 &amp; 21 Wolfram (1998)</td>
<td></td>
</tr>
<tr>
<td>Sept 08 - Sept 10</td>
<td>Regional &amp; Social Dialects</td>
<td>Meyerhoff, Ch. 3; Ex. p. 46 Coupland Part 3 (Cheshire, the Milroys, Eckert, Labov)</td>
<td></td>
</tr>
<tr>
<td>Sept 15 - Sept 17</td>
<td>Language Attitudes</td>
<td>Meyerhoff, Ch. 4; Ex. p. 57 &amp; 65 Packet; Siegel; Edwards, J.R.</td>
<td></td>
</tr>
<tr>
<td>Sept 22 - Sept 24</td>
<td>Language Attitudes</td>
<td>Coupland (Cameron, Ch. 7 &amp; Cameron, et al., Ch. 12) Packet; McFarlane (2012)</td>
<td></td>
</tr>
<tr>
<td>Sept 29 – Oct 01</td>
<td>Mutilingualism</td>
<td>Meyerhoff, Ch. 6; Ex. p. 122 Coupland Part VII (Gumperz, Edwards, V., Ochs)</td>
<td></td>
</tr>
<tr>
<td>Oct 06 - Oct 08</td>
<td>Quiz #1 =Tuesday</td>
<td>Language Change (overview) Meyerhoff, Ch. 7; Ex. p. 136</td>
<td>QUIZ</td>
</tr>
<tr>
<td>Oct 13 - Oct 15</td>
<td>Variation &amp; Change: Social Class</td>
<td>Meyerhoff, Ch. 8; Ex. p. 174</td>
<td>NO CLASS OCT 13</td>
</tr>
<tr>
<td>Oct 20 - Oct 22</td>
<td>Variation &amp; Change: Social</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fall 2015 Course Calendar (subject to revision as needed; this is a plan, not a contract!) Unless otherwise mentioned in class, the assignments and readings are to be understood as due on the first day of the week they are mentioned (i.e. material listed for Sept 01-03 is to be read by, or submitted on, Sept 01.)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 27 - Oct 29</td>
<td><strong>Variation &amp; Change: Gender</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meyerhoff, Ch. 10; Ex. p. 230</td>
<td>Packet: Holmes &amp; Meyerhoff</td>
</tr>
<tr>
<td></td>
<td>Packet: Nichols, Hall &amp; O'Donovan</td>
<td></td>
</tr>
<tr>
<td>Nov 03 - Nov 05</td>
<td><strong>Variation &amp; Change: Language Contact/Endangerment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meyerhoff, Ch. 11; Packet: Heller &amp; Duchene (2007); Errington (2003)</td>
<td></td>
</tr>
<tr>
<td>Nov 10 - Nov 12</td>
<td><strong>Taking Stock</strong></td>
<td>Packet: Johnson, Milroy (2001b), Aitchison</td>
</tr>
<tr>
<td>Nov 17 - Nov 19</td>
<td><strong>Language &amp; Education/Policy</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Packet: Hashim (2009); Bale (2012)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>National Comm Assoc Conference</strong></td>
<td>Nov 19 – 22. Course plan TBA</td>
</tr>
<tr>
<td>Nov 24 - Nov 26</td>
<td><strong>Quiz #2 = Tuesday NO CLASS NOV 26</strong></td>
<td>QUIZ</td>
</tr>
<tr>
<td>Dec 01 - Dec 03</td>
<td>Project Presentations</td>
<td></td>
</tr>
<tr>
<td>Dec 08 – Dec 10</td>
<td>Project Presentations</td>
<td></td>
</tr>
</tbody>
</table>