

# WLC 2020-001 – Language in Society (Fall 2017) (Formerly LANG 2020)

Lecture Class – 3 credits  
Tuesdays & Thursdays 10:45 – 12:05 p.m. – BLDG 73, 111

**Professor:** Dr. Tanya L. Flores  
**Office Hours:** 12:30-2:30 pm Thursdays and by appointment  
**Email:** Tanya.Flores@utah.edu

## Required Text:

Holmes, Janet & Nick Wilson. (2017). *An Introduction to Sociolinguistics 5th edition*. Oxon, OX: Routledge.

**Course description:** This course introduces students to linguistic concepts relevant to the study of language and culture. Students will explore language issues such as language versus dialect, bilingualism, and the politics of language standardization. We will also focus on individual differences of speakers such as gender, age, ethnicity etc. Although we will exemplify course topics with specific languages, the course will provide students with the tools needed for upper division linguistic courses regardless of language of focus.

**Course objectives:** Class time will be spent in a combination of lecture, discussion, and activities all of which are designed to clarify and illustrate themes in the main text for the course.

During this course you will:

- Develop the ability to use socio-linguistic terms clearly and appropriately to describe language phenomena;
- Practice using appropriate bibliographic citations and style guides (specifically APA);
- Understand the role of language in constructing social identities;
- Acquire tools to think critically about your native language and the languages that you study.

**Evaluation:** Grades will be based on the quality of your work and on improvement over the course of the semester. The final course grade will be based upon:

- |                           |     |
|---------------------------|-----|
| • Homework and class-work | 30% |
| • Exams (x3)              | 30% |
| • Journal/Reflections     | 10% |
| • Language project        | 30% |

## Grading Scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A- = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

## Course Policies

**Participation, attendance, and preparation:** Attendance and class participation are required for successful completion of this course. However, coming to class is not the same as participating in class. Participating means to be attentive, to ask questions, and to work actively with your classmates. It also means to read the chapter before coming to class and turn in assignments on time. As you read assigned texts, look up unknown words or concepts on the web, prepare questions, and complete your journal exercises. A positive attitude and open mind is encouraged to promote a healthy classroom culture. The use of laptops/tablets is not permitted in this class (except for CDS accommodations) and will result in loss of participation points.

**Attendance Policy:** Attendance is mandatory. Failing to come to class ultimately affects your grade. You may miss three (3) classes for any reason, excused or unexcused, without it affecting your grade. After three (3) absences for any reason, your final grade will be lowered by 3% for each unexcused absence. Excused absences are not “bankable” or in addition to the 3 freebies (i.e. the only way to have 4 absences not affect your grade is if all 4 are excused).

Students are expected to attend the entire class period. If you constantly miss 10+ minutes of class (arriving late, leaving early, etc. = “L”), your grade for participation, attendance, and participation will be affected. Three L’s will be counted as 1 absence; 30+ minutes = an absence.

Excused absences include university-sponsored activities that you are required to attend and documented medical emergencies. Written documentation for excused absences must be presented to me before or immediately following the absence. No excuse will be accepted after 7 days of the absence. Please see the university attendance policy for more information:

[http://catalog.utah.edu/content.php?catoid=14&navoid=1599#Attendance\\_Policy](http://catalog.utah.edu/content.php?catoid=14&navoid=1599#Attendance_Policy)

**Academic Honesty & Anti-plagiarism code:** According to the University of Utah Student Code, plagiarism is defined as “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequences of ideas, information or any other mode or content of expression.” Any student found to have plagiarized material will be reported to the Student Behavior Committee and will be subject to the appropriate consequences on the assignment in question.

**Student Conduct:** All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

**Content:** This course may expose you to things you find uncomfortable. I will not make accommodations in course content, requirements, or expectations. Details on the University’s accommodation policy are available at this link (see Section Q): <http://regulations.utah.edu/academics/6-100.php>.

**Accommodations Policy & ADA Statement:** If you are in need of accommodations based on disability, please contact the Center for Disability Services (CDS) immediately. The professor and the University of Utah will comply with the mandates of the American Disabilities Act. Requests for special accommodations must be submitted during the first week of classes – only official CDS requests can be accepted. If you will need

accommodations in the class, contact CDS immediately: RM162 in Union Building, 581-5020, V/TDD; <http://disability.utah.edu/students/qualify.php>.

**Letters of Recommendation:** I am happy to assist students in their academic and career pursuits; however to write a sincere and meaningful letter, I need to know my students and have a solid sense of their merit and accomplishments. Therefore, my policy for writing letters of recommendation is that: 1) you must complete a full semester with me before I can write you a letter; and 2) you must earn at least an A- in my course for me to feel confident in recommending you.

## Course Evaluation Criteria

**ALL COURSE WORK SHOULD BE SUBMITTED ONLINE THROUGH THE CANVAS SYSTEM. IF YOU HAVE DIFFICULTIES WITH CANVAS, PLEASE CONTACT TECHNOLOGY & LEARNING SERVICES.**

**Homework & class work (30%):** Homework in this course includes reading the required chapters for the class and coming to class prepared to discuss and learn about the related topics. This part of your grade also reflects both your attendance and your participation in class. Unexcused absences will affect your grade, as will chronic tardiness or early departures. Participation is understood to mean not just in class contributions, but also evidence of preparedness for class. You will also have assigned movies to watch at home and online assignments, as well as peer evaluations of posters. Refer to the syllabus and Canvas for due dates and instructions on turning in assignments. Late work is not accepted; however, you may speak to the instructor regarding turning in late work for partial credit under extenuating circumstances.

**Exams (30%):** There will be three exams in this class (worth 10% each), each covering 4-5 chapters of material. The purpose of these tests is to ensure that you understand the concepts presented in class, the terms presented in the textbook, and to allow you to demonstrate how the material is applied to real world data. More detail on content and format will be provided prior to each test and a study guide will be provided to help you prepare for each exam.

**Journal and reflection (10%):** As you read the textbook, it would be helpful for you to reflect on the topics presented before coming to class. Each chapter has several “Exercise” questions (in grey boxes) that include comprehension and open-ended questions for your reflection. I would like you to keep a journal where you answer at least 1 exercise per chapter. Your answers may be brief, but the purpose is to demonstrate your thinking and analysis of the topic and make connections to the course. This assignment will be checked at different points throughout the semester, and the grade will be assigned as 100% or 0% at each checkpoint. TIP: Choose exercises that would provide you useful notes for exam questions and write entries that make sense without you having to look up the question again later.

**Group Language Project (30%):** The culminating project for this class will be a group poster presentation. This project will give you the opportunity to apply concepts from the course to one specific language or sociolinguistic topic of interest. You will work on this project in a group of 2-4 students, but each member will receive their own grade based on their contribution to the project. Work on the project will begin after we have completed the first five chapters of the textbook. Detailed guidelines and grading criteria will be posted on Canvas.

## Course Plan

DATE	IN CLASS (Read chapters before class)	DUE DATES
T 8/22	Introduction	
H 8/24	Ch 1 – What is sociolinguistics?	<b>*Language survey</b>
T 8/29	Ch 2 - Language choice in multilingual communities	
H 8/31	Ch 2 – Language choice in multilingual communities (cont.)	
T 9/5	<b>*Film/Video #1</b>	<b>*Video questions due</b>
H 9/7	Ch 3 – Language maintenance and shift	<b>*Journal 1: ch 1-3 (9/8)</b>
T 9/12	Ch 4 – Linguistic varieties and multilingual nations	
H 9/14	Ch 5 – National languages and language planning	
T 9/19	<b>*EXAM #1 (chapters 1-5)</b>	<b>*Exam #1</b>
H 9/21	Final Project Info & examples	
T 9/26	<b>Group Appointment with professor regarding group projects</b>	
H 9/28	<b>*Film/Video #2</b>	<b>*Video questions due</b>
T 10/3	Ch 6 – Regional and social dialects	
H 10/5	Ch 7 – Gender and age	<b>*Language project proposals &amp; 1<sup>st</sup> bibliography due</b>
	FALL BREAK (10/9-13)	
T 10/17	Ch 8 – Ethnicity and social networks	<b>*Journal 2: ch 4-8 (10/18)</b>
H 10/19	Ch 9 – Language change	
T 10/24	Ch 10 – Style, context and register	
H 10/26	<b>*EXAM #2 (chapters 6-10)</b>	<b>*Exam #2</b>
T 10/31	Ch 11 – Speech functions and politeness	
H 11/2	Ch 12 – Gender, politeness and stereotypes	
T 11/7	<b>*Film/Video #3</b>	<b>*Video questions due</b>
H 11/9	Ch 13 – Language, cognition and culture	
T 11/14	Ch 14 – Analyzing discourse	
H 11/16	Ch 15 – Attitudes and applications	<b>*Journal 3: ch 9-15 (11/17)</b>
T 11/21	<b>*EXAM #3 (chapters 11-15)</b>	<b>*Exam #3</b>
H 11/23	THANKSGIVING BREAK	
T 11/28	<b>APA Bibliography style workshop</b>	<b>*APA workshop assignment</b>
H 11/30	<b>Final project class poster session</b>	
T 12/5	<b>Final project class poster session</b>	
H 12/7	<b>Final project class poster session</b>	
T 12/12	Finals week	<b>*Annotated biblio</b>

**Note: Specific points are assigned to items in Bold. See Canvas for details. No make-ups allowed for these items without documented excused absence.**

**Professor reserves the right to make necessary changes to the syllabus due to unforeseen circumstances.**

Acknowledgements: This syllabus is based on Dr. Sheri Anderson's syllabus of Lang 2020 (2013). Thank you.