LINGUISTICS 4040: Introduction to Sociolinguistics
Spring Semester 2020; M, W 3-4:20pm
M LIB 1725

Instructor: Johanna Watzinger-Tharp (she; Professor Watzinger)
Office hours: M & W from 1-3pm, or by appointment
Office: 2319 LNCO
Communication: Canvas E-mail; campus phone; F2F

Course Description
In this course, you will be introduced to sociolinguistics, the study of language use in social and situational contexts. We will examine the interplay between linguistic behavior and social factors such as age, gender, ethnicity, regional background and social class, and how linguistic patterns identify, stigmatize and privilege language users and speech communities. After establishing sociolinguistics foundations, we will explore multilingualism and multilingual societies, and linguistic diversity and justice. Throughout the semester, we will tackle essential questions such as: How can language be used to include, exclude or discriminate? How do we use the power of language responsibly? Can grammar be “bad?” What are the repercussions of the “monolingual mindset?” Who are “native speakers” in today’s multilingual and multicultural societies? What role does language play in education?
Credit hours: 3
Prerequisite: Linguistics 1200: Introduction to the study of language, or equivalent.

Course Goals
• Examine relationships between language, social factors, and context and illustrate them with useful real-world examples.
• Define sociolinguistic concepts accurately, illustrate them with examples and make appropriate connections among concepts.
• Explain clearly how sociolinguists analyze language and its use in society.
• Engage meaningfully with essential questions that promote understanding of the interaction between language, identity and society.
• Explain key aspects of individual and societal multilingualism and illustrate them with useful examples.
• Analyze and evaluate the interdependence of linguistic diversity, justice and social justice.
• Identify and document linguistic diversity of a Utah community.

Methods and Teaching Philosophy
Teaching and learning methods employed in this course are predominantly interactive, including, but not limited to collaborative learning, pair and group work, think-pair-share, self-assessment for learning, and discussion based on guiding questions. These classroom activities are designed to facilitate learning, make material meaningful to you, and serve as formative assessments that check understanding and provide feedback. Together, collaboration and formative assessment guide this course as core principles for effective teaching and successful learning.
Class Materials
Additional reading: journal articles, book chapters, print and digital media
Please note that we might add readings not currently in the syllabus and that you will occasionally be asked to locate and discuss reading material of your own.

Assessments
Written assignments (25%)
You will submit definitions of sociolinguistic concepts and responses to synthesis questions. These written assignments serve as formative assessments, or assessments for learning that check understanding, provide feedback to students and guide instruction, and prepare students for summative assessments, or assessments of learning, such as exams. See semester schedule for assignment due dates.

Exams (20%/25%)
Midterm: Wednesday, February 26; exam review: Monday, February 24
Final: Friday, April 24; exam review: Monday, April 20
You will receive a study guide for exam preparation and in-class review one week before each exam is scheduled.

Linguistic landscape project (20%)
You will put together a cardboard or digital poster to document multilingualism in a local community and present it during a poster session on the last day of class, Monday, April 20. I will provide detailed instructions for this project at the appropriate time.

Campus engagement (10%)
Academic event attendance
You will earn 5% for attending at least two Department of Linguistics colloquia and the University of Utah Student Conference in Linguistics (UUSCIL) on April 10. If your schedule prohibits you from completing any parts of this requirement, please discuss alternatives with me.
Experimental research participation
You will earn 5% of your grade for participation in a Linguistics study. For more information and to sign up for linguistics studies, please visit http://speechlab.utah.edu/participate.php.
If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a Sona account and then email us at speechacquisitionlab@gmail.com. Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at speechacquisitionlab@gmail.com.
You will write a one-page description of your participation, detailing: [a] What you were asked to do, and [b] How you think it relates to topics we are covering in class. This report is officially due on the last day of class, but it may be turned in on Canvas as soon as it is complete.
Student Conduct & Communication

Diversity of the University community provides a rich environment for cross-cultural communication and learning. I expect all class members to embrace difference and diversity as an opportunity for learning, a key to excellence and success, and critical to personal and professional growth. I also expect that students communicate in a professional manner with me and with each other in all contexts. e.g. face-to-face, e-mail, or social media). In the event of a personal challenge that might impact your ability to perform well in this class, I encourage you to meet with me in person or to utilize the U's resources (see below).

Canvas & electronic devices: Please use the tutorial to help you use Canvas effectively. Bring a laptop or tablet for in-class work; turn off social media and cell phones during class. If you have to be reached during class for a good reason, please let me know.

Some e-mail guidelines:

- Use Canvas for course-related E-mails.
- Avoid asking last-minute questions about assignments.
- Formulate precise and unambiguous messages to ensure efficient email exchanges.
- Use E-mail for relatively straightforward questions; meet me face-to-face for others.
- Do not expect E-mail responses between 5:00 pm on Saturday and 8:00 am on Monday, unless exceptional circumstances require that we communicate.

Preferred name and pronoun

Class rosters are provided to the instructor with the student’s legal name as well as ‘Preferred’ first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will refer to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and please update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.
SEMESTER SCHEDULE

Social and Situational Factors

**Week 1 (Jan 6 & 8):** Course outline & expectations, students’ backgrounds; introduction to sociolinguistics; descriptivism and prescriptivism  
**Reading:** Trudgill, chapter 1

**Weeks 2 & 3 (Jan 13 & 15; Jan 22):** Languages and dialects; standard and non-standard varieties, social stratification and social class; regional variation, dialect maps  
**Reading:** Trudgill, chapters 1 and 2; Rickford (1996), *Regional and social variation*  
**Assignment:** Foundational concepts (due Saturday Jan 25, 11:59pm)

**Weeks 4 & 5 (Jan 27 & 29; Feb 3 & 5):** Sex, gender, and grammatical gender; interaction of sex and social class; gendered speech and gender-neutral language  
**Reading:** Trudgill, chapter 4; ‘Upspeak to vocal fry: Policing women’s voices’ ([https://www.npr.org/transcripts/425608745?storyId=425608745?storyId=425608745](https://www.npr.org/transcripts/425608745?storyId=425608745?storyId=425608745))  
**Assignment:** Synthesis questions (due Saturday Feb 8, 11:59pm)

**Week 6 (Feb 10 & 12):** Formal and informal registers, address systems, style-shifting, diglossia; language and identity  
**Reading:** Trudgill, chapter 5; preview week 7: Trudgill, chapter 6

Multidialectism and Multilingualism

**Week 7 (Feb 19):** Independent reading (no class); language-switching and code-switching  
**Reading:** Trudgill, chapters 5 (review) & 6

**Weeks 8 & 9 (Feb 24 & 26; March 2 & 4):** Ethnic varieties, AAVE/Ebonics; pidgins and creoles; midterm review & exam  
**Reading:** Trudgill, chapters 3 & 9; Rickford, Ebonics; ‘Sea to Shining Sea’  
**Midterm exam:** February 26  
**Assignment:** Multilingualism concepts (due Saturday March 7, 11:59pm)

**Week 10 (March 8-15):** Spring Break

**Weeks 11 & 12 (Mar 16 & 18; 23 & 25):** Multilingual societies; official and national languages; indigenous and endangered languages  
**Reading:** Baugh ([https://www.pbs.org/speak/speech/sociolinguistics/multilingual/](https://www.pbs.org/speak/speech/sociolinguistics/multilingual/))  
Trudgill, chapter 7; ‘The Linguists’  
**Assignment:** Synthesis questions (due Saturday March 28, 11:59pm)

Linguistic Diversity and Justice

**Week 13 & 14 (April 1; 6 & 8):** Accents, accent discrimination  
**Reading:** Lippi-Green (1994), *Accents and the courts*

**Weeks 15 & 16 (April 13 & 15; April 20):** Linguistic diversity, linguistic landscapes; final exam review; language and law forum, April 17  
**Reading:** Piller (2016), *Language & social justice*, chapters 1 and 2; Gorter  
**Assignment:** linguistic landscape project (in-class presentations April 20)  
**Final exam:** Friday April 24, 3:00 to 4:20pm