

T, Th. 12:35pm-1:50pm, HUM 212, Course #27788

Instructor: Jenny Lederer

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Office Hours: Thurs. 4pm-6pm; or by appointment. (Please sign up on the Google Doc if you plan to attend office hours. Telephone and/or Skype communication easy to arrange as well.)

<https://docs.google.com/spreadsheet/ccc?key=0Aho9XFckMu8IdGR6ZW5uSHR2bS1FNINNSlp3UE5hNHc>

Course Overview

The purpose of this course is to introduce students to the relationship between language and society –the sociological influences on language practices and patterns. Students will be exposed to several different theoretical approaches within sociolinguistics and read studies showing how different sociological parameters including class, ethnicity, gender, and sexuality influence language patterns. Teaching methodology will include in-class lecture and discussion along with small group work and hands-on data analysis.

Required Textbook:

Introduction to Sociolinguistics, 6th Edition by Ronald Wardhaugh

Sociolinguistics, the Essential Readings by Cristina Bratt Paulston and G. Richard Tucker (on Amazon or other online retailer)

Virtual Course Reader: Articles are posted on iLearn Course website. Please print and bring to class for discussion.

Course Requirements and Grading:

1. Two equally weighted exams **40%** total

- First Exam **20%**
- Second Exam **20%**

2. Research Project 55% total

- Written Proposal **5%**
- Transcriptions **5%**
- First Draft **5%**
- Peer Review **5%**
- Final Paper **35%**

3. Speaking “Californian” Essay, attendance, participation (bringing in relevant news articles; participating in class discussion), effort and preparation for class **5%**

4. Extra Credit (Full Participation in Project SHINE for the semester will boost your grade 10 percentage points (one full grade) at the end of the semester.)

Students in English 425 may choose to participate in Project SHINE for extra credit in the course. Requirements for participation in SHINE are detailed below. Check out the website:

English 425 *Language in Context* Syllabus

<http://www.shinesf.org> to see what students have said about their experiences in SHINE. Community service learning credit is available and will appear on student transcripts. (See more description below.)

Newspaper articles

Newspapers are wonderful sources of interesting material about "hot" language issues. When you come across a news article about language, please bring it to class or send me an email. When time permits, we will discuss it in light of these questions:

What are the issues involved here?

What are the different public attitudes about this issue?

What would a linguist think/say about this?

What do YOU think about this issue?

Grading Policy:

1. All assignments are due on the date indicated in the syllabus. Assignments should be typed and stapled together before turning in.
2. First Drafts will not be accepted late and must be completed on time in order to do a Peer Review. If you do not turn in a Rough Draft, you will receive 0% for both the Rough Draft assignment and the Peer Review assignment.
3. No Final Papers will be accepted late.

Common Sense:

1. Plagiarism is against the rules and carries serious consequences for your academic standing and future at this university.
2. As a courtesy to the person you are sitting next to, please refrain from loud or strong smelling foods.
3. Keep channels of communication open. If something is going on that is affecting your performance in class, let me know. Don't wait until it is too late to do anything about it.
4. Please check all important deadlines on SFSU website: Policies for W, Drop, CR/NC have changed. The onus is on you to make sure you know the policies.
5. PLEASE DO NOT GO ON-LINE OR TEXT IN CLASS: It is rude, disrespectful, and distracting to everyone around you. Your phones should be switched off or silenced. You may use your computers to take notes only.

Schedule

Date	Discussion Topic	Readings	Assignments
T, Jan 29	Course Introduction		
Th, Jan 31	Speaking "Californian" Discussion		Due: Speaking "Californian" Essay
T, Feb 5	What is Sociolinguistics	Wardaugh Ch.1	
Th Feb 7	Dialects and Varieties	Wardaugh Ch. 2 Paulston & Tucker Ch. 13; Ch.14	
T, Feb 12	Dialects and Varieties & Variation	Wardaugh Ch. 6 Labov 1972 Eckert 1989 (Optional)	

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	Studies		
Th, Feb 14	Speech Communities and Networks	Wardough Ch. 5	
T, Feb 19	Communities of Practice 1	Holmes and Myerhoff 1999 De Fina 2007 Bucholtz 1999	
Th, Feb 21	Communities of Practice 2		
T, Feb 26	Grice's Maxims/Speech Acts	Wardough Ch. 12 Grice 1975 (Optional)	
Th, Feb 28	Politeness	Wardough Ch. 11 Brown and Levinson 1987 (optional) Pauston and Tucker Ch. 10 (Optional)	
T, Mar 5	Narrative	Paulson and Tucker Ch. 5; Ch. 6	
Th, Mar 7	Narrative 2 & Research Topic Discussion		Bring in List of Research Ideas
T, Mar 12	Exam 1 Review		Research Proposal Due in class
Th, Mar 14	Exam 1		
T, Mar 19	Fieldwork & Methodology Brainstorm	Read website from NCLLP: http://www.ncsu.edu/linguistics/ncllp/aboutfieldwork.php#interview Wolfram (Forthcoming)	
Th, Mar 21	Language and Gender	Wardough Ch. 13 Paulson and Tucker Ch. 11 Cameron 1997 (Optional)	
T, Apr 2	Data Workshop		Bring in initial research data
Th, Apr 4	Language, Gender, and Sexuality	Paulson and Tucker Ch. 12 Barrett 1999	
T, Apr 9	Language, Gender, and Sexuality 2		

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Th, Apr 11	Data Workshop		Transcripts Due
T, Apr 16	Pidgins and Creoles I	Wardaugh Ch. 3	
Th, Apr 18	Pidgins and Creoles II	Paulston & Tucker Ch. 16 Rickford 1997 *Rickford 1998 (Optional)	
T, Apr 23	Multilingualism, Diglossia, Code Switching I	Wardaugh Ch. 4	
Th, Apr 25	Multilingualism, Diglossia, Code Switching II	Paulston & Tucker Ch. 21 Myers-Scotton 1993	First Draft Due
T, Apr 30	Ethnography of Speaking	Wardaugh Ch. 10	Peer Review Due
Th, May 2	Language Planning	Wardaugh Ch. 15 Paulston and Tucker Ch. 26 (Optional)	
T, May 7	Language Endangerment	England 2003	
Th, May 9	Whorfian hypothesis	Wardaugh Ch. 9	Final Paper Due
T, May 14	Whorfian Hypothesis 2 Exam Review		
Th, May 16	Second in-class exam		

Research Project and Working with a Partner

One of the major components of this course is the research project. The project can be carried out individually or as a group. You will be allowed to work collaboratively with one other student in class. In collaborating, you will turn in one copy of the Course Proposal, Transcripts, Rough Draft and Final Draft. Your group will receive one grade for each assignment. Take advantage of the forums set up on iLearn to find partners that may have similar interests as yours. You can email students directly in class via iLearn, as well.

Types of Communities You Can Study:

Choose a community you are either a member of or familiar with.

- a. Community can be on-line or face-to-face
- b. Family, work, social life, specific interest groups, etc. are all eligible communities.

Types of Data You Can Analyze:

All data is acceptable except scripted plot driven dialogue.

- a. Data that does not require consent to use: Public domain data— News and Information services, radio and television talk shows, public events.
- b. Data that does require consent to be recorded and used: Non-public domain—Private citizens who are assuming their privacy is being respected (i.e., friends, family, strangers on the subway, co-workers that are not engaged in public speaking)

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- c. Recording individuals under the age of 18 requires parental consent.

Choose a topic you are interested in and for which you can easily get the data:

Here are some ideas of topics that have been tackled in the past, but the possibilities are endless. Use this chart as a tool, but don't feel constrained by it.

Language, Politics, Media

- a. Political speeches
- b. Political processes
- c. Media bias

Patterns: lexicon and syntax, poetic and rhetorical structures, persuasion.

Data Source: Public domain

Theoretical Approaches:
Critical Discourse Analysis
Political Discourse Analysis

Conversational styles

- a. Gender differences
- b. Power differences

Patterns: Turn-taking, interruption, agreement, disagreement, topic shift, politeness.

Data Source: Recorded conversations

Theoretical Approaches:
Conversation Analysis
Speech Act Theory
Politeness Theory

Identity Construction

- a. Narrative
- b. Communities of Practice

Patterns: How people use language to present a public self.

Data Source: Recorded conversations or narratives

Theoretic Approaches:
Community of Practice
Narrative
Identity Construction

Communities of Practice

- a. Conversational Styles
- b. Identity Construction
- c. Defining Language usage.

Patterns: Language used in ways that are unique to a particular community.

Data Source: Recorded conversations, events

Theoretical Approaches:
Community of Practice
Conversation Analysis
Politeness Theory
Speech Act Theory

Speech Acts

- a. Comparing two different groups with one speech act.
- b. Identifying speech acts used by certain groups or associated with specific activities.

Patterns: How speech acts are constructed — What the formula is.

Data Source: Recorded conversations or Public Domain, like radio shows, interviews

Theoretical Approaches:
Speech Act Theory
Politeness Theory
Community of Practice

Task in a nutshell:

- Find a topic that meets the 'so what' criteria and that is feasible
- Record some data
- Transcribe it
- Look for a few patterns of language usage
- Present approximately 3 patterns with approximately 3 examples of each pattern with analysis of what it means.

Some useful journals:

Critical Discourse Studies
Discourse and Society
Discourse Studies
Discourse Processes
Intercultural Pragmatics
Journal of Sociolinguistics
Journal of Linguistic Anthropology
Journal of Language and Politics

Language and Communication
Research on Language and Social Interaction
International Journal of the Sociology of Language
Narrative Inquiry
Language in Society
Journal of Pragmatics
Pragmatics

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Discourse

One of many sources for citations:

<http://citationmachine.net/index2.php?start=&page=about#>

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu).

Projects SHINE: Description <http://www.sfshine.org>

SHINE: Students Helping in the Naturalization of Elders. Since 1997, student “coaches” from San Francisco State University (SFSU) and from City College of San Francisco (CCSF) have been helping older immigrants (henceforth “learners”) become U.S. citizens.

SHINE project option (to receive extra credit you must complete weekly logs of your coaching experience).

1. Weekly logs: SHINE participants must keep weekly logs of their coaching experience, in the format provided. You may write on the form itself, or type up your log using the categories on your own word processor. This should take approximately 15-30 minutes/week after each coaching session. Keep these logs for your own reference, and then turn them in at the end of the semester with your final project to receive extra credit.

SHINE weekly coach log Eng 425

Name _____

Coaching time and location _____ Date _____

Note: This log may be pasted into a computer format, or you may print it out to complete each week by hand.

Major Activities:

Observations about specific learners:

Successes/Excitements:

Challenges/concerns:

Hunches, insights, questions to pursue:

Connections to readings or discussions of sociolinguistics: