

ANTH 3372 Sociolinguistics
Spring 2021
Online
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Char Peery Ogborn

Phone: (prefer email or Canvas message)

Email: Char.Peery@tamuct.edu

Mode of instruction and course access:

This is a 100% online course. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Please check the course website daily for updates and announcements.

Student-instructor interaction:

During the week (Mon-Fri) I usually check emails often and respond within 1-2 days. I may not respond to weekend emails until Monday or Tuesday. Email is the best way to reach me. If you plan to come to my office hours right before class, please mention it or send me a quick email so I can let you know where to meet.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: This course offers an introduction to Sociolinguistics. Sociolinguistics is an inter-disciplinary approach that draws on linguistic, anthropological, and social theory. Sociolinguistics is concerned with the relations between language use and social organization. In this course we will begin by exploring the idea of language variation and how variations carry social meanings. We will then explore how language use constructs speaker identity. Next, we will look at some theoretical approaches and methodologies for collecting and analyzing sociolinguistic data. And finally, we will cover language contact and explore the use of sociolinguistics in social justice.

Student Learning Outcomes:

- Students will understand language variation and how it relates to social meaning and identity construction.
- Students will be able to identify and collect examples of linguistic variation and relate it to the social meanings being constructed.
- Students will understand some of the theoretical approaches and methodologies used by sociolinguists to analyze linguistic data.

Required Reading and Textbook(s):

COURSE REQUIREMENTS

Course Requirements:

1. **Reading assignments:** Readings from the textbook are listed in the course schedule below and include any supplemental readings posted in Canvas.
2. **Discussion Postings:** Students will participate on our course discussion board each week. Participation on discussion boards is imperative and will constitute 45% of your grade. Weekly postings will consist of one primary response and at least one secondary response (30 pts total per discussion). You will be required to submit YOUR OWN post to the discussion question(s) provided by me that week and then respond to one other of your classmates' posts.

A. Initial, Primary Response (20 pts each)—due Thursdays at 11:59 PM

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). The student should inspect the course schedule and see what readings are assigned for that week. Early in the week (Mon/Tue), the discussion question will be made available if not sooner. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. The student should then be ready toward the middle (Wed/Thurs) of the week to post his response.**

This *initial, primary response* should reflect familiarity with the readings, and should answer the question as completely as possible. This response should be at least 150 words in length. A response that is not at least 150 words cannot receive full points. A response that has not been proofread (ex: is filled with excessive spelling and grammatical errors) cannot receive full points. Most importantly, responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. **The student should support his/her responses in some way with references to the assigned readings.**

****A note on QUOTATIONS/CITATION: Discussion posts should be in your own words.** You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 150 word minimum; only your own words count. Posts that include mostly quotations or lengthy quotations will not receive any credit.

B. Additional Secondary Response (10 points)—due Sundays at 11:59 PM

After another student has made his/her own initial response, the student must make at least one *additional secondary response to what some student wrote*. This secondary response need not be lengthy, but it should entail at least a couple of sentences. Please do not simply state that you agree with a post, provide reasons for your agreement. You are encouraged to respond to more than one post if you would like, but responding to one posts is required for full points. Also, remember that you may not agree with every idea that is shared or discussed, you do not need to agree but you do always need to be respectful of others ideas and experiences shared in class discussions.

2. Linguistic autobiography (50 points): Write about your linguistic background. Some questions you could consider are:

Where are you from? Where have you lived? Who have you lived with?

Which of these social details do you think may have influenced the way you speak now? Are there other social details that you think are important/salient?

Is there a language you used to know as a small child that you don't speak anymore? Do any of your close family members speak a different language than you, can you understand them or speak to them?

Do you remember particular comments or instances where your speech was commented on? Have you ever been praised for your Standardized English fluency or mocked/denigrated for not speaking correctly?

4. Community of practice transcript & analysis (200 points): (See chapter 3, exercise #1) Make a short (15-30 minute) audio recording of a community of practice that you participate in (be sure you have the permission of everyone in the group before you record!). This could be your roommates or family members you live with, some friends you often eat lunch with, a group of co-workers, members of a knitting group, your rugby teammates, and so on; the only criteria is that this must be a group that meets and interacts regularly. It can also be an online group (zoom meeting, etc.) but must be one that communicates via audio that you can record, not typing or texting. Listen to the recording and answer the following questions:

- How can you describe the joint endeavor of this group? Do there seem to be common goals of the interaction?
- In what ways are the varieties spoken by the individuals in the group different – that is, do they come from different areas or social groups and have linguistic features that are associated with different varieties? Is there ever explicit mention made of speech differences?
- In what ways do you see the shared norms of the group – are there particular lexical items or nicknames that are used in this group? Inside jokes? Topics of conversation that recur? In short, try to ascertain what features of the conversation indicate that this is a group that interacts frequently and not a group of strangers.
- Transcribe one section of the recording (around 3 to 5 minutes' worth) that supports your answer to one of the questions above. Think about how much detail needs to be captured in your transcript to illustrate your point.

5. Variation project (300 points): Work in groups, to prepare and submit an observation project that will explore variation in American English.

Variation Project Instructions:

A. Choose an aspect of American English that exhibits variability in the same linguistic and social context. Some examples are:

"if I were" vs. "if I was"

"real" and "really" or "good" and "well" used as adverbs

the use of objective (e.g., me) vs. nominative (e.g., I) case in object or subject position (particularly conjoined NPs such as "between you and I" or "Me and my brother went")

pronouns used to replace singular nouns of unspecified gender (e.g., "Someone has left their books here.")

the use of "whom"

speech acts, such as greetings, responses to "thank you," apologies, requests, etc.

These are only a few examples. You have many options to choose from--think of your pet grammar peeve and you're likely to find a good topic. The most important criterion is that the item that you choose must exhibit variability. That is, it must be the case that there is more than one form used in the same context. For example, some people would say "between you and me" and other people would say "between you and I". Or, the same person might say "between you and me" in some situations and "between you and I" in others.

B. Collect data. Each time you hear (or see) a variant of your item, write it down with the utterance you heard it in (i.e. don't just write down "who", but write down "I don't know who you're talking about"). Keep your ears open (**or your eyes--printed materials are sources too**). Every time you record a token, also record demographic information about the speaker and addressee(s) (sex, age, race/ethnicity, place of origin, relationship between the two interlocutors) and information about the setting. This is very important. What you are trying to do is to uncover the patterns of usage of your variable. These patterns typically reveal themselves in the categories listed above. For example, Southerners may be more likely to say "y'all" for plural "you" than Northerners, and Northerners might be more likely to say "you guys". If you collected lots of tokens of ways to say plural "you", then you could look at the characteristics of speakers or settings to see who was using which variant in which setting. To help prepare for your analysis, enter each token with its data into a spreadsheet.

C. Once you have collected at least 40 tokens/examples, look for variation. First, identify all the variants you have found. Next, look for patterns. This means that you will look at, for example, how often different social groups (for example, groups by age or gender) used each of the variants and then compare groups to each other (for example, men to women). You might find, for example, that only women use "whom" and that men rarely do. You should also look at other variables such as settings or regions of origin. You might find, for example, that "whom" only occurs in print and never (or rarely) in spoken language. Your data probably won't fall into discrete categories, but you will notice tendencies for there to be factors that condition the occurrence of specific variants.

D. After doing the analysis, prepare a written report to be handed in on the variation project due date. The report should describe:

- a) the aspect of American English that you have collected your data on
- b) how you collected your data
- c) the variants you have discovered
- d) an analysis of your data with a table for each of the analytic categories that you found to demonstrate patterning (e.g., Table 1: the variant as it is distributed by gender, Table 2: the variant as it is distributed by age, Table 3: the variant as it is distributed by setting)
- e) a table in an appendix that shows all the data that you have collected (i.e. the variants and all the related demographic information for each token).

In the discussion of your results, consider what you already know about variation from the literature (i.e., what we've read in this course) and how your results fit in. Notice that your report will have four sections plus an appendix. Decide how you would like to divide up the sections among your group. You will submit one paper for your group.

Grading Criteria Rubric and Conversion

Points	Percent	Grade
900 – 1000	90 – 100	A

Coursework	Points
Discussion posts	450
Linguistic autobiography	50
Community of practice	200
Variation Project	300
Total:	1000

800 – 899	80 – 89	B
700 – 799	70 – 79	C
600 – 699	60 – 69	D
0 – 599	0 – 59	F

Posting of Grades

Grades will be posted in the Canvas Grade book where students can monitor their status. I try to post grades within one to two classes of their due date.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar*

Week	Date	Topic	Readings	Primary Post Due (11:59pm)	Response Post & Assignment (if applicable)
1	1/19	Class introduction		1/21	1/24
2	1/25	Introduction to sociolinguistics	Wardhaugh Ch. 1	1/28	1/31
3	2/1	Languages, Dialects, & Varieties	Wardhaugh Ch. 2 Agha, A. (2001) Registers of Language	2/4	2/7, Linguistic autobiography due
4	2/8	Language Variation	Wardhaugh Ch. 6 Woolard, K.A. (1985) Language variation and cultural hegemony	2/11	2/14
5	2/15	Three Waves of Variation Studies	Wardhaugh Ch. 7	2/18	2/21
6	2/22	Language Variation & Change	Wardhaugh Ch. 8 Pope, J., et. al. (2007) Forty Years of Language Change on Martha's Vineyard	2/25	2/28
7	3/1	Defining Groups	Wardhaugh Ch. 3 Errington, Joseph (2000). Ideology Kroskrity, Paul (2000) Identity	3/4	3/7
8	3/8	Language, Gender, & Sexuality	Wardhaugh Ch. 12 Cameron, Deborah. (2009) Gender, Language and the New Biologism	3/11	3/14, Community of practice transcript & analysis
	3/15	Spring Break			
9	3/22	Ethnographic Approaches	Wardhaugh Ch. 9 Basso, K. (1970) To Give Up on Words	3/25	3/28
10	3/29	Pragmatics	Wardhaugh Ch. 10 Austin, J.L. (1975) How Do Things with Words.	4/1	4/4
11	4/5	Discourse Analysis	Wardhaugh Ch. 11 Blommaert, J. & Bulcaen C. (2000) Critical Discourse Analysis	4/8	4/11
12	4/12	Language in Contact & Contact Languages	Wardhaugh Ch. 4 & 5	4/15	4/18

13	4/19	Sociolinguistics & Education	Wardhaugh Ch. 13	4/22	4/25
14	4/26	Language Policy & Planning	Wardhaugh Ch. 14 McCarty, T, et. al. (2006) Native American Youth Discourses on Language Shift and Retention	4/29	5/2
15	5/3	Final Project	Finish Variation project	5/6	5/9
	5/10	Final Project Due			5/10, Variation project Due

*Course outline subject to change. All changes will be communicated in class and on Canvas.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to

participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and

honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library](#)

[website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.
