

*Green Bay Campus*

**HUM STUD 321 & 596: Sociolinguistics (3 credits)**

Course Syllabus

Spring 2020

Online

# Instructor Contact Information

**Dr. Miranda Schornack, Assistant Professor**

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**Office Location:** Wood Hall 430G

**Office Hours:** By appointment (in-person, phone, and virtual options available)

**Preferred Pronouns:** she/her/hers

# Land Acknowledgement

# We at the University of Wisconsin Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menomonie Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon.

Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

# Course Overview

In this course we will explore how language functions across every domain of lives. We will learn that language is dynamic--constantly changing--and that language use and interpretation of language use has different implications or consequences depending on the context.

# Catalog Description

The study of language in relation to society, including social and regional dialects, bilingualism and language contact, speech communities, the ethnography of language, and applications such as language policy and planning.

# Course Communications

# Every Monday you will receive a weekly course email in Canvas, describing the upcoming tasks for the week. Additionally, you are encouraged to contact the professor via phone, email, Canvas messaging, or another virtual platform (e.g., Facetime, Google Hangout, Zoom) at any time. The best way to connect with the professor regarding the course is via Canvas messaging. The professor is committed to returning your Canvas communications within 48 hours, whenever possible.

You will be communicating with your peers to complete some assignments. Most communications will happen asynchronous via Canvas or Google Docs (peer review, for example). In some instances, you might prefer to hold synchronous phone or video conversations (for instance, to plan the final project). Please connect with the professor if she can support your peer communications.

# Required Readings

There is one required course textbook for this course. It is available at the campus bookstore and from online vendors (Amazon & eBay). Please note that it is critical that you get the correct edition.

Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics (7th ed.)*. John Wiley & Sons: Oxford, UK.

Additional readings will be made available on Canvas.

# Course Objectives

By the end of this course, students will be able to:

1. Explain how language is an integral part of community membership;
2. Articulate various ways language has changed over time, for specific groups of people and geographic regions, and that language variation continues today;
3. Describe general approaches to and considerations of sociolinguistic research methods and methodologies; and
4. Discuss how language use and interpretation of language use has social consequences for producers of language and is rooted in language ideologies.

# Course Expectations

I am here to support your development. Please reach out to me anytime you have questions this term. Some suggestions to support your work in 321 / 596 are:

* Review weekly schedule by Monday each week, so you can plan for completing readings and assignments;
* Review feedback from your instructor and peers so that you can incorporate it into subsequent assignments and drafts;
* Reach out to the instructor in advance of due dates to request extensions and/or ask questions you might have;
* If something is unclear, you will not offend me by asking. Again, I’m here to support you;
* I welcome informal feedback and suggestions, they will not affect your progress in this course;
* Schedule one-on-one or group meetings with me whenever you need. I’m available via phone, in-person, and virtually.

# Assignment Overview

The following table lists course assignments, due dates, and points values for the first- and second- halves of the semester. All assignments are due on Fridays at 11:59 pm unless otherwise stated. A brief description of each assignment is in the section below. Detailed assignment sheets are available on Canvas.

|  | **FIRST HALF OF SEMESTER** | | | **SECOND HALF OF SEMESTER** | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Modules 1 & 2* | | | *Modules 3 & 4* | | |
| **Weekly Exercises** | Weekly Exercise 1  Week 1: Friday, January 31  5 points | Weekly Exercise 2  Week 2: Friday, February 7  5 points | Weekly Exercise 3  Week 4: Friday, February 21  5 points | Weekly Exercise 4  Week 8: Friday, March 27  5 points | Weekly Exercise 5  Week 10: Friday, April 10  5 points | Weekly Exercise 6  Week 11: Friday, April 17  5 points |
| **Monthly Quizzes** | Key Concepts Quiz 1  Week 3: Friday, February 14  10 points undergrads  5 points grads | Key Concepts Quiz 2  Week 5: Friday, February 28  10 points undergrads  5 points grads |  | Key Concepts Quiz 3  Week 9: Friday, April 03  10 points undergrads  5 points grads | Key Concepts Quiz 4  Week 12: Friday, April 24  10 points undergrads  5 points grads |  |
| **Papers** | Mid-Term Paper (20 points)   * Draft Due to Peer Week 5: Friday, February 28 * Peer Feedback Due Week 6: Friday, March 06 * Paper Due Week 7: Friday, March 13 | | | Final Course Summary (10 points)   * Draft Due to Peer Week 12: Friday, April 24 * Peer Feedback Due Week 13: Friday, May 01 * Paper Due Week 14: Friday, May 08   Graduate Students Only: Research Proposal (20 points)  Paper Due Week 14: Friday, May 08 | | |
| *Mid-*  *term Points* | *Undergrads = 55 points*  *Grads = 45 points* | | | *Undergrads = 45 points*  *Grads = 55 points* | | |
| **Course Total** | **100 points** | | | | | |

# Assignment Descriptions

**Weekly Exercises**

The purpose of weekly exercises is to support your engagement with course content from week-to-week. They are designed so that you interact with the course text and your peers, to investigate major course concepts. Each weekly exercise corresponds to a chapter from our textbook and will require you to explore a topic in depth. Weekly exercises are formative in nature, and they are the least formal of our course assignments. There are six weekly exercises and each one is worth 5 points (5% of your course grade).

**Monthly Quizzes**

Monthly quizzes are more formal than weekly exercises and each one covers several chapters of our course textbook. You may only take each quiz once. If you earn a low quiz score, you may engage in additional study of the components you missed and prepare a written paper. Please connect with the instructor for additional details.

**Mid-Term Paper**

For the mid-term paper you will complete a literature review of a topic related to language use in society. The instructor will have a list of prospective topics (you may propose a topic not on the instructor’s list but please get approval first). Papers will be 8-10 pages in length, double-spaced, with 12-point font (Arial, Calibri, or Times New Roman). In addition to the 8-10 pages of written text, there must be a separate title page and reference page(s). The title page and reference page(s) do not count toward the 8-10 page required length.

**Final Course Summary**

This assignment is a concise synthesis of what you learned in this course. Papers will be 2-3 pages in length, double-spaced, with 12-point font (Arial, Calibri, or Times New Roman). In addition to the 2-3 pages of written text, there must be a separate title page and reference page(s). The title page and reference page(s) do not count toward the 2-3 page required length.

**Research Proposal (graduate students only)**

The research proposal is for students enrolled in the course at the graduate level. You will create a proposal for a research project that examines some aspect of the topic you reviewed for the mid-term paper. In other words, this assignment builds off the literature review you wrote. Papers will be 8-10 pages in length, double-spaced, with 12-point font (Arial, Calibri, or Times New Roman). In addition to the 8-10 pages of written text, there must be a separate title page and reference page(s). The title page and reference page(s) do not count toward the 8-10 page required length.

# Grading Scale

| Grade | A | AB | B | BC | C | CD | D | F |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Points/Percent | 93-100 | 90-92 | 83-89 | 80-82 | 73-79 | 70-72 | 63-69 | 0-62 |

# Weekly Course Schedule

Our course textbook is referred to as W&F.

The instructor may add course readings. Please check the required readings on Canvas.

| **Date** | **Topic(s)** | **Required Work** | |
| --- | --- | --- | --- |
| ***Reading(s)*** | ***Assignment(s)*** |
| **Module 1: Introduction and Language and Communities** | | | |
| Week 1  January 27 - 31 | Defining sociolinguistics & sociolinguistic research | W&F Chapter 1 (22 pages) | Weekly Exercise 1 |
| Week 2  February 3 - 7 | * Language, dialects, and varieties * Speech communities | * W&F Chapters 2-3 (55 pages) * Lamb (2010) (3 pages) | Weekly Exercise 2 |
| Week 3  February 10 - 14 | * Multilingualism * Language ideologies * Language contact | W&F Chapters 4-5 (45 pages) | Key Concepts Quiz 1 |
| **Module 2: Inherent Variety** | | | |
| Week 4  February 17 - 21 | * Language variation * Waves of variation studies | W&F Chapters 6-7 (50 pages) | Weekly Exercise 3 |
| Week 5  February 24 - 28 | Language variation and change | W&F Chapter 8 (22 pages) | * Key Concepts Quiz 2 * Draft Due to Peer (for Mid-Term Paper) |
| Week 6  March 2 - 6 | N/A | N/A | Peer Feedback Due  (for Mid-Term Paper) |
| Week 7  March 9 - 13 | N/A | N/A | Mid-Term Paper Due |
| **~ Spring Break March 16 - 20 ~** | | | |
| **Module 3: Language and Interaction** | | | |
| Week 8  March 23 - 27 | * Ethnographic approaches to sociolinguistics * Pragmatics | W&F Chapters 9-10 (45 pages) | Weekly Exercise 4 |
| Week 9  March 30 - April 3 | Discourse analysis | W&F Chapter 11 (22 pages) | Key Concepts Quiz 3 |
| **Module 4: Sociolinguistics and Social Justice** | | | |
| Week 10  April 6 - 10 | Language and social markers | W&F Chapter 12 (22 pages) | Weekly Exercise 5 |
| Week 11  April 13 - 17 | Sociolinguistics and education | W&F Chapter 13 (20 pages) | Weekly Exercise 6 |
| Week 12  April 20 - 24 | Language policy and planning | W&F Chapter 14 (22 pages) | * Key Concepts Quiz 4 * Draft Due to Peer (for Final Course Summary) |
| Week 13  April 27 - May 1 | N/A | N/A | Peer Feedback Due (for Final Course Summary) |
| Week 14  May 4 - 8 | N/A | N/A | Final Course Summary Due |

# Course Objectives Alignment Matrix

| **Course Objective** | **The Mission of the Professional Program**  **in Education** | **University of Wisconsin-Green Bay’s Strategic Plan (2011)** | **Related Course Assessment** |
| --- | --- | --- | --- |
| Explain how language is an integral part of community membership | Nurturing a profound respect for the dignity and diversity of all learners | Increase student and staff experiences that involve internationalization and diversity and foster inclusive excellence | * Weekly Exercise 1 * Weekly Exercise 2 * Key Concepts Quiz 1 * Mid-Term Paper * Course Summary * Research Proposal (graduate students) |
| Articulate various ways language has changed over time, for specific groups of people and geographic regions, and that language variation continues today | Cultivating knowledge | Offer a relevant, high‐quality curriculum and co‐curricular experiences that prepare students for life‐long learning | * Weekly Exercise 3 * Key Concepts Quiz 2 * Mid-Term Paper * Course Summary * Research Proposal (graduate students) |
| Describe general approaches to and considerations of sociolinguistic research methods and methodologies | Data-based decision-making | Foster a culture that values assessment and continuous improvement | * Weekly Exercise 4 * Key Concepts Quiz 3 * Mid-Term Paper * Course Summary * Research Proposal (graduate students) |
| Discuss how language use and interpretation of language use has social consequences for producers of language and is rooted in language ideologies | Critical thinking | Foster a culture that places a high value on innovation and creativity | * Weekly Exercise 5 * Weekly Exercise 6 * Key Concepts Quiz 4 * Mid-Term Paper * Course Summary * Research Proposal (graduate students) |

# Course Policies

**Participation**

Web-based course activities replace the face-to-face attendance and participation expectations typical of courses held in physical classrooms. Attendance and participation in our online learning environment refers to engaging in synchronous and asynchronous web-based course activities. Some of our web-based course activities will be individual and some will require students to work with their peers. Each activity connects to one or more major assignments and full participation in all course aspects is expected.

**Coursework**

In order to fully participate, students must complete all aspects of the work (e.g., readings, discussions, major assignments) in the expected timeline. It is a student’s responsibility to communicate questions and concerns about coursework with the course instructor. Incomplete work is unacceptable and may result in a grade reduction, inability to complete the course, necessity to repeat the course, and/or other action by the instructor, department, college, and/or university.

**Assignment Feedback & Due Dates**

The instructor has set due dates for coursework so that there is time for students to receive feedback between assignments. The professor will do her best to provide feedback within a week of submitting an assignment. Depending on individual circumstances, it might be possible to extend an assignment’s due dates. Any communication regarding coursework, especially questions about expectations and timeline, should be done at least a week in advance of an assignment due date.

**Academic Integrity**

Plagiarism, copying another student’s work, finding completed work from other sources (print and/or web-based) and other forms of academic dishonesty will not be tolerated. Consequences for failing to uphold academic integrity expectations may include any or all of the following: redoing coursework, retaking a course, and other department-, college-, and/or university-level actions. Please review UW-Green Bay’s Academic Rules and Regulations for additional information:

<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>

**Student Accessibility Services**

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with disabilities. If you are require any academic accommodations, please contact the Student Accessibility Services (SAS) Director (phone: 920-465-2841; email: [sas@uwgb.edu](mailto:sas@uwgb.edu); website: [www.uwgb.edu/sas](http://www.uwgb.edu/sas)) to register and/or request services. If you have already established accommodations through the ACCESS program through the SAS Office, please communicate your approved accommodations with me at your earliest convenience so we can discuss your needs in this course.

**Religious/Cultural Observance**

It is the policy of the University of Wisconsin-Green Bay that all students' religious observances shall be reasonably accommodated with respect to all examinations and other academic requirements. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect where there is a scheduling conflict between the student's religious observances and taking the examination or meeting the academic requirements. Whenever possible, the student should notify the instructor of such a conflict within the first three weeks of the beginning of classes (within the first week of summer session and short classes), of the specific days or dates on which he or she will request relief from an examination or academic requirement. Instructors should be aware that not all religions are calendar bound and that such early notification is not always possible.

The manner chosen to accommodate a missed requirement is at the discretion of the instructor, but it must be fair to all students in the course. Complaints related to the implementation of this policy will be resolved in the same manner as any other academic complaint. Abuse of this policy by students will be resolved in the same manner as any other academic misconduct.

**Civility and Inclusivity Statement**

Bigotry will be addressed on this campus. Discriminatory, harassing, or intimidating behaviors will be subject to the University’s disciplinary processes. As a campus community we will not engage in harassment or discrimination against another human being on the basis of race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, genetic information, national origin, ethnicity, citizenship status, veteran or military status (including disabled veteran, recently separated veteran, other protected veteran, or Armed Forces service medal veteran status), age, or disability. Verbal or written abuse, threats, harassment, intimidation, or violence against persons or property will not be tolerated. In this context, alcohol or substance abuse will not be accepted as a defense for such abuse, harassment, intimidation, or violence. Absence of malice, intent or “it is just a joke” is also not a defense for such behaviors. As a campus community we expect that all members engage in the resources provided to better understand all aspects of discriminations and harassment.

To access the full statement:

<http://www.uwgb.edu/UWGBCMS/media/inclusive-excellence/files/pdf/Civility-and-Inclusion-Statement-17.pdf>

**FERPA**

The Family Education Right to Privacy Act (FERPA) is a federal law designed to protect the education records of students from kindergarten to graduate school. You can find more information at<https://www.uwgb.edu/ferpa/>

# Student Resources

Counseling and Health Center

<https://www.uwgb.edu/counseling-health/>

Disability Services

<https://www.uwgb.edu/disability-services/>

Multi-Ethnic Student Affairs

<https://www.uwgb.edu/mesa/>

Pride Center

<https://www.uwgb.edu/pride-center/>

Student Organizations

<https://www.uwgb.edu/student-organizations/>

The Learning Center

<https://www.uwgb.edu/learning-center/>

Writing Center

<https://www.uwgb.edu/writing-center/>

# References

Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics (7th ed.)*. John Wiley & Sons: Oxford, UK.