ENGL3366-001: Language in Society
Tues/Thurs, 2:00-3:15, OCNR132

Instructor
Sinae Lee
sinae.lee@tamucc.edu
FC 262
Office Hours: Tues/Thurs 10-11am; Wed 9am-12pm; or by appointment

Course Overview
This course is a theoretical and practical introduction to sociolinguistics. In this course, we will investigate how social aspects motivate and structure language use at various levels (from phonetics to morfsyntax to discourse). Through course readings, class discussions, and hands-on data analysis, we will explore the structured nature of language variation across different groups (e.g. race, gender, age, socioeconomic status), and also at the level of individual (e.g. style, performance, speaker design), and how variation is related to language change over time. We will also cover topics about language in interactional and discoursal contexts (e.g. conversation, storytelling and narrative). Finally, we will consider the applications of sociolinguistics to various professional fields, including education, law, and medicine. Course activities include lectures, class discussions, small-group tasks, two article reviews (written), one in-class article presentation (oral), and a final exam.

ENGL 3366 is a Liberal Arts course and aims to enhance an understanding of culture, rhetoric, and literature through the study of human language. By gaining a greater understanding of the systematic nature of language as well as the systematic variation in language, students will heighten their meta-linguistic awareness in ways that should extend to their general English studies.

Student Learning Outcomes
(1) Demonstrate competency in conducting sociolinguistic research
(2) Demonstrate knowledge of the field of sociolinguistics
(3) Describe, analyze, and evaluate critically the relationship between language and social factors such as education, culture, and context
(4) Develop effective written communication skills as it relates to course content

Readings
• Additional readings will be made available on Blackboard.

Course Policy
• You are not allowed to use your cell phone during class. Doing so would not only be disrespectful but also would distract me and your classmates from concentrating. Your phone should be silenced and kept out of sight for the entire class time. If you absolutely need to check your phone for emergency (e.g. babysitter calling you), please do so outside the classroom. Failure to comply with this policy will result in a) a halt in class and b) your lowered participation grade.
• The use of tablet or laptop is not allowed during class, unless otherwise noted for class purposes.
• Discussions of the topics and concepts covered in readings are an integral component of this course. Accordingly, students are expected to do the readings before each class meeting, and come
prepared to talk. (Note: If you are concerned about speaking in class, please come talk to me so that we can find a solution.)

- Check your official university email regularly. I will consider the information delivered once I hit send. After that point, it is your responsibility to make sure you do not miss out on something.
- It is your responsibility to keep abreast of the progression of the course, your attendance record, and your assignment submissions.
- Only in extenuating personal emergencies such as illness and death of the student’s immediate family will late work be accepted without point deduction. In all the other circumstances (e.g., technological issues, not feeling well, assignments from other classes), your grade will result in a 10 per cent per day point deduction. Under all circumstances, assignments will not be accepted if submitted later than a week past the assignment deadline, resulting in a zero.
- Every written work that you submit or post on Blackboard should be free from any grammar or spelling errors. You are always expected to demonstrate your highest quality academic writing.
- All assignments must follow APA style. The following references and websites provide helpful information on APA style:
  - Websites:
    - [http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/)
    - [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Requirements and Assessments**

**Attendance**

- You will receive points for attending each class meeting.
- Three tardies (arriving after 2:05pm) equal one absence. If you arrive after the attendance check, you must talk to me after class to make sure I change the absence to a late.
- Leaving early without making previous arrangements will be recorded as an absence for the entire class period.
- If you will be unable to attend class for some reason, please inform me well in advance of your absence.
- If you miss five class meetings, your grade goes down a letter (e.g. if you received an “B” in the class, but missed five classes, you will get a “C”). For each additional absence, I will deduct 2% from your final grade.
- Only excused absences or absences granted by the instructor (i.e. with a doctor’s note) will be accepted.
- You are responsible for any material covered and any homework assigned during your absence.

**Participation and Bb responses (150 points)**

- Your participation score will be assessed based on your engagement during class and outside class, demonstrated by your timely Bb responses as requested.
Disrupting the class environment such as chatting, sleeping in class, or surfing the internet will result in loss of participation points as well as being marked absent for a given class session.

Throughout the course, you are requested to respond to four videos:
- Video Response 1, or VR1 (Due Jan 24)
- VR2 (Due Feb 14)
- VR3 (Due Mar 19)
- VR4 (Due Mar 28)

Information for each Video Response will be provided. Each response is worth 30 points (or 3%) of your total grade.

**Mini tasks (50 x 3 = 150 points)**

- There are a total of three mini tasks (MTs) throughout the semester. Each task is worth 50 points (or 5%) of your total grade. All tasks will involve a written component, and the tone of your writing must be academic.
  - MT1 (Due Feb 5): Critically summarize one empirical study of sociolinguistics of your choosing, and submit a two-page, double-spaced, 12-point font sized write-up that contains your critical summary and synthesis. You must choose one article from the course schedule on this syllabus; there are 14 articles from which you can select. Each of the 14 articles is indicated with an asterisk (*), after which it is identified with the author’s name and the year of publication. The goals are: (a) to help you read with an eye for the underlying structure of research reports, (b) to encourage a two-way reading mode, from attention to detail back to an bird’s eye view perspective, so as to ameliorate the common problem of not seeing the forest for the trees (or conversely, not seeing the trees for the forest) while reading research, (c) to help you deepen your understanding of these readings, and (d) hopefully, to foster this kind of synthetic note-taking strategy in other readings you do in the future. As you read the article, jot down the following information in a brief fashion: Theoretical framework, research questions/purpose, method, findings, and the “so what” of the article, both the “so what” stated by the authors and your own “so what” after you are done analyzing, evaluating, and summarizing the article through this assignment.
  - MT2 (Due Feb 26): Interview three English-speaking people with regional (or national) dialects, and submit an interview report. The report must be two-paged, double-spaced, 12-point font sized write-up. More information will be provided.
  - MT3 (Due Apr 16): Identify a community of practice around you, interview three members of that community of practice, and analyze their language use upon completion of the interviews. This analysis should result in a two-page, double-spaced, 12-point font sized write-up. More information will be provided.

**Midterm (200 points)**

- There will be a midterm exam in class (timed and closed-book) on Thursday, Mar 7. These exams assess your understanding of basic terms and topics covered in the readings, lectures, and discussions. They are designed to help you prepare for the final exam as well. Review sessions will be held prior to the exam.

**Final paper (200 points)**

- You will choose one class topic (e.g. age, gender, race, social class, style, etc.) and learn more about it by writing your final paper. Once you choose a topic, you have to identify 5 sources – apart from the class readings – that inform you of your topic. These sources must be academic; they must either be research articles or book chapters.
• **The final paper** should be approximately 5-6 pages in length, excluding the references list. The paper must be double-spaced, 12-point font-sized, with 1-inch margins. The paper should read as a coherent text, with three distinct parts; a) an introductory roadmap in which you introduce your topic and the structure of your paper, b) critical summary and synthesis of your five additional sources, explicitly addressing how these sources together expand your knowledge on the topic, and c) what you would like to know more on this topic. Your final paper should also have a title, page numbers, and a list of references. A cover page is not needed. More information will be provided.

• **Criteria for assessment will include the following:**
  - Appropriately narrow topic with a well-defined research question
  - Quality of information gathered, sufficiency of sources
  - Clarity of writing and structure
  - Accuracy, substance, and depth of understanding of the topic investigated
  - Lack of misconceptions or glossing over of important distinctions you could be expected to know from the course
  - Evidence of critical thinking (insightfulness in interpreting the existing research)
  - Conclusions that go beyond summarizing
  - Proofreading (evidenced by lack of typo, grammatical errors, formatting errors, etc.)

*Final exam (200 points)*

• The final exam is scheduled during Week 17, on Tuesday May 7, 2019, from 1:45pm-4:15pm. It will be a closed-book exam. The exam will cover topics read about and discussed throughout the semester. A review session will be held prior to the final exam. More information will be provided as the date approaches.

**Grading Summary**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation + Bb responses</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Mini tasks</td>
<td>150 points (50 x 3)</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>200</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1000 points</td>
<td><strong>100%</strong></td>
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**Grading Scale (in points)**

A: 900-1000
B: 800-890
C: 700-790
D: 600-690
F: below 600

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 5, 2019 is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at:
For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website,
http://cla.tamucc.edu/about/student-resources.html.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms
of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 and may result in a failing grade for the course.

- **Definition of plagiarism:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
  - Using the work of another as your own,
  - Downloading or purchasing ready-made essays off the web and using them as your own,
  - Using resource materials without correct documentation,
  - Using the organization or language of a source without using quote marks and proper citation.
  - Turning in a researched project without citing sources in an appropriate documentation style.
<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15 T</td>
<td>Introduction: What is sociolinguistics?</td>
<td>Syllabus</td>
<td>Distribute syllabus</td>
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<tr>
<td>1/17 R</td>
<td>Language variation: variable vs. variant</td>
<td>Meyerhoff Ch2</td>
<td>Info on VRs</td>
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<td>2</td>
<td>1/22 T</td>
<td>Language variation: Martha’s Vineyard</td>
<td>Meyerhoff Ch2</td>
<td>Info on MT1</td>
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<td>1/24 R</td>
<td>Style</td>
<td>Meyerhoff Ch3</td>
<td>DUE: VR1</td>
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<td>1/29 T</td>
<td>Prestige</td>
<td>Meyerhoff Ch3</td>
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<tr>
<td>1/31 R</td>
<td>Age</td>
<td>Meyerhoff Ch7</td>
<td>Info on MT2</td>
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<td>4</td>
<td>2/5 T</td>
<td>Social class</td>
<td>Meyerhoff Ch8</td>
<td>DUE: MT1 (article review)</td>
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<tr>
<td>2/7 R</td>
<td>Social class</td>
<td>Meyerhoff Ch8</td>
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<td>5</td>
<td>2/12 T</td>
<td>Gender</td>
<td>Meyerhoff Ch10</td>
<td>DUE: VR2</td>
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<tr>
<td>2/14 R</td>
<td>Gender</td>
<td>Meyerhoff Ch10</td>
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<td>6</td>
<td>2/19 T</td>
<td>Social networks and communities of practice</td>
<td>Meyerhoff Ch9</td>
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<tr>
<td>2/21 R</td>
<td>Social networks and communities of practice</td>
<td>Eckert 1989 jocks/burnouts</td>
<td>Info on MT3</td>
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<td>7</td>
<td>2/26 T</td>
<td>Attitudes</td>
<td>Meyerhoff Ch4</td>
<td>DUE: MT2 (regional variation)</td>
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<tr>
<td>2/28 R</td>
<td>Perception</td>
<td>Campbell-Kibler 2010</td>
<td>Final paper guidelines</td>
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<td>8</td>
<td>3/5 T</td>
<td>Review session for midterm</td>
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<td>3/7 R</td>
<td>In-class Midterm</td>
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<td>9</td>
<td>3/11-15</td>
<td>Spring Break</td>
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<td>10</td>
<td>3/19 T</td>
<td>Ethnicity: African American English</td>
<td>Wolfram and Schilling 2016 ch8</td>
<td>DUE: final topic</td>
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<td>11</td>
<td>3/26 T</td>
<td>Language in Interaction: Conversation Analysis</td>
<td>Jacoby 1999 ‘turn’</td>
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<tr>
<td>3/28 R</td>
<td>Narrative Analysis</td>
<td>Schiffrin 2014</td>
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<td>12</td>
<td>4/2 T</td>
<td>Speech Act &amp; Politeness</td>
<td>Meyerhoff Ch5</td>
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<td>4/4 R</td>
<td>Multilingualism</td>
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<td>Reading</td>
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<td>13</td>
<td>4/9</td>
<td>Language contact</td>
<td>Meyerhoff Ch11</td>
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<td>14</td>
<td>4/16</td>
<td>Language and the law</td>
<td>Shuy 2007</td>
<td>DUE: MT3 (CofP analysis)</td>
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<td>4/18</td>
<td>Language and medicine</td>
<td>Fleischman 2001</td>
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<td>15</td>
<td>4/23</td>
<td>Final paper workshop</td>
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<td>TBA</td>
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<td>16</td>
<td>4/30</td>
<td>Review for final exam</td>
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<td>DUE: Final Paper</td>
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<td>5/2</td>
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<td>Reading Day</td>
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<tr>
<td>17</td>
<td>5/7</td>
<td>FINAL EXAM (1:45 – 4:15)</td>
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