Syllabus

Tuesday & Thursday 9:30-10:45, BH 208

Instructor: Julie Auger

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Office hours: Wednesdays 2-4 PM in BH 635 (or by appointment)

Course Description

This course is a practical introduction to sociolinguistic research, including methods of data collection and quantitative analysis. Students gain experience in all stages of sociolinguistic research and write an original research paper. Possible topics for the class include: social variation among Bloomington natives, regional variation in the Midwest, gender differences among IU students, politeness strategies, and register differences associated with different settings.

Prerequisites

L307 *Phonology* (or its equivalent) AND L315 *Sociolinguistics* (or its equivalent) are required. L310 *Syntax* (or its equivalent) is recommended.

Plagiarism.

 "A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgement." (from IU Code of student rights, responsibilities, and conduct). In particular for this class, you shall not reproduce more than 5 words from any source but your own writing without using quotation marks and giving a complete reference. Extensive reproductions of phrases and sentences, even with quotations and reference, shall not be used. Paraphrased text or ideas must also include a complete reference. Your written work should be your own. If you have any doubt about whether something you write constitutes plagiarism, ask.

Plagiarism is a serious offense and constitutes academic misconduct. Like any other cases of academic misconduct such as cheating, plagiarism will result in a grade of "F" on the assignment, and a report will be sent to the Dean of Students. See

http://www.indiana.edu/~code/bloomington/discipline/academic/index.shtml for details of the process. A second case of academic misconduct during the semester will result in a grade of "F" for the course.

The best way not to plagiarize is not to look at references or your notes when you write. And even when describing findings or ideas from other people's work in your own words, cite the source. An excellent tutorial on plagiarism has been prepared by the Indiana University Instructional Systems Technology Department. If you have not done this, or if you need a refresher, it is strongly recommended that you complete this tutorial and pass an online test.

IU Plagiarism Tutorial site: http://www.indiana.edu/~istd/

The following info is reproduced verbatim from the web site: "This tutorial is divided into sections:

- **The Indiana University Definition**

- **Overview**: when and how to give credit; recommendations; decision flowchart

- **Plagiarism Cases**: links to Web sites describing real plagiarism cases

- **Examples**: word-for-word and paraphrasing plagiarism -- 5 examples each

- **Practice with feedback**: identifying plagiarism -- 10 items

- **Test**: if you pass, you get a confirmation certificate

- **Resources**: Web sites, books, dictionary links, references"

In order to get the best understanding of plagiarism, you should go through each section carefully.

Classroom Etiquette

- You are expected to arrive to class in time. Late arrivals are disruptive to the whole class. Furthermore, given that I make many important announcements at the beginning of class, you run the risk of missing crucial pieces of information. Repeated late arrivals will be penalized in the participation grade.

- Given that each class session lasts only 75 minutes, students are expected NOT to leave the classroom in the middle of a class.

- While you can use your computer or tablet to take notes or refer to class readings, you are not allowed to use class time for email correspondence, social media, or any other activities that are not class related.

Textbook (required)

Mallinson, Christine, Becky Childs, & Gerard Van Herk. 2013. *Data Collection in Sociolinguistics; Methods and Applications*. New York: Routledge.

Articles (available in the *Resources* section of Oncourse)

Buchstaller, Isabelle & Karen P. Corrigan. 2011. "Judge not lest ye be judged"; Exploring methods for the collection of socio-syntactic data. In Frans Gregersen, Jeffrey K. Parrott, & Pia Quist (eds.), *Language Variation: European Perspectives, III*. Amsterdam: Benjamins. Pp. 149-160.

Dubois, Sylvie & Barbara Horvath. 2000. When the music changes, you change too: Gender and language change in Cajun English. *Language Variation and Change* 11,3:287-313.

Eckert, Penelope. 1988. Adolescent social structure and the spread of linguistic change. *Language in Society* 17,2:183-207.

Félix-Brasdefer, César. 2010. Data collection methods in speech act performance: DCTs, role plays, and verbal reports. In Alicia Martinez-Flor, Esther Usó-Juan, & Lynn Pearson (eds.), *Speech Act Performance: Theoretical, Empirical and Methodological Issues*. Amsterdam: Benjamins. Pp. 41-56.

Hay, Jennifer, Stefanie Jannedy, & Norma Mendoza-Denton. 1999. Oprah and /ay/: Lexical frequency, referee design and style. In *Proceedings of the 14th International Congress of Phonetic Sciences, San Francisco, August 1999.*

Milroy, Lesley. 1987. Studying language in the community: The fieldworker and the social network. In *Language and Social Networks*. Blackwell, pp. 40-69.

Niedzielski, Nancy. The effect of social information on the perception of sociolinguistic variables. *Journal of Language and Social Psychology* 18,1:62-85.

Schilling-Estes, Natalie. 2013. Selecting the population: What is a "speech community"?. In Natalie Schilling-Estes. *Sociolinguistic Fieldwork*. Cambridge: Cambridge University Press. Pp. 18-30.

Sankoff, Gillian & Hélène Blondeau. 2010. Language change across the lifespan: /r/ in Montréal French. In Miriam Meyerhoff & Erik Schleef (eds.), *The Routledge Sociolinguistics Reader*. London: Routledge. Pp. 339-357.

Smith, Jennifer, Mercedes Durham, & Hazel Richards. 2013. The social and linguistic in the acquisition of sociolinguistic norms: Caregivers, children, and variation. *Linguistics* 51,2:285-324.

Tagliamonte, Sali A. 2006. *Analysing Sociolinguistic Variation*. Cambridge: Cambridge University Press.

Tagliamonte, Sali A. & Derek Denis. 2010. The stuff of change: General extenders in Toronto, Canada. *Journal of English Linguistics* 38,4:335-368.

Evaluation			
Task		**Due date**	**Value**
Assignments	Assignment 1	February 6, 2014	10%
	Assignment 2	February 27, 2014	10%
	Assignment 3	March 13, 2014	10%
Oral presentation		Variable	10%
Participation (including attendance and participation)		All semester	15%
Term paper	Outline	February 13, 2014	5%
	Coding system for term paper	April 3, 2014	5%
	Oral presentation	April 29 & May 1, 2014	10%
	Written paper	May 5, 2014	25%
TOTAL			100%

Evaluation: description of each element

Assignments: Group assignments in which different data collection methodologies are used and the data collected are analyzed.

Oral presentation
- Each student will select a recent sociolinguistics article (published since 2005). Given the topic of the course, the main criterion for selecting the article is its data collection methodology. Specifically, the researcher should have developed an interesting data collection methodology.
- In order to find suitable articles, you can consult databases like the MLA Bibliography or Language and Linguistics Behavior Abstracts (LLBA), tables of contents for journals that publish variationist research (e.g., *Language Variation and Change, Journal of Sociolinguistics, American Speech, Journal of English Linguistics*), and the bibliography I have posted in Oncourse.
- Once you identify possible articles, you should consult with the instructor in order to make sure that the articles are suitable and to reserve a date for your presentation.
- You are strongly encouraged to select your article and date within the first two weeks of the semester.
- Each presentation will last between 10 and 15 minutes, followed by 5 minutes for questions and discussion.
- Please arrive at least 10 minutes before starts on the day of your presentation so we can your upload your presentation on the class computer. If this is NOT possible because of your class schedule, send me your presentation before midnight the night before.
- Possible topics for your presentations include but are not limited to:
  - codeswitching
  - politeness

- terms of address
- stylistic variation
- syntactic variation
- attitudes

Participation
- Students are expected to attend every class and to come to class prepared and ready to participate in class discussion.
- All readings assigned must be done prior to class.
- Every student is expected to contribute to class discussion through oral questions and comments.
- No student should monopolize class discussions, and all students should be mindful of other students' right to ask questions and contribute to the discussion. Contributions should be directly relevant to the class discussion.

Term paper
- Group term papers are strongly encouraged as this makes it possible to collect and analyze more data, thus making it possible to draw clearer conclusions.
- Sociolinguistic interviews and, where relevant, other types of data collected by the group will provide the basis for the analysis.
- Students are encouraged to share their data with other groups.
- Data will be extracted, coded for, and submitted to a quantitative analysis using the GoldVarb program, a probability program designed specifically for the study of sociolinguistic variables
- This part of the evaluation consists of 4 components:
    - A brief outline that identifies the variable chosen and the type of data that will be used
    - The coding system developed
    - An oral presentation of the study during the last week of classes
    - The written paper

Calendar (subject to changes)

		Topic	Practical issues	Readings	Student presentations	Due dates
Jan.	14	Introduction I				
	16	Introduction II				
	21	Observing language		MCV: chapter 2		
	23	Defining the target population				
	28	Sociolinguistic interview		MCV: chapter 6		
	30		Adam Mills: Human Subjects	MCV: chapter 3		
Feb.	4	Technology of interviewing		MCV: chapter 7		
	6	Classroom change: BH 107	Catherine Minter: library resources			Assignment 1
	11	Ethnographic fieldwork		MCV: chapter 5		
	13	Guest lecturer: Daniel Suslak				Paper outline

		Topic	Practical issues	Readings	Student presentations	Due dates
	18	Stylistic variation		Hay, Jannedy, & Mendoza-Dayton 1999		
	20	Social networks		Milroy 1987		
	25	Social networks in American high schools		Eckert 1988		
	27	Acquisition		Smith, Durham & Richards 2013		Assignment 2
March	4	David Tézil: field work in Haiti				
	6	Variation and change I	Transcription	Sankoff & Blondeau 2010		
	11	Variation and change II	Data manipulation: Extracting & coding	Buchstaller et al. 2010		
	13	Eliciting rare forms: syntactic variation		Buchstaller & Corrigan 2011		Assignment 3
	25	Language & gender I		Dubois & Horvath 2000		
	27	Avizia Long: SLA and sociolinguistics				

		Topic	Practical issues	Readings	Student presentations	Due dates
April	1		%'s vs. probabilities Intro to GoldVarb	Tagliamonte 6 & 8		
	3		Variable rule analysis	Tagliamonte 10		Coding system
	8	Media language Lecturer: Kelly Farmer		MCV: chapter 13		
	10	Experiments		MCV: chapter 9		
	15	Perception experiments		Niedzielski 1999		
	17	Written questionnaires		MCV: chapter 8		
	22	Language in interaction		Félix-Brasdefer 2010		
	24	Online data		MCV: chapter 14		
	29	Term paper presentations I				
May	1	Term paper presentations II				
	5					Term paper