

Survey of SOCIOLINGUISTICS

LIN 4600 . 19130. Fall 2025
T Periods 5-6 (11:45-1:40) Matherly 13
R Period 6 (12:50-1:40) Matherly 13

Lu nekk, mëneesna ko toxal, mu mel ni mu meloon, ba mu des wax *

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Hours: Wednesday 10:00-12:00 or by appt.

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COURSE DESCRIPTION

Welcome to Sociolinguistics. This is a survey course that introduces you to the ways in which language and society are mutually constituted, i.e.: how language is shaped by society and how society is shaped by language. You will explore both classic and emerging studies, methodologies, and theories in sociolinguistics, and learn to formulate hypotheses about language in society.

COURSE OBJECTIVES

The specific objectives of this course are:

- To survey the different roles of language in society
- To acquire critical skills for analyzing language in society
- To gain experience in presenting oral and written arguments about sociolinguistics
- To develop a deeper understanding of the role of language in society

BROADER OBJECTIVES

These are objectives that go beyond the topic of the course to contribute to your growth as an educated person:

- To become a better – and a more interesting – writer
- To develop your ability to make informed and articulate arguments

READINGS

The following books are **required** for this class:

Coupland, Nikolas and Adam Jaworski, eds. 2009. *The new sociolinguistics reader*. London: Red Globe Press.

Blommaert, Jan. 2010. *The sociolinguistics of globalization*. Cambridge: Cambridge University Press.

Wardhaugh, Ronald and Janet M. Fuller. 2021. *An introduction to sociolinguistics*. Hoboken NJ: Wiley Blackwell. (8th edition)

Additional readings, marked by an asterisk on the schedule, will be made available on Canvas.

* A Wolof proverb meaning 'Anything can be moved and it remains the same, except for speech.'

COURSE REQUIREMENTS & ATTENDANCE POLICY

As part of our classroom community, you are required to attend class, complete readings and assignments on time, and participate in class panels, discussions, and activities. I consider these requirements to be interrelated: you cannot do one without the other. There may be times when something such as illness, an emergency, a religious holiday, or an activity will prevent your attendance, in which case you will be given the opportunity to make up the missed work. This provision will not apply to non-emergencies like oversleeping or working. In the case of illness or an emergency, please contact me by e-mail as soon as it is feasible for you to do so, to discuss how you will make up what you have missed. If you are participating in a university or athletic event that requires travel, or if you will be observing a religious holiday, please let me know in advance by e-mail so that we can make arrangements regarding readings and assignments.

CLASS FORMAT

This course relies on a combination of lectures and discussions that will enable you to explore the material we are considering. The format of this class demands that you, the students, be active participants in the learning process by a) doing the assigned readings; b) coming to class prepared and ready to contribute to conversations and activities on the day's topic; c) listening to your classmates, encouraging them, and sharing with them your thoughts, insights, frustrations, and problems related to the material and topic at hand.

CLASSROOM CULTURE

Our guidelines on classroom culture reflect respect for yourself, your classmates, and your professor. Cell phones must be silenced and **put away** in a backpack or purse by the time class begins. Please do not leave them sitting on your desk as they will distract you from our lectures and discussions. You may take notes on your laptop if you prefer that to a notebook, but please do not engage in activities on your laptop that are not related to class because it can be distracting to students sitting behind you. Please be punctual and arrive on time for class. When we discuss controversial topics in class, please be respectful of other students, including those who have points of view that may differ from your own. The university classroom should be an open space for debate and the exchange of ideas.

GRADES

Grades calculated as follows:

Test 1	20%
Test 2	20%
Test 3	20%
Discussion	20%
Presentations	20%

COMMUNICATION

I communicate with students outside of class through UF e-mail. Please be sure to check your UF e-mail on a regular basis. You should familiarize yourself with professional e-mail etiquette [here](#) and apply it in your communications with all your professors.

ACADEMIC POLICIES AND RESOURCES

Click [here](#) to view UF's academic policies and resources, all of which are applicable to this class.

SCHEDULE of TOPICS This is a roadmap for our course, subject to minor changes according to class rhythm, interests, and needs. *Textbook* refers to the Wardhaugh & Fuller textbook, while *Reader* refers to the Coupland & Jaworski reader. Readings marked by an asterisk will be available on CANVAS.

Week 1 8/21	Introduction to Sociolinguistics Introduction to the class Readings: <i>Textbook</i> Chapter 1: 'Introduction' <i>Reader</i> Chapter 1: 'Social worlds through language'
Week 2 8/26-28	Languages, dialects, varieties... Readings: <i>Textbook</i> Chapter 2: 'Languages, dialects, and varieties' <i>Reader</i> Chapter 2: 'Dialect in society' by Walt Wolfram
Week 3 9/2-4	Social groups, language attitudes and ideologies Readings: <i>Textbook</i> Chapter 3 : 'Defining groups' <i>Reader</i> Chapter 26: 'Language-ideological processes' by Judith T. Irvine & Susan Gal.
Week 4 9/9-11	Language in context: Pragmatics Readings: Textbook Chapter 4: 'Language in context: Pragmatics'
Week 5 T 9/16-18	Language variation and change Readings: Textbook Chapter 5: 'Language variation and change' <i>Reader</i> Chapter 3 'The social stratification of (r) in New York City department stores by William Labov
Week 6 T 9/23-25	Language variation and change Readings: <i>Reader</i> Chapter 6 ' <i>Be like</i> : The new quotative in English' by Sali Tagliamonte <i>Reader</i> Chapter 9 'Syntactic variation and beyond' by Jenny Cheshire
Week 7 T 9/30-10/2	Style and identity Readings: <i>Reader</i> Chapter 18 'Language style as audience design' by Allan Bell <i>Reader</i> Chapter 19 'The process of communication accommodation' by Howard Giles <i>Reader</i> Chapter 20 'Crossing, ethnicity and code-switching' by Ben Rampton
Week 8 T 10/7-9	Multilingualism and diglossia Readings: Textbook Chapter 8 'Languages in contact: Multilingual societies and multilingual discourse' <i>Reader</i> Chapter 31 'Diglossia' by Charles Ferguson
Week 9 10/14-16	Linguistic landscape Readings: *'Meat, guns, and God: Expressions of nationalism in rural America.' Christopher Jenks

Week 10 10/21-23	Multilingual discourse, from codeswitching to languaging Readings: Reader Chapter 33 'Code-switching' by Carol Myers-Scotton *'The monolingual bias in bilingualism research, or: why bilingual talk is (still) a challenge for linguistics' by Peter Auer (<i>available on Canvas</i>)
Week 11 10/28-30	Contact varieties Readings: Textbook Chapter 9 'Contact varieties: Structural consequences of social factors' Reader Chapter 38 'A sociolinguistics of globalization' by Jan Blommaert
Week 12 11/4-6	Pidgins and creoles, legacies of racism and colonialism Readings: *Mufwene TBA (<i>available on Canvas</i>)
Week 13 11/13	Towards a sociolinguistics of globalization Readings: Blommaert, <i>The sociolinguistics of globalization</i> (Chapters TBA)
Week 14 T 11/18	Towards a sociolinguistics of globalization Readings: Blommaert, <i>The sociolinguistics of globalization</i> (Chapters TBA)
Week 15 T 12/2	Wrap-up