

# Survey of SOCIOLINGUISTICS

LIN 4600 . Fall 2024  
T Period 7 (1:55-2:45) TUR 2336  
R Periods 7-8 (1:55-3:50) TUR 2350

**Instructor:** Dr. Fiona Mc Laughlin  
<https://people.clas.ufl.edu/fmcl/>  
**Hours:** Thursday 10:00-12:00 or by appt.

**e-mail:** [fmcl@ufl.edu](mailto:fmcl@ufl.edu)  
**Office:** 305 Pugh Hall  
**Phone:** (352) 392-4829

## **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 textbooks are **required** for this class:

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

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

A few additional readings, marked by an asterisk on the schedule below, will be made available on Canvas.

## **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. Of course, 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	15%
Test 2	15%
Discussion	20%
Canvas posts	20%
Short paper 1	15%
Short paper 2	15%

The assignment of a final letter grade will be based on the following scale:

A 92-100	B 81-84.9	C 71-74.9	D 61-64.9
A- 88-91.9	B- 78-80.9	C- 68-70.9	D- 58-60.9
B+ 85-87.9	C+ 75-77.9	D+ 65-67.9	E Below 58

You may consult the following website to see how the final letter grade is weighted with regard to overall GPA: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## **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.

## **GENERAL ADMINISTRATIVE ISSUES**

### **Access**

Students who require academic accommodation to access the full benefits of this class may apply through the Disability Resource Center <https://disability.ufl.edu>. You should share your accommodation letter with me as early as possible so that I can make appropriate arrangements.

### **Academic honesty**

As a UF student you have subscribed to the Student Code of Honor. Academic dishonesty, including plagiarism, is a violation of that Code. Any student engaging in such activities will be dealt with in accordance with University policy and receive a failing grade for the course. <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

### **Course evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

### **Campus resources**

#### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

*University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

**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.

<b>Week 1</b> 8/22	<b>Introduction to Sociolinguistics</b> Introduction to the class Readings: <i>Textbook</i> Chapter 1: 'Introduction' <i>Reader</i> Chapter 1: 'Social worlds through language'
<b>Week 2</b> 8/27-29	<b>Languages, dialects, varieties...</b> Readings: <i>Textbook</i> Chapter 2: 'Languages, dialects, and varieties' <i>Reader</i> Chapter 2: 'Dialect in society' by Walt Wolfram
<b>Week 3</b> 9/3-5	<b>Social groups, language attitudes and ideologies</b> Readings: <i>Textbook</i> Chapter 3 : 'Defining groups' <i>Reader</i> Chapter 26: 'Language-ideological processes' by Judith T. Irvine & Susan Gal.

<b>Week 4</b> 9/10-12	<b>Language in context: Pragmatics</b> Readings: Textbook Chapter 4: 'Language in context: Pragmatics' * 'The pronouns of power and solidarity' Brown & Gilman ( <i>available on Canvas</i> )
<b>Week 5</b> T 9/17-19	<b>Language variation and change</b> Readings: Textbook Chapter 5: 'Language variation and change' Reader Chapter 3 'The social stratification of (r) in New York City department stores by William Labov
<b>Week 6</b> T 9/24-26	<b>Language variation and change</b> Readings: Reader Chapter 6 ' <i>Be like</i> : The new quotative in English' by Sali Tagliamonte Reader Chapter 9 'Syntactic variation and beyond' by Jenny Cheshire
<b>Week 7</b> T 10/1-3	<b>Style and identity</b> Readings: Reader Chapter 18 'Language style as audience design' by Allan Bell Reader Chapter 19 'The process of communication accommodation' by Howard Giles Reader Chapter 20 'Crossing, ethnicity and code-switching' by Ben Rampton
<b>Week 8</b> T 10/8-10	<b>Multilingualism and diglossia</b> Readings: Textbook Chapter 8 'Languages in contact: Multilingual societies and multilingual discourse' Reader Chapter 31 'Diglossia' by Charles Ferguson
<b>Week 9</b> T 10/15-17	<b>Linguistic landscape</b> Readings * 'Towards a material ethnography of linguistic landscape: Multilingualism, mobility and space in a South African township' by Christopher Stroud and Sibonile Mpendukana ( <i>available on Canvas</i> )
<b>Week 10</b> 10/22-24	<b>Multilingual discourse, from codeswitching to languaging</b> 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> )
<b>Week 11</b> 11/5-7	<b>Contact varieties</b> Readings: Textbook Chapter 9 'Contact varieties: Structural consequences of social factors' Reader Chapter 38 'A sociolinguistics of globalization' by Jan Blommaert
<b>Week 12</b> 11/12-14	<b>Pidgins and creoles, legacies of racism and colonialism</b> Readings: * Mufwene TBA ( <i>available on Canvas</i> )
<b>Week 13</b> 11/19-21	<b>Towards a decolonial sociolinguistics</b> Readings: * Deumert, Storch & Shepherd TBA ( <i>available on Canvas</i> )
<b>Week 14</b> T 12/3	<b>Wrap-up</b>