

University of Massachusetts, Boston
College of Liberal Arts
Department of Applied Linguistics

Course Syllabus
Fall Semester 2011

COURSE: **APLING 623, SOCIOLINGUISTICS**
Tuesday, 4:00-7:30 PM
Wheatley-01-037

INSTRUCTOR: Donaldo Macedo, Ph.D.
Wheatley, 6th Floor, Room 80
(617) 287-5760

COURSE ASSISTANTS:

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OFFICE HOURS: By appointment only

Course Description

This course will focus on the study of language variation and its social, political and cultural significance. Students evaluate current sociolinguistic theory and research in sociolinguistics. Topics include language attitudes, language identity, societal and individual bilingualism, language policy, Black English Vernacular (BEV)/Ebonics, creoles/pidgins, and language variation by SES, ethnicity, and gender.

Course Objectives

Course readings, assignments, class discussions, and research experiences are designed to assist you to:

1. understand the role of language in society and how society also impacts language use;

2. critically review and analyze sociolinguistic studies designed to illuminate the role of language in social stratification;
 3. be equipped with sociolinguistics knowledge and skills to discuss language variation along the lines of gender, ethnicity, culture, and class;
 4. develop critical skills in applying theoretical sociolinguistics principles to ESL/EFL and bilingual education theories; and
 5. use the acquired sociolinguistics knowledge for development of more efficient language classrooms for culturally and linguistically diverse student populations.
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Required Texts

- Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell Ltd. (Sixth Edition).

Other Required Readings

1. Electronic Reserve—additional required articles will be available on-line via link <http://docutek.lib.umb.edu>. (Select “Electronic Reserves and Research Pages.” Select “course reserve pages by instructor” and then select “Macedo”. Next, you will be asked for a password. The password is “**sociolinguistics**” Search for 623 readings. Finally, select your article of choice.) “ER” identifies electronic reserve readings listed on the syllabus.

2. Yahoo Group Website Readings—additional required readings will be available on-line via link, <http://groups.yahoo.com/group/sociolinguists>. Details regarding how to access these readings are listed in Appendix A (at the end of this course syllabus). In addition, necessary information will be made available during the second class meeting. “Yahoo Reading” identifies course readings listed on the syllabus that are available on the Yahoo Group Website.

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Course Format

This class will be organized around students’ written critiques, student presentations, instructor lectures, and class discussions. In addition to student presentations, videos, and professor lectures, **all** students are expected to turn in one weekly critique of a course reading of their choice via the internet by posting the critiques to the sociolinguistics Yahoo Group. This makes the critiques available to everyone and students are encouraged to read them before coming to class. Please see description of critique assignment below and Appendix A for more information regarding how to access the Yahoo Group Website and how to post your weekly critiques.

Since one goal of the course is to create a classroom context where students and the instructor learn from each other, you are expected to work actively and cooperatively in a variety of learning settings. Because of the collaborative nature of the course, it is

essential that students demonstrate an open, honest, collaborative, and respectful stance toward peers and the instructor.

Course Requirements and Grading

Final grades will be based on attendance, class participation, and posting of weekly critiques, student presentations, the completion of a coherent language philosophy based in the discipline of sociolinguistics, and successful performance of a final exam that covers major current sociolinguistic theory and research.

The course requirements are the following:

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| 1. Attendance, class participation, and posting of one weekly written critique via the Yahoo Group Website: | 15% of final grade (throughout the semester) |
| 2. Critique presentation | 25% of final grade |
| 3. Midterm exam (Language Philosophy) | 30% of final grade |
| 4. In-class, open book final exam | 30% of final grade (to be scheduled by the University). |

IT IS IMPORTANT TO NOTE THAT “INCOMPLETES” ARE NOT AN OPTIONAL GRADE IN THIS COURSE. (PLEASE SEE ATTACHED UNIVERSITY POLICY REGARDING “INCOMPLETES.”)

Description of Assignments

1. **Attendance & Participation (15%):** You are expected to be punctual and to regularly attend all classes. In addition, no more than two absences will be accepted. More than two absences may negatively affect your final grade. Because the course format depends heavily on class participation, it is important that you attend class in a prompt fashion and come prepared to discuss assigned course readings. In addition, **all** students are expected to turn in one weekly critique of the article of their choice via the internet by posting them to the sociolinguistics Yahoo Group. This makes the critiques available to everyone and students are encouraged to read them before coming to class. (See assignment #2 for description of written critique.)
2. **Student Presentations (25%):** Each student will be asked once (or twice, depending on class size) to lead the discussion around one assigned course reading. Each presenting student is expected to write a 2-3 page double-spaced typed critique to share with the rest of the class both by posting it on the Yahoo Group website **and** by providing

a hard copy on the day of the student's presentation. Critiques are not designed to simply summarize the readings but must provoke critical analysis that leads to discussion. Each student will be allotted 7 to 10 minutes to present their critiques and to engage peers in an activity that will promote in-depth discussion and analysis.

[**Critique recommended format:** In general, the critical reviews should consist of a 2-3 page double-spaced, typed paper that includes the following components: (1) a brief summary or overview of the article; (2) identification of 1-2 significant themes/concepts; (3) a succinct yet in-depth and critical discussion of the identified themes/concepts; (4) if possible, a brief discussion of possible educational implications; and (5) a group discussion question or problem-posing activity. Students are encouraged to cite or link to other pertinent works.]

3. **Language Philosophy Statement (30%):** Students will be asked throughout the semester to think about their developing language philosophy. The assignment (6-8 page, double-spaced) due date is October 23 (*this may change*). The key purpose of this assignment is to present students with the opportunity to think reflectively about their personal orientation regarding language and language teaching as well as to contemplate how their thinking links to readings in sociolinguistics. A well-articulated philosophy guides practice and serves as a frame of reference to embrace one's teaching. In crafting your philosophy of language teaching, make sure to connect your beliefs to the established sociolinguistics literature through specific references to authors who have influenced you. Sample philosophical statements written by past Applied Linguistics students will be made available for review later in the semester.

4. **In-class, open book, final examination (30%):** Students are expected to successfully perform on a comprehensive, in-class, open book final exam that covers the entire semester's content. Students are encouraged to approach this exam as preparation for the Applied Linguistics Comprehensive Examination. On the final exam (as on the Comp Exam), you are expected to explicitly link your answers to relevant course readings, authors, lectures, videos, and peer presentations. While students are encouraged to cite non-course readings, the bulk of the citations should reflect Apling 623 course content and readings. The 3-hour in-class exam will be scheduled by the University during exam week (December 14 to 20, Friday through Thursday). Please keep exam week open because we do not yet know what day and three-hour time slot we will be assigned. Please be advised that our exam time will be scheduled for either late afternoon or evening. All students are expected to come to campus to take the exam. No exceptions will be made.

Need for Special Accommodations

Accommodations: Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the

Ross Center (287-7430). The student must present and discuss these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Code of Student Conduct

Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s).

Syllabus Information

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, Licensure, or transfer credit.

Writing Assistance

Students are encouraged to seek academic assistance with their writing needs at the Graduate Tutoring Center located at the McCormack building, 34d floor, Room 421.

This syllabus is subject to change.

Dates, Lecture Topics, and Reading Assignments:

Week 1:

Introduction

- General Introduction
- Instructor and student introductions
- Introduction to course, review of syllabus, and textbooks
- Discussion of course requirements
- Student needs assessment

Week 2:

The Battleground of the Current U.S. Language Debate: A Case in Point for the Study of Sociolinguistics

- Analyze a video on bilingual education vs. English-only instruction
- Introduce theoretical elements that govern the language debate
- Link this debate to the purpose of sociolinguistics as a discipline
- Critical analysis of readings

- Video, Bilingual Education/English-Only Debate

Readings:

1. Ravitch, D. and Macedo, D. (1994). "Should Bilingual Education be abandoned? YES: Diane Ravitch/NO: Donaldo Macedo" (ER title, "Politicization and the schools")
2. Sagarin, E. & R. J. Kelly (1985). "Polylingualism in the United States of America: A Multitude of Tongues amid a Monolingual Majority" (ER)
3. Padilla, A. et al. (1991). "The English Only Movement: Myths, Reality, and Implications for Psychology (ER)
4. hooks, b. (1994). "Teaching New Worlds/New Words" (Yahoo Reading)
5. Macedo, D. (2000) "The Colonialism of English-Only Movement" in *Educational Researcher* (Yahoo Reading)

[ER articles for week 2 available online at
<http://docutek.lib.umb.edu/coursepage.asp?cid=154>]

Week 3: Introduction to Sociolinguistics and the Sociology of Language

- General discussion of trends in the field of sociology of language
- General discussion of sociolinguistic methods of analysis
- Critical analysis of readings

- Readings:**
1. Wardhaugh (2010), Introduction, pp.1-20 (Textbook)
 2. Wardhaugh, (2006), Chapter 10, Ethnographies, pp. 242-259 (Textbook)
 3. Fishman, J.A. (1972). "The Sociology of Language" (Yahoo Reading)
 4. Fishman, J.A. (2000), "Why it is so hard to Save a Threatened Language? (A Perspective on the Cases that Follow)"
 5. Labov, W. (1977). "The Reflection of Social Processes in Linguistic Structures" (Yahoo Reading)
 6. Labov, W. (2006). "Interview with William Labov," *Journal of English Linguistics*

Week 4: What is a Speech Community?

- Significance of context
- Linguistic Variation Types

- Readings:**
1. Wardhaugh (2010) Chapter 5, Speech Communities, pp. 118-134. (Textbook)
 2. Gumperz, J. (1982). The Speech Community (Yahoo Reading)
 3. Peñalosa, F. (1981). Chapter 4, Language, Society, and Culture (Yahoo Reading)

Week 5: Language, Dialects, and Varieties

- General discussion of language varieties
- Analysis of difference between language, dialect, vernaculars, styles, and registers
- Introduction to the study of other varieties (focus on regional and BEV)
- Implication of varieties in education, particularly literacy

- Video: “The Story of English”

Readings:

1. Wardhaugh (2010). Ch. 2, Languages, Dialects, and Varieties pp. 23-53 (Textbook)
 2. Dillard, J. L. (1972). “On the Structure of Black English” (Yahoo Reading)
 3. Dillard, J. L. (1972). “Black English and Education” (Yahoo Reading)
 4. Peñalosa, F. (1982). Chapter 6, Language varieties and their significance (Yahoo Reading)
 5. Sharma, Devyani (2005) “Dialect stabilization and speaker awareness in non-native varieties of English” (Yahoo Reading)
 6. Fasold, W.R. (2005). “Making Languages” in Proceedings of the 4th International Symposium on Bilingualism. (Yahoo Reading)
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Week 6: Social Class Variations

- Critical analysis of readings
- Discussion of language as a social class marker
- Analysis of academic discourse as class specific
- Implications of the relationship between language and class in pedagogy
- Discuss language philosophy assignment

- Video: Social Class

Readings:

1. Wardhaugh, R. (2010) Ch. 4, Codes pp. 84-117 (Textbook)
 2. Gee, J. P. (1989). “Socially Situated Discourses and the Failure Problem” (Yahoo Reading)
 3. Bizzell, P. “The Ethos of Academic Discourse” (Yahoo Reading)
 4. Bizzell, P. (2000). Basis Writing and the Issue of Correctness, or What To Do with ‘Mixed’ Forms of Academic Discourse” (Yahoo Reading)
 5. Bernstein, B. (1970). “Social Class, Language and Socialization (Yahoo Reading)
 6. Bartolomé, L. (1998) “Understanding academic discourses.”(Yahoo Reading)
 7. hooks, b. (2000). “Class and Race” (Yahoo Reading)
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Week 7: Language and Gender

- Critical analysis of readings
- General discussion of the role of language in gender discrimination
- Analysis of male vs. female speech
- Implications of language and gender analysis in education
- Critical analysis of readings

Video: “He said, she said”

- Readings:**
1. Wardhaugh, (2010) Ch. 13, Gender pp. 333-355 (Textbook)
 2. DeFrancisco, V. (1998). “The Sounds of Silence: How Men Silence Women in Marital Relations” (ER)
 3. Tannen, D. (1998). “Talk in the Intimate Relationship: His and Hers” (ER)
 4. Gannett, C. (1992). “Gender, Language, and Discourse: Critical Issues” (ER)
 5. Cameron, D. (2005) “Language, Gender, and Sexuality: Current Issues and New Directions” in *Applied Linguistics* (Yahoo Reading)
 6. Butler, J. (1977). “On Linguistic Vulnerability” (Yahoo Reading)
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Week 8: Language and Ethnicity

- Critical analysis of readings
- Discussion of the relationship between language and ethnicity
- Analysis of the social reality of ethnic languages
- Implications of ethnic languages in education

- Readings:**
1. Wardhaugh, (2010). Ch. 14, Disadvantage pp. 356-377
 2. Smitherman-Donaldson, G. “Discriminatory Discourse on Afro-American Speech” (ER)
 3. Smitherman, G. (2004) “Language and African Americans: Movin On up a Lil Higher (Yahoo Reading)
 4. Lott, Tommy. “Black Vernacular Representation and Cultural Malpractice” (ER)
 5. Anzaldúa, G. (1990). “How to Tame a Wild Tongue” (ER)
 6. Labov, W. (2010) “Unendangered Dialect, Endangered People: The Case of African American Vernacular English” in *Transforming Anthropology* (Yahoo Reading)

[ER articles for week 8 available online at
<http://docutec.lib.umb.edu/coursepage.asp?cid=154>]

Week 9: Multilingualism and Bilingualism at the Societal Level

- Critical analysis of readings
- Nationalism, Colonialism, and Language Contact
- Language Change (Maintenance, Loss)
- Language Policy and Planning

- Readings:**
1. Peñalosa, F. (1981). Chapter 10, Nationalism, colonialism, and culture contact (Yahoo Reading)
 2. Wardhaugh (2010) Chapter 15, Planning, pp. 378-408 (Textbook)
 3. Fivos Christidis, A. (2005). "Policies for linguistic and cultural diversity in the European Union" (Yahoo Reading)
 4. Wodak, R. (2005). "The cost of monolingualism" (Yahoo Reading)
 5. Amada, P. and Perez, W. (2003) "Acculturation, Social Identity, and Social Cognition: A New Perspective" in *Hispanic Journal of Behavioral Sciences*
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Week 10: Multilingualism and Bilingualism at the Individual Level

- Critical analysis of readings
- Codeswitching and Codemixing
- Language Maintenance and Language Loss

Readings:

1. Wardhaugh (2010). Chapter 11, Solidarity and Politeness, pp. 274-300 (Textbook)
2. Peñalosa, F. (1981). Chapter 7, Multilingualism and the language community (ER)
3. Pease-Alvarez, L. (1993). "Moving In and Out of Bilingualism: Investigating Native Language Maintenance and Shift in Mexican-Descent Children" (ER)
4. Poplack, S. (1982). "Sometimes I'll start a sentence in Spanish 'Y termino en español': toward a typology of code-switching" (ER)
5. Poplack, S. (2004) "Code-Switching" in *Soziolinguistik, An international handbook of the science of language* (Yahoo Reading)

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Week 11: Pidgins and Creoles

- Language Philosophy due at the beginning of class
- General analysis of pidgins and creoles
- Discussion of the role pidgins and creoles play in language development
- Implications of pidgin and creoles in education

- Critical analysis of readings

Readings:

1. Wardhaugh, (2010) Chapter 3, Pidgins and Creoles pp. 53-8 (Textbook)
2. Macedo, D. (1986). "The Role of Core Grammar in Pidgin Development and Language Learning" (ER)
3. Andersen, R., "Introduction: A Language Acquisition Interpretation of Pidginization and Creolization" (ER)
4. Romaine, S. (1998). "Introduction to the Study of Pidgins and Creoles" (ER)
5. DeGraff, M. (2005) "Linguistics' most dangerous myth: The fallacy of Creole Exceptionalism" in Language in Society (Yahoo Reading)

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Week 12: Language, Ideology and Political Discourse

Discussion of the intersection between language and ideology
Analysis of political discourse
Critical review of video dealing with dominant discourse
Implications of the relationship between language, ideology, and political discourse in pedagogy

Video – Jim Gee "Dominant Discourse"

Readings:

1. Phillipson, R. (2008) "Linguistic Imperialism: Theoretical Foundations" (ER)
2. Phillipson, R. (2008) "English language teaching in action"
3. Fairclough, N. (1995) "Language, ideology and power" (ER)
4. Fairclough, N. (2007) "Approaches to Discourse Analysis"
5. Macedo, D. (1995). Literacy for Stupidification: The Pedagogy of Big Lies" (ER)
6. Van Dijk. (1994). "How They Hit the Headlines" (ER)
7. Bartolomé, L. (1998). "Language and Ideology." (Yahoo Reading)

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Week 13: Course Wrap-Up, Conclusions, and Final Examination Preparation

- General review of topics covered in the course
- Final Exam preparation suggestions
- Course Evaluation
- Suggestions and recommendations
- Where do we go from here?

OPEN BOOK FINAL EXAM--FINAL EXAMINATION WEEK IS SCHEDULED FROM DECEMBER 14-20 PLEASE KEEP THIS WEEK OPEN AS WE WILL BE INFORMED OF OUR EXACT EXAM DAY AND TIME LATER IN THE SEMESTER. EXAMS RUN FOR THREE (3) HOURS AND WILL BE SCHEDULED EITHER IN THE LATE AFTERNOON OR EVENING. PLEASE WAIT UNTIL AFTER DECEMBER 15 TO BEGIN YOUR WINTER BREAK. ALL STUDENTS ARE EXPECTED TO COME TO UMASS/BOSTON TO TAKE THE OPEN BOOK EXAM ON SITE. NO EXCEPTIONS WILL BE MADE.

Appendix A

The URL for the homepage is:

http://groups.yahoo.com/group/Sociolinguistics_UMB/members

To gain access to this homepage, you must have an account with Yahoo.

If you do, you will already have a Yahoo ID and password which you can use to sign in and gain access to the homepage. If you're not a Yahoo member, you'll need to sign up to get a Yahoo ID. Once you have signed up, requesting access to the Sociolinguistics Group, your access will show as pending until it is approved by the person administering the group. After the approval is complete, you can use your ID and password to access the homepage.

Once you have gained access to the homepage, click on the "Files" link (left side of the page), and then click on the "Add File" button (first item in the horizontal menu above the list of files) to upload your papers.

You will get a screen that asks you for the name of your document and a description. To make it easy for everyone to understand what your document is we suggest that you name your documents with the type of assignment (critique, presentation or language philosophy) and the date that it is due, along with your last name. Type the author of the article and a brief description or the article name into the Description box. Please DO NOT click the notification box because it will flood your classmates' email with unnecessary announcements.