COURSE OBJECTIVES:
In this course we will examine language as it relates to and as it functions in society. In particular, we will look at how language establishes social relationships and reflects social processes, at the purposes for which language is used, at the sources of linguistic variation, at the mechanisms of linguistic change, and at how change spreads through a speech community.

REQUIRED TEXTS:
All additional readings will be posted to Blackboard.

COURSE REQUIREMENTS:
Course grades will be determined from the following components:

1. 15%: Participation/Short discussion assignments
   This includes regular attendance, active participation in class and discussions, group work, and online discussion posts.

2. 15%: Article Presentations/Discussion
   Each student will read a seminal article by one of the linguists interviewed in Making Waves and lead a 10-minute presentation/discussion with the class. A 2-3 page summary of the article should be uploaded to the Blackboard discussion board the day of the presentation.

3. 30%: Interviews and Transcriptions
   Students will record and transcribe two 30-minute interviews during the semester. These interviews will be used to code data for the final presentation.

4. 40%: Final Presentation
   These are 15-minute PowerPoint presentations about the interviews and the feature(s) analyzed. Students are required to meet with me during the semester to go over the recording, transcription, coding and analysis. Presentations should consist of the following:
   • Review of the relevant literature
   • Description of the methodology
   • Analysis and discussion of the data
   • Conclusions and implications for further research

NOTE: All assignments should be submitted on time. Unless there are extenuating circumstances, all late submissions will lose 5 points/day for each day they are late.
COURSE SCHEDULE (tentative)

Jan. 18: Introduction to the course; what is Sociolinguistics?  
Read: MW Preface, Chap. 1-3; VS Chap. 1

Jan. 25: Where it all started; principles of variation and change  
Assignment: Choose one of the seminal articles (see me for suggestions) from the linguists interviewed in MW. Prepare a 10-minute presentation about the article for class discussion. 5 students will present on Feb. 1 and 5 will present on Feb. 8. You will also upload a 2-3 page summary of the article to Blackboard the day you present.  
Read: MW Chap. 4, VS Chap. 2

Feb. 1: Article presentations; variation and style  

Feb. 8: Article presentations; variation and style cont.; social patterning in variation and change  

Feb. 15: Uncovering linguistic patterns  

Feb. 22: The sociolinguistic interview; research ethics  
Assignment: Conduct and record a 30-minute interview. Listen to the interview carefully and make a list of features that could be coded and analyzed. Select some audio clips from your interview that illustrate one or more of the features that you can play in class for discussion. Post your feature list and interview clips to Blackboard before class.  

Mar. 1: Transcription and coding  
Assignment: Begin transcribing your interview  
Read: SV Chap. 4

Mar. 8: Data and Methods  
Read: MW Chap. 6; SV Chap. 5, 6  
Assignment: Continue transcribing your interview. Upload your interview and a first draft of the transcription before the next class.

Mar. 15: Spring Break – No Class

Mar. 22: Analyzing the data – quantitative and qualitative methods used in variation studies  
Read: Tagliamonte Chap. 7-8  
Assignment: Re-interview the same person for another 30 min. Begin transcribing.
Mar. 29: Phonological and morpho-syntactic variables
Assignment: Complete your transcription and upload the recording and the transcript before the next class.

Apr. 5: Discourse/Pragmatic features

Apr. 12: Linguistic contact; transmission, diffusion, and incrementation

Apr. 19: Real and apparent time; age-grading; language across the lifespan
Read: MV Chap. 7-10; SV Chap. 10-12

Apr. 26: No class – Blackboard discussion posts over reading
Assignment: Prepare presentations

May 3: Final Presentations (5 students; 15 min. each)
Assignment: Prepare presentations

May 10: Final Presentations (5 students; 15 min. each)

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Student Conduct and Academic Integrity
All work submitted for credit must be original work created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. You are encouraged to become familiar with the university’s Student Standards of Academic Integrity policy:
http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf
Of particular interest are the following terms:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism**: The deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.
- **Fabrication**: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty**: Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of F, and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism.

**Classroom Courtesy**
We will engage in whole class discussions, group collaborations, and pair work, so it is imperative that all students treat one another with respect. Please refrain from texting, sleeping, reading, or working on other projects during class. If you need/want to use a laptop or tablet for taking notes please let me know the first week of class. **CELL PHONES MUST BE SILENCED AND PUT AWAY DURING THE ENTIRE CLASS – NO EXCEPTIONS.** If you are expecting a call or text due to an emergency situation you must let me know before class begins. If I see that you are using your phone or tablet for anything that is not class-related I will ask you to quietly leave.

**Acceptable Student Behavior**
Student behavior that interferes with an instructor's ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Sexual Discrimination, Harassment, and Assault**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Add/Drop Policy**
The Linguistics Program adheres to the add/drop schedule established and published by the UNT Office of the Registrar. See the registration calendar for information. [http://registrar.unt.edu/registration/spring-registration-guide](http://registrar.unt.edu/registration/spring-registration-guide)
UNT Policies

ODA policy – “The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.” For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise us of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

- read and synthesize research articles.
- interact with subjects in a professional and ethical manner.
- use an audio and/or video recorder.
- use a computer with various word processing, e-mail, transcription, and graphics software applications.
- speak in front of the class and use multimedia to support the presentation.