

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Term 1, 2020–2021

Course code and title: LING2301, Sociolinguistics

Course overview:

In the field of sociolinguistics, researchers investigate interactions between linguistic and social variables with the aim of better understanding how language functions in societal contexts. As such, it touches on a wide variety of topics including language dialects and varieties, multilingualism, contact languages, language variation (e.g., due to social and regional factors), pragmatics, discourse, as well as language planning and policy. This course introduces students to these major issues in sociolinguistics and gives them the preparation necessary to competently navigate and discuss the literature in this area.

Learning outcomes:

At the end of this course, students will be able to:

- Discuss the social factors that influence language use.
- Identify the key issues in sociolinguistics and discuss these issues using the appropriate terminology.
- Identify common sociolinguistic phenomena in daily communication.
- Conduct basic analyses of sociolinguistic phenomena using the concepts learned in the course.

List of topics and the associated concepts

Topics	Concepts
Language, dialects and varieties	language vs. dialect, language standardization, regional dialects, social dialects, styles, registers and genres
Multilingual societies and discourse	multilingualism, diglossia, code-switching, language shift, maintenance, and revitalization
Contact languages	lingua francas, pidgin and creole formation, linguistic characteristics of pidgins and creoles
Language variation	regional variation, linguistic variables, social variation, gender variation, language change
Ethnographic approaches in sociolinguistics	ethnography, ethnomethodology
Pragmatics	speech acts, implicature, politeness, pronouns, naming and titles
Discourse analysis	conversation analysis, interactional sociolinguistics, critical discourse analysis
Language, gender and sexuality	sexist language, gender and sexuality identities
Sociolinguistics and education	social dialects and education, multilingual education, English as a global language
Language policy and planning (LPP)	types of language planning, LPP and nationalization, LPP in post- and neo-colonial contexts, LPP in English-speaking and multilingual contexts, endangered languages

Grade Descriptors

Grade	Descriptors <i>The student...</i>
A	<ul style="list-style-type: none"> - Can recognize almost all the basic concepts about language and society covered in the course. - Can describe in great depth a wide range of factors influencing language use in society. - Demonstrates a strong ability to analyze and evaluating linguistic phenomena in real-life situations.
A-	<ul style="list-style-type: none"> - Can recognize most basic concepts about language and society covered in the course. - Can describe in depth a wide range of factors influencing language use in society. - Demonstrates a moderately strong ability to analyze and evaluating linguistic phenomena in real-life situations.
B	<ul style="list-style-type: none"> - Can recognize some of the basic concepts about language and society covered in the course. - Can satisfactorily describe the factors influencing language use in society. - Can satisfactorily analyze and evaluate linguistic phenomena in real-life situations.
C	<ul style="list-style-type: none"> - Can recognize relatively few basic concepts about language and society covered in the course. - Can describe some factors influencing language use in the society, but only superficially. - Demonstrates only a weak ability to analyze and evaluate linguistic phenomena in real-life situations.
D	<ul style="list-style-type: none"> - Can only recognize a limited number of basic concepts about language and society covered in the course. - Can only superficially describe a very limited number of factors influencing language use in society. - Demonstrates only a very weak ability to analyze and evaluate linguistic phenomena in real-life situations.
F	<ul style="list-style-type: none"> - Can recognize almost none of the basic concepts about language and society covered in the course. - Can describe almost none of the factors influencing language use in the society. - Demonstrates extremely little or no ability to analyzing and evaluate linguistic phenomena in real-life situations.

Learning activities

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Reading assignments (hr) in /out class		Projects (hr) in /out class	
2	NA	1	NA	NA	2	NA	2
M	NA	M	NA	NA	M	NA	M

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Task nature	Description	Weight
In-class worksheets	Students will be asked to complete and submit worksheets pertaining to in-class activities. <i>To be submitted online.</i>	10%
Individual presentations	Students will individually present on a self-selected sociolinguistic research paper. Assessment will be based on the oral presentation and PPT. <i>Conducted face-to-face or online as the situation permits.</i>	25%
Individual written assignment	A critical literature review on a topic of the student's choice or a small-scale research project (3000 words, +/- 500 words). This can be related to the individual presentation. <i>To be submitted online.</i>	40%
Final Quiz	Questions are based on reading materials and concepts covered in class (MC, T/F, short-answer questions) <i>Conducted face-to-face or online as the situation permits.</i>	25%

Learning resources for students

Course textbook (available online via the CUHK library):

Wardhaugh, R. & Fuller, J. (2017). *An Introduction to Sociolinguistics* (Vol. 28). John Wiley & Sons.

Supplementary readings:

Chambers, J.K. 2013. Patterns of variation including change. In J. Chambers & N. Schilling (Eds.), *The Handbook of Language Variation and Change* (pp. 297–323) Oxford: Blackwell.

Coates, J. (2015). *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language*. Routledge.

Gray, J. (2016). Language and non-normative sexual identities. In S. Preece (Ed.), *The Routledge Handbook of Language and Identity* (pp. 225–240). Abingdon: Routledge.

Hornberger, N., & Vaish, V. (2009). Multilingual language policy and school linguistic practice: globalization and English-language teaching in India, Singapore and South Africa. *Compare*, 39(3), 305-320.

Jaspers, J. (2013). Interactional sociolinguistics and discourse analysis. In J.P. Gee & M. Handford (Eds.), *The Routledge Handbook of Discourse Analysis* (pp. 161–172). Routledge.

Meyerhoff, M. (2018). *Introducing sociolinguistics*. Routledge.

Nelde, P. H. (2017). Language conflict. In Coulmas, F. (Ed.), *The Handbook of Sociolinguistics* (pp. 285–300). Oxford: Blackwell.

Poon, A. Y. K. (2019). Language education policy in Hong Kong. In A. Kirkpatrick & T. Liddicoat (Eds.), *The Routledge Handbook on Language Education Policy in Asia* (pp. 60–75). Oxon, U.K.: Routledge.

Seedhouse, P. (2004). Conversation analysis methodology. *Language Learning*, 54(S1), 1–54.

Wei, L. (2016). New Chinglish and the post-multilingualism challenge: Translanguaging ELF in China. *Journal of English as a Lingua Franca*, 5(1), 1–25.

Course schedule

Week	Date	Topics	Readings
1	7 Sept	Introduction to sociolinguistics Language, dialects, and varieties	Wardhaugh & Fuller (2017), Chapters 1–2
2	14 Sept	Defining groups Multilingualism Tutorial 1: Activity (1)	Wardhaugh & Fuller (2017), Chapters 3–4 Supplementary reading: Wei (2016), Pages 1–22
3	21 Sept	Contact languages Tutorial 2: Activity (2)	Wardhaugh & Fuller (2017), Chapter 5 Supplementary reading: Nelde (2017), Pages 285–300
4	28 Sept	Language variation (1) Tutorial 3: Activity (3)	Wardhaugh & Fuller (2017), Chapter 6 Supplementary reading: Chambers (2013), Pages 297–323
5	5 Oct	Language variation (2) Tutorial 4: Activity (4)	Wardhaugh & Fuller (2017), Chapter 7

			Supplementary reading: Coates (2015), Pages 171–188
6	12 Oct	Language variation (3) Language change Tutorial 5: Student presentations (1)	Wardhaugh & Fuller (2017), Chapter 8 Supplementary reading: Coates (2015), Pages 85–110
7	19 Oct	Ethnographic approaches in sociolinguistics Tutorial 6: Student presentations (2)	Wardhaugh & Fuller (2017), Chapter 9 Supplementary reading: Seedhouse (2004), Pages 1–54
8	26 Oct	Holiday	
9	2 Nov	Pragmatics Tutorial 7: Student presentations (3)	Wardhaugh & Fuller (2017), Chapter 10 Supplementary reading: Meyerhoff (2018), Chapter 5
10	9 Nov	Discourse analysis Tutorial 8: Student presentations (4)	Wardhaugh & Fuller (2017), Chapter 11 Supplementary reading: Jaspers (2013), Pages 161–172
11	16 Nov	Language, gender, and sexuality Tutorial 9: Student presentations (5)	Wardhaugh & Fuller (2017), Chapter 12 Supplementary reading: Gray (2016), Pages 225–240
12	23 Nov	Sociolinguistics and education Tutorial 10: Student presentations (6)	Wardhaugh & Fuller (2017), Chapter 13 Supplementary reading: Poon (2019), Pages 60–75
13	30 Nov	Language policy and planning Tutorial 10: Student presentations (7)	Wardhaugh & Fuller (2017), Chapter 14 Supplementary reading: Hornberger, & Vaish (2009)
14	TBA	Final quiz	

Contact details of the instructor and teaching assistant

Instructor	
Name:	Philip Thierfelder
Office Location:	Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong
Telephone:	
Email:	dpthierfelder@gmail.com
Teaching Venue:	Online
Lecture Time:	Lecture: Monday 13:30–15:15
Teaching Assistant	
Name:	Wenyi Zhang
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A facility for posting course announcements

A Blackboard account has been set up for students to access information of the course.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

You have to submit a soft copy to VeriGuide (i.e. CUPIDE, the Chinese University Plagiarism Identification Engine System) on or before the date of the deadline via <http://veriguide1.cse.cuhk.edu.hk/portal/page/index.jsp>. The VeriGuide system will issue a receipt which also contains a declaration of honesty. Sign the receipt and stapled to the hard copy of the assignments. Assignments without the VeriGuide receipt will NOT be graded.

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