

ENGE2630 (Term 2, AY22-23) Sociolinguistics: Languages, Culture, and Society

Department of English  
The Chinese University of Hong Kong

## COURSE OUTLINE

**Module Code and Title:** ENGE2630 Sociolinguistics: Languages, Culture, and Society

### Professor

Name: Professor Wilkinson 'Wil' Gonzales

Email: [wdwgonzales@gmail.com](mailto:wdwgonzales@gmail.com)

Office Location: Fung King Hey

Phone:

### Teaching Assistant

Name:

Email:

Lecture:

Office Hours:

Tutorials:

Course email:

### Course Description<sup>1</sup>

This course serves as a general introduction to the field of sociolinguistics. It focuses on the notion of sociolinguistic variation as a point of entry for understanding the relationship between language and society, identifying the different ways in which we use language to construct relations of sameness and difference as well as power and control. Students will be introduced to basic theoretical concepts, practical insights, and research methods in sociolinguistics. In this course, we will consider multiple dimensions along which language use may vary and discuss the implications of language variation for diverse contexts ranging from micro-level interactional practices to national-level language policies. We will investigate the link between language practices and social factors such as ethnicity, gender, social class, and culture. Topics covered in this course include code-switching, language in the media, styles, identity, language attitudes, language shift/maintenance as well as language policy. Examples are drawn from a wide range of social contexts, with a focus on the English language. Sociolinguistics topics in Hong Kong are given particular consideration.

### Learning Objectives

By the end of the course, you should ...

1. be familiar with central concepts for and approaches to analyzing language in social context;
2. be able to engage with theoretical discussions in sociolinguistics and apply them to everyday sociolinguistic phenomena;
3. know how to carry out basic analyses of sociolinguistic patterns;
4. have developed a capacity to critically reflect on issues in language and society that they encounter in daily life.

---

<sup>1</sup> This course is largely inspired by Rebecca Lurie Starr's EL2151 Social Variation in English outline.

## **eLearning/Course Announcements**

We will be using Blackboard Learn as the eLearning platform in this course. Blackboard Learn will be used for a) dissemination of course materials such as discussion questions, weblinks, and materials, b) class discussion, c) Q & A, and d) course announcements.

You can access Blackboard Learn at: <https://elearn.cuhk.edu.hk/>

A demonstration of how to access Blackboard Learn to post and respond to announcements, download resources, and use the discussion and Q & A forum, will be given in the first lecture.

## **Class format (tentative)**

The main class format (lecture) will vary from session to session but will generally comprise at least one of the following components: lecture, discussion, and workshop.

More information can be found in "Learning Activities".

## **Learning Activities**

A variety of learning activities will be employed in this course. Our sessions will be a combination of presentation of course content (lecture), interactive tasks (individual, pair, or group) and hands-on learning activities, and discussions. Tutorials will also be conducted.

### ***A. Lectures/presentations***

The instructor will give a presentation of the key concepts related to the weekly topic. Most notes (Powerpoint slides/deck) for each lecture will be available in Blackboard in advance. Towards the middle of the term, students will be asked to provide a short presentation of the readings for that week. The instructor may supplement the summary with a mini lecture, if needed.

### ***B. Discussions***

Each week we will read around two papers, which are listed in the course schedule below. Students will engage in discussions about the readings based on weekly discussion questions set by me, which will be uploaded at least 5 days in advance to Blackboard.

Students must prepare written answers to the discussion questions (250-500 words) before each class (Except the first class). You are also encouraged to ask for clarification of unfamiliar concepts about the readings or the discussion questions in advance. Please follow the APA 7<sup>th</sup> citation style when you write your discussion question responses (the readings and other references including online sources). The guidelines can be accessed here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_electronic\\_sources.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html)

During the discussion period, about 15-20 minutes will be spent for small group discussion, then, the class will come together to discuss for about 20 minutes. Each small group will have a designated note taker to log members' contributions during the small group discussion. This method applies to each reading, meaning that about 35-40 minutes will be spent for class discussion for each reading every

week (with 2 readings, there will be 35-40 minutes x 2 per class meeting). Coming to class prepared for the discussions will be crucial for your quizzes.

**C. Workshop**

Students will be given a brief overview of state-of-the-art software and tools that will help them succeed in their class projects. They will be given an opportunity to work with them hands-on with their peers. The instructor (or a guest speaker) will facilitate the workshop. If more time is needed, the workshop will continue in tutorial sessions.

**D. Tutorials**

Students are expected to come to them to reinforce concepts covered in the lecture and in the readings. The class structure may vary from session to session, but it typically starts with a brief review of key concepts in the latest lectures and readings and/or concepts that warrant more discussion. What follows depends on the needs of the students and the course. Your tutor may decide to invite you to complete a problem set together. In some sessions, they may decide to allocate tutorial time for a group project. The tutor will allot time during class or towards the end of class for student questions. Overall, tutorials are designed to make you interact with the class materials. There is a focus is on application – tutorials ensure that the concepts learned in lecture and in the readings do not simply remain knowledge, but also become tools for analyzing and navigating real-life situations.

The following workload schedule may help you allocate your time this term:

Lecture	Tutorial	Discussion	Reading/Revising	Preparing assignments/ examinations/ tutorial activities
In class	In class	Out class	Out class	Out class
2 hrs	1 hr	1 hr	2 hrs	4 hrs
M	M	O	O	O

M = Mandatory, O = Optional (but highly recommended)

**Attendance policy**

On the 1<sup>st</sup> week of our course, please look ahead and see if you need to miss class for any excusable reason (e.g., religious observance, court order, university-sanctioned event, etc.) and notify me as soon as possible. We may be able to make alternative arrangements for completing assignments.

There will be no makeup session for a missed class; thus, attendance is required. If you foresee a difficulty being on time every week, this class is not recommended for you.

Major illness/emergency: Serious events do sometimes require absence from class. For the purposes of this class, a “major medical or personal emergency” is defined as an event that requires a student to be absent for serious reasons beyond their control. While I hope this does not happen at all, these situations are evaluated on an individual basis with regard to their impact on a student’s grade and must be verified by documentation that supports the student’s need for absence from class (within a

week of the missed class). Make-up for graded assignments missed due to major emergencies will be decided upon at the discretion of the instructor.

Your course grade will be determined entirely by your performance on the course requirements. There will be no extra-credit assignments, so please do not ask the instructors for special treatment.

### **Important information regarding online format**

Classes are expected to be conducted face-to-face. However, in the event of an emergency, classes may be moved online. To facilitate smoother online communication, your video must be turned on by default (please feel free to talk to me should you encounter any problems about this). If you cannot pay attention or cannot refrain from disruptive behavior during the class period, you will be forced out from the Zoom room. Disruptive behavior includes, but is not limited to: coming to class late, turning off your video without my consent, not participating in class activities such as discussions and lecture, sharing the course materials with those who are not enrolled in this module, etc.

Some students who took this class online highlighted their anxieties coming from their strong concerns over grades. Weekly readings can be challenging, and the major assignment deadlines fall on the same week. Yet, this class focuses more on learning and less on grades. If your focus is more on grades, this class may not be suitable for you.

### **Assessment Criteria & Weighting**

Your primary day-to-day responsibilities are to keep up with the readings and lectures and participate effectively in your discussion section so that you are mastering key ideas and are adequately prepared for the course requirements. We will make important class announcements via Blackboard Announcements—you are responsible for staying up-to-date with these announcements, so make sure you have notifications turned on!

Your final course grade will be composed of the following parts:

<b>Component</b>	<b>Description</b>	<b>Percentage</b>
Participation	Participation is more than just showing up for class (though that is crucial) – it means to verbally contribute to class (lecture, tutorial, and online) discussion, exercises, and activities in a constructive and active manner.	10%
Reading Presentations	The presentations will focus on the readings for the week. Students will be expected to give a summary and facilitate a discussion on readings they signed up for. The following will be assessed: <ul style="list-style-type: none"><li>• Materials (slide deck, handouts, etc.) 5%</li><li>• Engagement with readings (quality, depth) 10%</li></ul>	20%

	<ul style="list-style-type: none"> <li>• Comprehensiveness (Does your presentation cover the main points?) 5%</li> </ul> <p>Presentations should be around 15 to 20 minutes.  Slide deck format: Plain white background, Calibri font, avoid overwhelming slides with text  Decks should be submitted to Blackboard 24 hours before class.</p>	
Final project	<p>To enable you to apply what you’ve learned in class to real language analysis and description, you will be asked to collect your own data and analyze them in light of the topics covered. The following will be assessed:</p> <ul style="list-style-type: none"> <li>• Proposal (5%)</li> <li>• Annotated bibliography (5%)</li> <li>• Dataset in ELAN format with completed surveys (20%)</li> <li>• Final project presentation (5%)</li> <li>• Final paper (15%)</li> </ul> <p>The final project can be a group or individual project – you can work in a team of maximum 3-4 students to collaboratively collect your data (~1 hour of speech data per person), and to compare the data for similarities and differences.</p> <p>You will have opportunities to work on the final project during the tutorial sessions as well as additional ‘open lab’ hours supervised by the TAs.</p> <p>Late projects will be penalized 1 point for each day late.</p> <p><b>Group work assessment</b>  If there are matters concerning the group work, they must be brought to the instructor’s attention before the project submission date.</p> <p>The instructor holds the right to give different grades for different group members.</p>	50%
Quizzes	<p>There will be two to three quizzes that will test your understanding of the topics covered in the course. Some common formats of the quizzes include multiple choice items and short answers. The quizzes will contribute to the ‘Quizzes’ grade equally.</p>	20%

## Grading scale

Letter grade	Mark Ranges	Converted Points
A	85-100	4.0
A-	80-84.99	3.7
B+	76-79.99	3.3
B	72-75.99	3.0
B-	68-71.99	2.7
C+	64-67.99	2.3
C	60-63.99	2.0
C-	56-59.99	1.7
D+	53-55.99	1.3
D	50-52.99	1.0
E/F	0-49	0.0

## Course grade descriptors

Grade	Descriptor
A	<p>Excellent</p> <p>Outstanding performance on <u>ALL</u> learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade is reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.</p>
A-	<p>Very Good</p> <p>Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations.</p>
B+	<p>Good (Plus)</p> <p><u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.</p>
B	<p>Good</p> <p><u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.</p>

B-	Good (Minus)	<u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.
C+	Adequate (Plus)	<u>VERY ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.
C	Adequate	<u>ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.
C-	Adequate (Minus)	<u>SOMEWHAT ADEQUATE</u> performance on <u>A NUMBER OF</u> learning outcomes. Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.
D+	Pass (Plus)	<u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
D	Pass	<u>ALMOST BARELY SATISFACTORY</u> performance on <u>VERY FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

### Expectations

The following guidelines will create a comfortable and productive learning environment throughout the term.

You can expect me to:

- start and end class on time.
- reply to e-mails within 24 hours on weekdays and 48 hours on weekends (so long as I am not participating in conferences).
- assign readings/homework that adequately cover the material and meet the learning objectives of the course while adhering to the time expectations for a three-unit course.
- give quizzes and questions that accurately reflect the material covered in class and assigned in class meetings/assignments/Blackboard.

I can expect you to:

- come to class on time.
- be attentive and engaged in class.
- spend an adequate amount of time on the readings/assignment each week, making an effort to understand and think critically about each material.
- engage with both the abstract/theoretical and concrete/data-oriented sides of the material.
- seek help when appropriate/needed.

### Communicating with the teaching team

Please don't hesitate to email any of the teaching team members if you have questions about the course. To help us respond quickly and efficiently to your emails, please follow these guidelines:

If your question is about...	You should email...
Course logistics, including Blackboard-related questions and issues, missed or late assignments, a problem with one of your grades, needing accommodations for an exam or assignment, etc...	_____, our course email address, which is managed by our tutor, _____
Anything to do with your tutorials, like missing class, accessing discussion materials, specific questions about content or activities from discussion, etc.	Your tutor
Course content from lecture, including questions about the requirements and exams (if any)	Your tutor and/or Prof. Gonzales (see the first page of the syllabus for our email addresses!).

You are welcome to attend any office hours held by *any* member of the teaching team. Please note it's often better (and more fun) to ask substantive course questions face-to-face (either via Zoom or in person, depending on how each of the teaching team members plans to hold office hours) rather than over email, so please do come and "see" us!

### Offensive course content & taboo language

For the most part, the material covered in this course is unlikely to be offensive to many people, especially those who are interested in sociolinguistics, linguistic anthropology, gender/sexuality studies, etc., but topics such as religious traditions, warfare/violence, human anatomy/physiology, and swear words are likely to come up occasionally in the lectures or in the discussion, and it is possible that some students will feel uncomfortable as a result.

The primary source of information for this course is language and we will study all types of language. This means we will sometimes study taboo language (stigmatized words).



While I think we all understand the distinction between studying language and using language and we can discuss viewpoints that we disagree with, if you are uncomfortable with the subject matter, please feel free to talk to me.

### Feedback for Evaluation

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials. This information is highly valued and is used to revise teaching methods, tasks, and content. During the term, students are also strongly encouraged to provide feedback on the course via email or meetings with the professor or tutors.

### Veriguide

Each student must upload a soft copy of their Final Project to the plagiarism detection engine Veriguide. The system will issue a receipt that also contains a declaration of honesty (see below). The declaration should be signed and the receipt stapled to a hard copy of the assignment (or appended to the soft copy of the assignment). Assignments without the receipt or the signed declaration of honesty will not be graded.

### Academic Honesty

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.

#### Statement:

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website

<http://www.cuhk.edu.hk/policy/academichonesty/>

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Student ID

\_\_\_\_\_  
Course code    Course title

**Disclaimer**

Except for the grading criteria and the absence policy, this syllabus is subject to change with reasonable advance notice, as deemed appropriate by the instructor. No such changes are anticipated, but life is fraught with uncertainty.

## Course Reading List and Schedule (tentative)

Assigned readings must be done before class.

Wk	Date	Topic	Primary readings	Supplementary resources	Requirements
1		Introduction to sociolinguistic variation	(Meyerhoff 2018) Ch 1, 2		
2		Social factors I: Age, change in real and apparent time	(Meyerhoff 2018) Ch 7 (Cukor-Avila and Bailey 2013)		
3		Social factors II: Speech communities, social networks, communities of practice  Workshop: Data collection & Intro to processing with ELAN	(Meyerhoff 2018) Ch 9 (Alam and Stuart-Smith 2011)	<a href="#">ELAN Handbook</a>	Reading presentation Sign-up
4		Social factors III: Gender  Workshop: Data processing with ELAN	(Meyerhoff 2018) Ch 10 (Calder 2019)		Quiz 1
5		Social factors IV: Region, social class, race, ethnicity  Workshop: Data analysis	(Meyerhoff 2018) Ch 8 (Eberhardt and Freeman 2015)		Annotated bibliography
6		Style  Workshop: Data analysis	(Meyerhoff 2018) Ch 3 (Gaftor 2016) (Podesva 2007)		

7		Politeness	(Meyerhoff 2018) Ch 5 (Holmes et al. 2012)		Proposal
8		Language attitudes and ideologies	(Meyerhoff 2018) Ch 4 (Guzzardo Tamargo et al. 2019)	(Thomason 2007)	Quiz 2  ELAN Data and Survey submission
9		Perception	(Campbell-Kibler 2010) (Weissler and Brennan 2020)		Final presentation
10		Language contact	(Meyerhoff 2018) Ch 11 (Gonzales and Starr 2020)	(Hansen Edwards 2019)	Final presentation
11		Sociolinguistics and education	(Reaser and Temple Adger 2008) (Dong 2009)		Final presentation
12		Sociolinguistics and justice	(Leonard et al. 2017) (Rickford and King 2016)		Final presentation
13		Sociolinguistics and media	(Nycz 2019) (Pratt and D'Onofrio 2017)	(Starr et al. 2020)	Final paper deadline Quiz 3

## References

- ALAM, FARHANA.; and JANE STUART-SMITH. 2011. Identity and ethnicity in /t/ in Glasgow-Pakistani High School girls. *Hong Kong* 5.
- CALDER, JEREMY. 2019. The fierceness of fronted /s/: Linguistic rhematization through visual transformation. *Language in Society* 48.31–64. doi:10.1017/S004740451800115X.
- CAMPBELL-KIBLER, KATHRYN. 2010. Sociolinguistics and Perception: Sociolinguistics and Perception. *Language and Linguistics Compass* 4.377–389. doi:10.1111/j.1749-818X.2010.00201.x.
- CUKOR-AVILA, PATRICIA.; and GUY BAILEY. 2013. Real Time and Apparent Time. *The Handbook of Language Variation and Change*, ed. by J. K. Chambers and Natalie Schilling, 239–262. West Sussex: Wiley-Blackwell.
- DONG, JIE. 2009. 'Isn't it enough to be a Chinese speaker': Language ideology and migrant identity construction in a public primary school in Beijing. *Language & Communication* 29.115–126. doi:10.1016/j.langcom.2009.01.002.
- EBERHARDT, MAEVE.; and KARA FREEMAN. 2015. 'First things first, I'm the realest': Linguistic appropriation, white privilege, and the hip-hop persona of Iggy Azalea. *Journal of Sociolinguistics* 19.303–327. doi:10.1111/josl.12128.
- GAFTER, ROEY J. 2016. What's a stigmatized variant doing in the word list? Authenticity in reading styles and Hebrew pharyngeals. *Journal of Sociolinguistics* 20.31–58. doi:10.1111/josl.12169.
- GONZALES, WILKINSON DANIEL WONG. 2021. Filipino, Chinese, neither, or both? The Lannang identity and its relationship with language. *Language & Communication* 77.
- GONZALES, WILKINSON DANIEL WONG.; and REBECCA LURIE STARR. 2020. Vowel system or vowel systems? Variation in the monophthongs of Philippine Hybrid Hokkien in Manila. *Journal of Pidgin and Creole Languages* 35.253–292.
- GUZZARDO TAMARGO, ROSA E.; VERÓNICA LOUREIRO-RODRÍGUEZ.; ELIF FIDAN ACAR.; and JESSICA VÉLEZ AVILÉS. 2019. Attitudes in progress: Puerto Rican youth's opinions on monolingual and code-switched language varieties. *Journal of Multilingual and Multicultural Development* 40.304–321. doi:10.1080/01434632.2018.1515951.
- HANSEN EDWARDS, JETTE G. 2019. TH variation in Hong Kong English. *English Language and Linguistics* 23.439–468. doi:10.1017/S1360674318000035.
- HAY, JENNIFER.; and KATIE DRAGER. 2010. Stuffed toys and speech perception. *Linguistics* 48. doi:10.1515/ling.2010.027. <https://www.degruyter.com/document/doi/10.1515/ling.2010.027/html>.
- HOLMES, JANET.; MEREDITH MARRA.; and BERNADETTE VINE. 2012. Politeness and impoliteness in ethnic varieties of New Zealand English. *Journal of Pragmatics* 44.1063–1076. doi:10.1016/j.pragma.2011.11.006.
- LEIMGRUBER, JAKOB.; JUN JIE LIM.; WILKINSON DANIEL WONG GONZALES.; and MIE HIRAMOTO. 2020. Ethnic and gender variation in the use of Colloquial Singapore English discourse particles. *English Language and Linguistics*.
- LEONARD, ROBERT A.; JULIANE E. R. FORD.; and TANYA KAROLI CHRISTENSEN. 2017. Forensic Linguistics: Applying the Science of Linguistics to Issues of the Law. *Hofstra Law Review* 45.881–897.
- MACLAGAN, MARGARET.; ELIZABETH GORDON.; and GILLIAN LEWIS. 1999. Women and sound change: Conservative and innovative behavior by the same speakers. *Language Variation and Change* 11.19–41.
- MEYERHOFF, MIRIAM. 2018. *Introducing sociolinguistics*. 3rd ed. Taylor and Francis.

- NYCZ, JENNIFER. 2019. Media and Second Dialect Acquisition. *Annual Review of Applied Linguistics* 39.152–160. doi:10.1017/S0267190519000060.
- PODESVA, ROBERT J. 2007. Phonation type as a stylistic variable: The use of falsetto in constructing a persona. *Journal of Sociolinguistics* 11.478–504. doi:10.1111/j.1467-9841.2007.00334.x.
- PRATT, TERESA.; and ANNETTE D'ONOFRIO. 2017. Jaw setting and the California Vowel Shift in parodic performance. *Language in Society* 46.283–312. doi:10.1017/S0047404517000227.
- REASER, JEFFREY.; and CAROLYN TEMPLE ADGER. 2008. Vernacular Language Varieties in Educational Settings: Research and Development. *The Handbook of Educational Linguistics*, ed. by Bernard Spolsky and Francis M. Hult, 161–173. Oxford, UK: Blackwell Publishing Ltd. doi:10.1002/9780470694138.ch12. <https://onlinelibrary.wiley.com/doi/10.1002/9780470694138.ch12>.
- RICKFORD, JOHN R.; and SHARESE KING. 2016. Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language* 92.948–988. doi:10.1353/lan.2016.0078.
- STARR, REBECCA LURIE.; and BRINDA BALASUBRAMANIAM. 2019. Variation and change in English /r/ among Tamil Indian Singaporeans. *World Englishes* 38.630–643. doi:10.1111/weng.12357.
- STARR, REBECCA LURIE.; TIANXIAO WANG.; and CHRISTIAN GO. 2020. Sexuality vs. sensuality: The multimodal construction of affective stance in Chinese ASMR performances\*. *Journal of Sociolinguistics* 24.492–513. doi:10.1111/josl.12410.
- THOMASON, SARAH. 2007. Language contact and deliberate change. *Journal of Language Contact* 1.41–62.
- WEISSLER, RACHEL ELIZABETH.; and JONATHAN R BRENNAN. 2020. How do Listeners Form Grammatical Expectations to African American Language? *University of Pennsylvania Working Papers in Linguistics* 25.16.