



## ENG 558.01W Sociolinguistics

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Office location: Talbot Hall (Hall of Language) 115  
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### COURSE DESCRIPTION

“Is there a prestige in relation to one or more languages, dialects or accents?” “Do males and females use language differently?” “What features and strategies do people use to convey social relationships, politeness, power, and personal identity?” These are questions commonly asked in sociolinguistics, which studies the relationship between language and society. This graduate-level course gets students acquainted with basic assumptions, concepts, and concerns that underlie the work of sociolinguistics. This course covers a wide range of themes and constructs, including social variation, stylistic variation, gender and language, language contact and multilingualism, politeness theory, language policy, and more.

### COURSE OBJECTIVES

By the end of the course, students will:

1. Become familiar with central constructs, concepts, and key findings in the field of sociolinguistics.
2. Develop the ability to comprehend empirical studies in sociolinguistics.
3. Acquire the skills necessary for analyzing variation of language use in different social contexts.
4. Become aware of his/her attitude to varieties of language, and learn to respect the language variation and better address it in the language classroom.
5. Develop the competence to explore a specific sociolinguistic topic in depth.

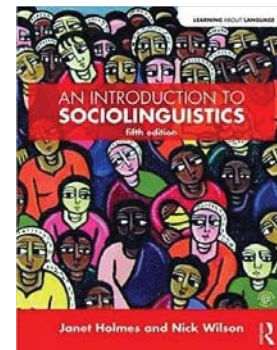
### COURSE MATERIALS

#### ***Required textbook***

Holmes, J. & Wilson, N. (2017).  
*An Introduction to Sociolinguistics* (5<sup>th</sup> ed.). New York, NY: Routledge.

#### ***Recommended texts***

Holmes, J & Hazen, K. (2014). *Research Methods in Sociolinguistics: A Practical Guide*. Oxford, UK: John-Wiley.



*(E-book freely accessed on the website of Texas A&M-Commerce library)*

Feak, C., & Swales, J. (2009). *Telling a research story: writing a literature review*. Ann Arbor, MI: University of Michigan Press.

### ***Other materials***

Journal articles and other course information will be available on the course site.

### ***Computer and technologies***

This class will be delivered completely online using Desire2Learn Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>. You will need your CWID and password to log in to the course. Students are required to have regular access to a computer with an internet connection. At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. If you experience problems in accessing the course site or have other technological difficulties, please contact the CITE Help Desk at 903.468.6000 or helpdesk @tamuc.edu.

## **COURSE ASSIGNMENTS**

The following assignments help students achieve the learning outcomes. Detailed information and guidelines for each assignment will be posted to the course site.

- **Online Café (2 points)** --- Students will self-introduce themselves in the discussion forum. They may include information such as the name, academic/personal interests, learning/teaching experiences, career goals, as well as their motivation to take this course.
- **Online Discussions (24 points)** --- Online discussions provide students with opportunities to demonstrate their own learning and ability to apply the course knowledge, and also scaffold each other's learning in the online community. Reading the required texts, supplemented with personal findings, will help the quality of the contribution. There will be 6 online discussion assignments. [Meet Learning Outcomes # 1, 3, and 4]
- **Online Quizzes (18 points)** --- Students will take 3 quizzes to demonstrate their knowledge and learning of the course contents. Each quiz covers the content of the previous instructional weeks. Questions forms include multiple choices, true/false, and fill-in-blanks. The best way to get prepared is by reading course materials, reviewing lecture notes and participating in online discussions. [Meet Learning Outcomes #1 and 3]
- **Assignments (15 points)** --- Students will have 3 writing assignments in which they respond to questions about specific sociolinguistic topics. [Meet Learning Outcomes # 2, 4, and 5]

- **Group Literature Presentation (8 points) and Peer response (3 points)** --- Students will work in a group of two or three to review and critique one article in detail selected from a list of recommended work. Each group will submit their presentation slides to the discussion forum for classmates to conduct peer review. [Meet Learning Outcomes #1, 2, and 5]
- **Sociolinguistic Project (30 points)** ---This is a comprehensive project that students will conduct individually. It offers an opportunity for students to choose a specific sociolinguistic topic, read and synthesize relevant literatures, and analyze the phenomenon regarding this topic in the real-life situation. This assignment will include a) **Research Sketch** (6 points), b) **Peer Review** (4 points) and c) **Critical Literature Review** (20 points). Students are strongly encouraged to read the recommended text(s), i.e., Holmes & Hazen (2014)/Feak & Swales (2009). [Meet Learning Outcomes #1, 2, 3, and 5]

## COURSE/ UNIVERSITY POLICIES

### Course Ground Rules

Being successful in an online course requires tremendous self-discipline and high motivation. In this course, all work will be completed through D2L. Each working week begins on Monday; however, I open the weekly course module a few days earlier (i.e., on Friday). You should check the course website frequently for assignments, announcements, and discussions. I strongly recommend dedicating set days/times to completing your work and working in advance so that you are always a day or two ahead. You are expected to put 2-3 hours a day for the coursework. You are responsible for reading all online materials and the textbook; you are responsible for completing and submitting all assignments online. Please note that **assignment due dates are crucial. No delayed assignments will be accepted.** Moreover, we are co-constructing our knowledge in the online community. Please be prepared, share thoughtfully, respond respectfully, and engage in all learning processes.

### Netiquette

I expect that students will exhibit courtesy toward others in this online class. Courtesy means NOT engaging in online rudeness or refusing to focus on group or class discussion. Courtesy means engaging in such behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated. Online courtesy requires meeting some different standards than face2face situations: a good guide to Netiquette can be found at:  
<http://www.albion.com/netiquette/>

## Grading Scale

The total score is 100 points. The course grade will be determined based on the following criteria:

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Online Café	2 points
Online Quizzes	18 points (6x3)
Online Discussions	24 points (4x6)
Assignments	15 points (5x3)
Group Project	11 points
Group Literature Presentation	8 points
Peer Assessment	3 points
Final Project	30 points
Research Sketch	6 points
Peer Review	4 points
Final paper	20 points

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A = 90-100

B = 80-89

C=70-79

D= 60-69

F= 0-59

## Assignment Submissions

- All assignments must be submitted to D2L Brightspace by the designated due date (generally **Sunday** midnight). No delayed assignments will be accepted.
- The submission should be in an appropriate academic format (i.e., APA). Failure to conform to the standards will result in points deducted. To learn more about the APA format, please check the website of Purdue Online Writing Lab (Purdue OWL) [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- If you have trouble uploading the assignment to the course site, please e-mail your paper to me at [mimi.li@tamuc.edu](mailto:mimi.li@tamuc.edu).

## Learning Management System D2L (Brightspace)

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact CITE Helpdesk or D2L Support.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, and Mozilla Firefox browsers.

- You will need regular access to a computer with a broadband internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

### Communication

I encourage you to contact me if you have any questions about the contents of this course. Please send messages directly to [mimi.li@tamuc.edu](mailto:mimi.li@tamuc.edu). I generally reply email within 24 hours. If you desire an online conference via phone/Skype or face-to-face meeting, please always email me first to set up an appointment.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat to submit an issue via email.



### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University Specific Procedures

#### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

#### *TAMUC Attendance*

For more information about the attendance policy please visit the following webpages:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### *Academic Integrity*

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/history/Current%20Students/academicIntegrityPolicy.aspx>

### **Please avoid self-plagiarism.**

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a form of academic misconduct and never allowed. In case you want to further explore a research topic that you have examined in another class, please do ask for the instructor's permission beforehand.

### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### *Nondiscrimination Notice*

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### *Campus Concealed Carry Statement*

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also

permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> . Pursuant to PC 46.035, the open carrying of handguns is

prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### TENTATIVE COURSE SCHEDULE

Weeks	Topics	Readings & Assignments Due
<b>Week 1</b> (1/30-2/2)	<i>Introduction, Course Overview</i>	Holmes & Wilson, Chapter 1 <b>Online Café</b> (due: 2/2)
<b>Week 2</b> (2/3-2/9)	<i>Language choice in multilingual communities</i>	H&W, Chapter 2 <b>Assignment 1</b> (due 2/9)
<b>Week 3</b> (2/10-2/16)	<i>Language maintenance and shift</i>	H&W, Chapter 3 <b>Online Discussion 1</b> (initial post due: 2/13; response due 2/16)
<b>Week 4</b> (2/17-2/23)	<i>Multilingual nations, and language planning</i>	H&W, Chapters 4 & 5 <b>Assignment 2</b> (due 2/23)
<b>Week 5</b> (2/24-3/1)	<i>Regional and social dialects</i>	H&W, Chapter 6 <b>Online Discussion 2</b> (initial post due: 2/27; response due 3/1) <b>Quiz 1</b> (due 3/1)
<b>Week 6</b> (3/2-3/8)	<i>Gender and age</i>	H&W, Chapter 7 <b>Online Discussion 3</b> (initial post due: 3/5; response due 3/8)
<b>Week 7</b> (3/9-3/15)	<i>Enjoy your Spring Break!</i>	
<b>Week 8</b> (3/16-3/22)	<i>Ethnicity and social network; Language change</i>	H&W, Chapters 8 and 9 <b>Online Discussion 4</b> (initial post due: 3/19; response due 3/22)
<b>Week 9</b> (3/23-3/29)	<i>Style, context, and register</i>	H&W, Chapter 10 <b>Online Discussion 5</b> (initial post due: 3/26; response due 3/29) <b>Quiz 2</b> (due 3/29)
<b>Week 10</b> (3/30- 4/5)	<i>Speech functions, politeness, cross-cultural communication</i>	H&W, Chapter 11 <b>Online Discussion 6</b> (initial post due: 4/2; response due 4/5) <b>Group Project</b> (Literature presentation due: 4/3 and peer response due 4/5)
<b>Week 11</b> (4/6-4/12)	<i>Gender, politeness, and stereotype</i>	H&W, Chapter 12 <b>Assignment 3</b> (due 4/12)
<b>Week 12</b> (4/13-4/19)	<i>Language, cognition, and culture</i>	H&W, Chapter 13 <b>Research Sketch</b> (due 4/17) & <b>Peer Review</b> (due 4/19)
<b>Week 13</b> (4/20-4/26)	<i>Analyzing discourse and research methods</i>	H&W, Chapter 14 Holmes & Hazen <b>Quiz 3</b> (due 4/26)
<b>Week 14</b> (4/27-5/3)	<i>Attitude and application</i>	H&W, Chapter 15



<b>Finals week (5/4-5/8)</b>	<i>Final project</i>	<b>Final Paper</b>
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*Note: This is a tentative schedule. The instructor reserves the right to make modifications as needed.*

### SUPPLEMENTARY READINGS

- Harklau, L. (2000). From 'good' kids to the 'worst': Representations of English language learners across educational settings. *TESOL Quarterly*, 34 (1), 35-67.
- Herring, S. C., & Paolillo, J. C. (2006). Gender and genre variation in weblogs. *Journal of sociolinguistics*, 10(4), 439-459.
- Jenkins, J. (2006). Current perspectives on teaching World Englishes. *TESOL Quarterly*, 40 (1), 157-181.
- Karrebæk, M. (2013). 'Don't speak like that to her!' Linguistic minority children's socialization into an ideology of monolingualism. *Journal of Sociolinguistics*, 17(3), 355-375.
- Lo, A. (1999). Codeswitching, speech community membership, and the construction of ethnic identity. *Journal of Sociolinguistics*, 3(4), 461-479.
- Macaulay, R. (2002). Extremely interesting, very interesting, or quite interesting? Adverbs and social class. *Journal of Sociolinguistics*, 6(3), 398-417.
- Marlow, M. L, and Giles, H. (2008). Who You Tink You, Talking Propah? Hawaiian Pidgin Demarginalised. *Journal of Multicultural Discourse*, 3(1), 53-68.
- Winter, J. & Pauwels, A. (2006). Men staying at home looking after their children: feminist linguistic reform and social change. *International Journal of Applied Linguistics*, 16(1), 16-36.
- Vandergriff, I. (2013). Emotive communication online: A contextual analysis of computer-mediated communication (CMC) cues. *Journal of Pragmatics*, 51, 1-12.
- (Note. The reading list can be expanded.)

### Journal Information

*Applied Linguistics*  
*Discourse and Society*  
*English for Specific Purposes*  
*International Journal of Applied Linguistics*  
*International Journal of the Sociology of Language*  
*Journal of Pragmatics*  
*Journal of Sociolinguistics*  
*Language in Society*  
*TESOL Quarterly*  
*World Englishes*