

Course Syllabus for LIN 251, 2022 Fall

Week	Date Monday	Topic	Reading	Homework <i>due before class in Quercus</i>
1	12-Sep	What Are Sociolinguistics?	Bell Ch. 1; Coulmas 2013	
MICRO-SOCLINGUISTICS				
2	19-Sep	Variation in Language	Bell Ch. 7	Survey “About you”
3	26-Sep	Language in Time	Bell Ch. 8	HW A1: Variation across writers
4	3-Oct	Valuing Language	Bell Ch. 10 to p. 278; Roth-Gordon 2016	
5	10-Oct	NO LECTURE (Thanksgiving, but, yes, tutorials on Wed.)		
6	17-Oct	Styling Language & Identities	Bell Ch. 11 to p. 310	HW A2: Identity construction
7	24-Oct	Variation in other languages	Schembri & Johnston 2014	MIDTERM
MACRO-SOCLINGUISTICS				
8	31-Oct	A Profusion of Languages	Bell Ch. 2	HW A3: Sociolinguistic observations
11/7-11 reading week (no class or tutorials)				
9	14-Nov	Language Shift & Maintenance	Bell Ch. 3 (skip or skim pp. 67-70); Ravindranath & Cohn 2014	HW RR1: Ravi. & Cohn) Research project plan
	16-Nov	Last day to drop F courses		
PULLING IT ALL TOGETHER				
10	21-Nov	Codes & Choices	Bell Ch. 5; Kulick & Stroud 2010	HW RR 2: Kulick & Stroud)
11	28-Nov	Giving back	Wolfram, Reaser & Vaughn 2008:1109-1119; 1122-	
12	5-Dec	Language Birth & Death	1129Bell Ch. 4	HW A&RR3: Wolfram et al.
	8-Dec	Make-up Monday Sum up, catch-up & Review		
Dec. 10-20		Final assessment (Dates TBD)		

Please read "Policies & Resources" in this course's Quercus site for policies regarding online interaction, assignments, email, absence, late work and academic integrity; and resources for academic support. You are responsible for that information. Please also take the time to carefully read this document in full.

<http://individual.utoronto.ca/ngn/LIN/courses/LIN251/LIN251.22F.syll.htm>

Course Syllabus for LIN 251, 2022 Fall

Times and Places

Lecture	Mon. 1:10-3:00	SS 2135	Dr. Naomi Nagy (416) 978-1767	naomi.nagy@utoronto.ca 4072 Sidney Smith Hall
Tutorials (Wednesdays)		TA		
TUT 0101, SS 2111	9:10-10	Lex	Office hours at http://individual.utoronto.ca/ngn#officehours	
TUT 0201, WI 523	4:10-5	Lex		
TUT 5201, BL 112	5:10-6	Lisa		

Course Description

How does linguistic variation construct identity? Introduction to recent sociolinguistic literature on language contact, multilingualism, code-switching, expressions of ethnic solidarity and regional identity, sex and gender differentiation, dialect geography, sociophonetics, perceptual dialectology, diffusion of norms in mobile populations, documentation of variation in lesser studied languages, and changes across the lifespan.

Learning Outcomes (*adapted from Bell 2014:15*)

- Understand the shape of sociolinguistic research today: its goals, concepts and terminology.
- Design and conduct sociolinguistic research in both macro- and micro-sociolinguistic paradigms, following the social science paradigm of hypothesis development and testing through empirical data.
- Take opportunities to reflect on and discuss your own sociolinguistic situation – the profusion of languages and voices which are part of your life.
- Consider the universality of sociolinguistic principles and the extent to which they apply cross-linguistically, by considering research from multiple languages and communities.
- Read, consider and discuss how language affects and constitutes society, in particular where that produces inequity.
- Learn to observe, question, and integrate information from different sources (multiple readings, lecture, your own experiences) to test generalizations about how language and society connect.
- Develop writing styles, empirical techniques and skills specialized to sociolinguistic research norms.

Course Engagement

Serious engagement with every aspect of the course is important. Showing up to class and doing the assigned work is considered normal behaviour and does not count extra for your engagement. Beyond doing this bare minimum that any student should do to successfully complete this course, a fully engaged student will also provide proactive and insightful contributions throughout the course, demonstrating a superior understanding of the course material. This can manifest in different ways for different students, but usually through active discussion in class and/or on discussion boards.

Lecture and Tutorial participation: Theories, concepts, terms and examples will be presented and connected in lecture. In-class discussion and exercises will provide immediate opportunities to check comprehension in lecture. Activities and discussion in

Course Syllabus for LIN 251, 2022 Fall

tutorial will deepen understanding and allow students to make connections among concepts as well as develop academic skills.

Students who attend the **class** will have opportunities to problem-solve, analyze data, discuss personal experiences and perspectives both with the whole class and in smaller groups. Activities that are meant for active student involvement are in this [aqua blue colour](#) on the slides.

Students are expected to participate in **tutorials** weekly, per the meeting schedule.

Quercus: Readings, assignments, and resources are posted in [Quercus](https://portal.utoronto.ca) (<https://portal.utoronto.ca>). Check it before class each week for important information and to print out any handouts for class. Materials will be available at least 24 hours before class.

Assignments: There are homework assignments due before class on Monday, as noted on the syllabus. This is where the real learning happens--when you get involved with the data and the theory. Homework assignments are posted in [Quercus](#). A grading rubric is linked to each, please feel free to consult it before submitting your assignment. Assignments will be submitted through the Quercus Portal, unless otherwise specified. Please make sure your full name is on the first page.

It is your responsibility to hand in the assignments on time - a missed class is NOT an excuse for a late assignment. **Homework will be accepted early, but not late, unless you provide appropriate documentation to the professor for a valid reason within 48 hours of the due date.** The professor will determine if it's appropriate.

Reading: Readings are selected to expand on topics introduced in the textbook and introduce recent research in sociolinguistics. They also serve as models for your own writing in sociolinguistics. We will all discuss most readings in class. You are expected to read an average of 30 pages per week in this course. **It is important to keep up with the reading:** read the items listed on the [syllabus](#) by the date for which they are listed. This way, you can ask questions in class about anything that is not clear. Much of your grade is based on participation. Bring your textbook, articles and reading notes to class. Any material in assigned readings may appear on tests or be relevant to assignments. Readings beyond the required textbook will be made available via Quercus. [Here is the course bibliography](#).

Assessment

- Please note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are official, including any posted in Quercus at any point in the term, until formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if see an error in any grade posted on Quercus.
- The Linguistics Department Grading Policy, including criteria for each letter grade, is here: [Linguistics Grading Policy](#). Please review this before coming to ask questions about your marks.

Grading: Your final mark will be based on	Due Dates	Weight toward
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Course Syllabus for LIN 251, 2022 Fall

your performance on these elements		Final Mark
Survey "About you"	Sep. 19	2%
6 homework assignments <i>(Top 5 grades will count)</i>	Sep. 26 Nov. 14 Oct. 17 Nov. 21 Oct. 31 Dec. 5	30%
Midterm	Oct. 24	25%
Research project plan	Nov. 14	4%
Final assessment	Dec. 10-20 (TBD)	24%
Participation & Attendance	ongoing	15%

Course delivery mode

This course meets in person for both lectures and tutorials.

The midterm will be administered online.

Assignments will be submitted, assessed and returned online.

This course uses the University's learning management system, Quercus, to share information. This includes readings and other materials required to complete class activities and assignments, as well as announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis.

There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

Recommended Technology Requirements are posted at:

<https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Academic Integrity

Academic Integrity means "acting in all academic matters with honesty, trust, fairness, respect, responsibility and courage. Academic Integrity applies to every member of the University, and acting with academic integrity helps preserve a community where:

- Competition is fair and honest work is rewarded;
- Students are developing the personal and professional skills needed for success, like time management, effective research/writing, independent thinking and ethical judgment;
- Intellectual property is respected;
- Our degrees continue to receive the respect and recognition they deserve.

Helping to ensure that the University maintains its reputation for excellence and the highest level of integrity in all areas is the responsibility of everyone in the U of T community." (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity/academic-misconduct>)

Course Syllabus for LIN 251, 2022 Fall

You are expected to adhere to the *Code of Behaviour on Academic Matters*:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

and the Student Code of Conduct:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-february-14-2002>

Some projects will involve group work which helps develop important skills and increases the knowledge base you can draw from. Group work expectations and guidelines are stated in assignment instructions. All students in the group will earn the same grade. If group work is not explicitly stated, you are expected to complete your work by yourself.

Email policy

Email can be a very useful tool, but only if it's used properly. These guidelines let me help all of you as best as I can:

- You can send me a message through the Quercus Inbox or by email. I check both.
- In Email, be sure to sign your email (first and last name).
- Fill in the Subject header in a useful way so I can tell what the message is about -- I sometimes get hundreds a day.
- I generally check email a few times a day, Mon-Fri, and respond. Do not expect immediate responses, or any responses on nights and weekends.
- **Assignments** are to be submitted through Quercus's Assignment function, NOT email.
- If you ask a question that is answered in Quercus for you, I will not respond.
- Please be sure that your @mail.utoronto.ca address is entered in ROSI and write to me from this address. Otherwise, your message may wind up in my spam folder.
- We will not discuss grades by email. You'll need to come to office hours for that.

Documenting missed course work or absences

I normally do not accept late work. If you wish to receive credit for any work that was not turned in on time, you must have a valid, documented reason. Please meet with me during office hours to discuss.

The most common forms of documentation are the **Absence Declaration form, which you can find in [ACORN](#)** (for medical issues), a **College Registrar's Letter** (for other types of personal issues which interfere with your coursework), or a letter from your [Accessibility Advisor](#), if applicable.

Copyright in Instructional Settings

If you wish to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, you must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited.

In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Where such permission is granted, materials reproduced are for the student's individual private use only, not for further reproduction or publication.

(from http://www.artsandscience.utoronto.ca/ofr/calendar/Important_Notices.html)

<http://individual.utoronto.ca/ngn/LIN/courses/LIN251/LIN251.22F.syll.htm>