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SENATE COUNCIL

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/17/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Edward R. Barrett

Email: erbarr2@uky.edu

Phone: 859 257-3114

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 606

2c. Full Title: Advanced Sociolinguistics

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Building upon the solid foundation in the broad principles of sociolinguistic inquiry developed in LIN/ANT/SOC 506, this course explores current theoretical debates in sociolinguistics by introducing a series of alternative frameworks, which may include paradigms like traditional Labovian sociolinguistics or the exploration of sociolinguistic concepts in social theory, and students will be responsible for assessing and critiquing each framework as presented. This course may require LIN 640 taken concurrently.

2k. Prerequisites, if any: LIN/ANT/SOC 506 (Sociolinguistics) or similar course approved by the Director of Graduate Studies; may require LIN 640 taken concurrently.

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: This will be one of several 600-level courses offered on a regular cycle for graduate students in the degree program.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree program?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Ph.D. in Linguistics

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 606 NEW Dept Review|20150317

SIGNATURE|ACSI222|Anna C Harmon|LIN 606 NEW College Review|20150921

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 606 NEW Graduate Council Review|20151028

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete:4373	LIN 606 proposal.docx

1

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date: 3/17/2015
- b. * Department/Division:
- c.
 - * Contact Person Name: Edward R. Barrett Email: erbar2@uky.edu Phone: 859 257-3114
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Building upon the solid foundation in the broad principles of sociolinguistic inquiry developed in LIN/ANT/SOC 506, this course explores current theoretical debates in sociolinguistics by introducing a series of alternative frameworks, which may include paradigms like traditional Labovian sociolinguistics or the exploration of sociolinguistic concepts in social theory, and students will be responsible for assessing and critiquing each framework as presented. This course may require LIN 640 taken concurrently.

k. Prerequisites, if any:

LIN/ANT/SOC 506 (Sociolinguistics) or similar course approved by the Director of Graduate Studies; may require LIN 640 taken concurrently.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: This will be one of several 600-level courses offered on a regular cycle for graduate s

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Ph.D. in Linguistics

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log

⚠ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

⚠ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⚠ In order to change a program, a program change form must also be submitted.

Rev 8/09

LIN 606
Advanced Sociolinguistics
Spring 2015 Course Syllabus
TR 9:30-10:45am, POT 107

Instructor: *Jennifer Cramer*

Office phone: 859-257-6983

Preferred method of contact: *email*

Email: *jennifer.cramer@uky.edu*

Office address: 1371 POT

Office hours: *MW 9am-10:30am*

Prerequisite: LIN/ANT/SOC 506 (Sociolinguistics) or similar course approved by the Director of Graduate Studies; may require LIN 640 taken concurrently

Course Description: Building upon the solid foundation in the broad principles of sociolinguistic inquiry developed in LIN/ANT/SOC 506, this course explores current theoretical debates in sociolinguistics by introducing a series of alternative frameworks, which may include paradigms like traditional Labovian sociolinguistics or the exploration of sociolinguistic concepts in social theory, and students will be responsible for assessing and critiquing each framework as presented. This course may require LIN 640 taken concurrently.

Course Objectives:

- To provide knowledge and historical perspective on the study of language variation and change.
- To introduce students to various methods of data collection and analysis in the field.
- To train students in methods of sociolinguistic data collection and analysis.
- To encourage students to critically read and assess the various frameworks presented.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Collect appropriate sociolinguistic data and perform analyses of variation in that data set.
- Demonstrate an understanding of various methods of data collection and analysis in sociolinguistics.
- Critically assess theoretical frameworks and methods of sociolinguistic research.

Required Materials:

- All required texts will be made available on Blackboard. See complete reference list on the last page of this document.

Website: We will use Blackboard. Go to elearning.uky.edu or click on the tab inside MyUK.

Course Evaluation and Grading Scale:

Short Assignments (5):	30%	A	90-100%
Article Presentation:	20%	B	80-89%
Final Paper:	30%	C	70-79%
<u>Final Presentation:</u>	<u>20%</u>	E	69% or below
TOTAL	100%		

Short Assignments: Students will be given short assignments to complete individually as homework during the semester. Your submissions for these assignments are expected to be about 1-3 pages in length and will involve things like critiquing articles, reviewing books, analyzing data, etc. Full details for these assignments will be given during the semester. Due dates for the assignments are listed in the course schedule.

Article Presentation: Each student will lead the class in discussion about an article selected from those listed in the course schedule with an asterisk (*). You will sign up for the article you will present during the second week of classes. In this presentation, you should summarize the main points on a handout to be distributed in class. You will have 20 minutes to walk us through the summary, presenting the main points of the text (i.e., hypothesis, methods/data, results) and critiquing the reading as a whole. You are expected to present the reading's strengths and weaknesses and to be able to answer questions on the content of the reading from your classmates.

Final Paper and Presentation: In lieu of a final exam, you will complete a final research paper of about 18-20 pages. This paper should be on a topic relevant to the course and involve the collection and analysis of linguistic data. Full details for this project will be given during the semester. Papers will be due during finals week, on the scheduled date of your final exam, in Blackboard. Your scheduled final exam date is **Tuesday, May 5**.

In addition to the paper, each student will present his/her findings in presentations given during the last two weeks of classes. Full details for this presentation will be given during the semester.

Excused Absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage

in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Schedule

The following dates are approximate and dates are subject to change. The midterm of the semester is **Monday, March 9**. Readings marked with an asterisk (*) are available for student presentation.

	Assignments Due	Topic	Reading Assignment
Week 1		Introduction and Background	Gordon 2006
Week 2	**Sign up for article presentation**	The Labovian Legacy	Joseph, Love, and Taylor 2001 Macaulay 2005
Week 3	Short Assignment #1	The Labovian Legacy	*Gal 1978 *Nichols 1978
Week 4		The Labovian Legacy	Cameron 1990 Romaine 2003
Week 5		Social Networks	Milroy and Milroy 1992 *Milroy and Milroy 1985
Week 6	Short Assignment #2	Social Networks	*Deumert 2004 *Paolillo 2001
Week 7		Communities of Practice	Holmes and Meyerhoff 1999 Eckert and McConnell-Ginet 1999
Week 8		Communities of Practice	*Meyerhoff 1999 Bergvall 1999 Davies 2005
Week 9	Short Assignment #3	Accommodation Theory	Giles and Powesland 1975 *Bell 1997
Week 10	**NO CLASS**	**SPRING BREAK**	**NO CLASS**
Week 11		Identity	Le Page and Tabouret-Keller 1985 *Trudgill 1983
Week 12	Short Assignment #4	Identity	*Georgakoupoulou 2006 *Matoesian 1999
Week 13		Identity	*Moita-Lopes 2006 *Kiesling 2006
Week 14		Social Theory	Bourdieu 1990 Leezenberg 2002 Carter and Sealey 2000
Week 15	Short Assignment #5	Individual Research Presentations	
Week 16		Individual Research Presentations	

****Final paper due at 11:59pm in Blackboard on Tuesday, May 5****

References for readings

- Bell, Allan. 1997. Language style as audience design. In N. Coupland and A. Jaworski (eds.), *Sociolinguistics: a reader and coursebook*. Basingstoke: Macmillan. 240-250.
- Bergvall, Victoria. 1999. Toward a comprehensive theory of language and gender. *Language in Society* 28 (2): 273-293.
- Bourdieu, Pierre. 1990. *The logic of practice*. Translated by R. Nice. Cambridge: Polity Press. 52-65.
- Cameron, Deborah. 1990. Demythologizing sociolinguistics: why language does not reflect society. In J.E. Joseph and T.J. Talbot (eds.), *Ideologies of Language*. London: Routledge. 79-93.
- Carter, Bob and Alison Sealey. 2000. Language, structure and agency: What can realist social theory offer to sociolinguistics? *Journal of Sociolinguistics* 4 (1): 3-20.
- Davies, Bethan. 2005. Communities of practice: legitimacy not choice. *Journal of Sociolinguistics* 9 (4): 557-581.
- Deumert, Ana. 2004. Social networks and the diffusion of standard Afrikaans. In A. Deumert, *Language standardization and language change: the dynamics of Cape Dutch*. Amsterdam: John Benjamins. 280-296.
- Eckert, Penelope and Sally McConnell-Ginet. 1999. New generalizations and explanations in language and gender research. *Language in Society* 28 (2): 185-201.
- Gal, Susan. 1978. Peasant men can't get wives: Language change and roles in a bilingual community. *Language in Society* 7 (1): 1-16.
- Georgakoupoulou, Alexandra. 2006. Small and large identities in narrative (inter)-action. In D. Schiffrin, M. Bamberg, and A. De Fina (eds.), *Discourse and Identity*. Cambridge: Cambridge University Press. 83-102.
- Giles, Howard and Peter Powesland. 1975. A social psychological model of speech diversity. Reprinted as "Accommodation Theory" in N. Coupland and A. Jaworski (eds.), *Sociolinguistics: a reader and coursebook* (1997). Basingstoke: Macmillan. 229-239.
- Gordon, Matthew J. 2006. Interview with William Labov. *Journal of English Linguistics* 34 (4): 332-351.
- Holmes, Janet and Miriam Meyerhoff. 1999. The community of practice: theories and methodologies in language and gender research. *Language in Society* 28 (2): 173-183.
- Joseph, John E., Nigel Love, and Talbot J. Taylor. 2001. Labov on Linguistic Variation. In J.E. Joseph, N. Love, and T.J. Talbot (eds.), *Landmarks in Linguistic Thought II: The Western Tradition*. London and New York: Routledge. 140-154.
- Kiesling, Scott. 2006. Hegemonic identity-marking in narrative. In D. Schiffrin, M. Bamberg, and A. De Fina (eds.), *Discourse and Identity*. Cambridge: Cambridge University Press. 261-287.
- Leezenberg, Michiel. 2002. Power in communication: implications for the semantics-pragmatics interface. *Journal of Pragmatics* 34 (7): 893-908.
- Le Page, Robert B. and Andrée Tabouret-Keller. 1985. *Acts of identity: creole-based approaches to language and ethnicity*. Cambridge: Cambridge University Press. 158-186.

- Macaulay, Ronald. 2005. *Talk that counts: age, gender, and social class differences in discourse*. Oxford: Oxford University Press. Chs. 1, 2, and 14.
- Matoesian, Gregory. 1999. The grammaticalization of participant roles in the constitution of expert identity. *Language in Society* 28 (4): 491-521.
- Meyerhoff, Miriam. 1999. Sorry in the Pacific: defining communities, defining practices. *Language in Society* 28 (2) 225-238.
- Milroy, James and Lesley Milroy. 1992. Social network and social class: Toward an integrated sociolinguistic model. *Language in Society* 21 (1): 1-26.
- Milroy, Leslie and James Milroy. 1985. Linguistic change, social network and speaker innovation. *Journal of Linguistics* 21: 339-384.
- Moita-Lopes, Luis Paulo. 2006. On being white, heterosexual and male in a Brazilian school: multiple positionings in oral narratives. In D. Schiffrin, M. Bamberg, and A. De Fina (eds.), *Discourse and Identity*. Cambridge: Cambridge University Press. 288-313.
- Nichols, Patricia. 1978. Black women in the rural south: conservative and innovative. *International Journal of the Sociology of Language* 17: 45-54.
- Paolillo, John. 2001. Language variation on Internet Relay Chat: A social network approach. *Journal of Sociolinguistics* 5 (2): 180-213.
- Romaine, Suzanne. 2003. Variation in language and gender. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender*. Oxford: Blackwell. 98-119.
- Trudgill, Peter. 1983. Acts of conflicting identity: the sociolinguistics of British pop-song pronunciation. Reprinted in N. Coupland and A. Jaworski (eds.), *Sociolinguistics: a reader and coursebook* (1997). Basingstoke: Macmillan. 251-265.