

**1. General Information**

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

Date Submitted: 3/17/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Rusty 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 706

2c. Full Title: Advanced Seminar in Sociolinguistics (subtitle required)

2d. Transcript Title: Adv Sem in Sociolinguistics

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

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

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: Advanced seminar in special topics in sociolinguistics; examples of prospective topics include: dialectology, world Englishes, sociophonetics, contact phenomena, historical sociolinguistics, and language and identity. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

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2k. Prerequisites, if any: LIN 606 (Advanced Sociolinguistics) or similar course approved by the Director of Graduate Studies; may require LIN 740 taken concurrently.

2l. Supplementary Teaching Component:

3. Will this course 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 700-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?: 7-10

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 pgm?: 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 706 NEW Dept Review|20150317

SIGNATURE|ACSI222|Anna C Harmon|LIN 706 NEW College Review|20150921

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 706 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:

[Browse...](#)

Upload File

	ID	Attachment
Delete	4466	LIN 706.docx
First	1	Last

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- 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 <sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.
- |                                   |  |  |                                 |
|-----------------------------------|--|--|---------------------------------|
| <input type="text"/> Lecture      | <input type="text"/> Laboratory <sup>1</sup>   | <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" value="3"/> 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:

Advanced seminar in special topics in sociolinguistics; examples of prospective topics include: dialectology, world Englishes, sociophonetics, contact phenomena, historical sociolinguistics, and language and identity. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

## k. Prerequisites, if any:

LIN 606 (Advanced Sociolinguistics) or similar course approved by the Director of Graduate Studies; may require LIN 740 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 700-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? 7-10

## 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 <sup>5</sup>for ANY program?  Yes  No

If YES <sup>5</sup>, 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.

<sup>5</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>6</sup> 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 8.2.1)
- 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 8/08

**LIN 706**  
**Advanced Seminar in Sociolinguistics**  
**Required subtitle: Dialectology**  
**Spring 2015 Course Syllabus**  
**TR 12:30-1:45pm, 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 606 (Advanced Sociolinguistics) or similar course approved by the Director of Graduate Studies; may require LIN 740 taken concurrently

**Course Description:** Advanced seminar in special topics in sociolinguistics; examples of prospective topics are dialectology, world Englishes, sociophonetics, contact phenomena, historical sociolinguistics, and language and identity. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

**Course Objectives:** This seminar will allow advanced graduate students to pursue original research in sociolinguistics. Each student will investigate a specific question or issue in this field: s/he will assign readings related to that topic and will lead discussions of those readings with other seminar participants. (I will likewise assign some readings and lead discussions of them.) Each student will conduct original research on the specific topic that s/he has chosen; this research will culminate in both a written paper and an in-class presentation of her/his findings, analyses, and conclusions. The research may be theoretical, documentary, experimental, or computational in nature.

**Student Learning Outcomes:**

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

- Collect dialectal data and perform sociolinguistic analyses of variation in that data set.
- Demonstrate an understanding of traditional and innovative methods of data collection and analysis in dialectology.
- Critically assess methods used in dialectology and assess which methods are appropriate for answering the various kinds of questions explored in the field.

**Required Texts:**

- *Dialectology*, 2<sup>nd</sup> ed. (1998, Cambridge) by J.K Chambers and Peter Trudgill
- *Research Methods in Sociolinguistics: A Practical Guide* (2013, Wiley), edited by Janet Holmes and Kirk Hazen
- Additional required texts will be made available on Blackboard. See complete reference list on the last page of this document.

**Recommended Text:** *Data Collection in Sociolinguistics* (2014, Routledge), edited by Christine Mallinson, Becky Childs, and Gerard Van Herk

**Website:** We will use Blackboard. Go to [elearning.uky.edu](http://elearning.uky.edu) or click on the tab inside MyUK.

**Description of course activities:** The general topic of this semester's seminar is **dialectology**, which is the scientific study of systematic dialectal variation wherein the primary focus is on the geographic and social distribution of certain grammatical, lexical, and phonological features. In this course, we will explore state-of-the-art research involving linguistic variation in languages spoken across the globe with an emphasis on how to successfully collect and analyze varying forms of dialectal data. This course will emphasize application of these methodological practices in the form of empirical data collection and analysis.

**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
<b>TOTAL</b>	<b>100%</b>		

**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 of his/her choosing. This article should be related to the topic of the student's final paper. Students are expected to get approval of this article selection no later than the fourth week of the semester.

**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.

**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](mailto: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**. Key: (CT) = Chambers and Trudgill, (HH) = Holmes and Hazen, (BB) = reading can be found on Blackboard

	<b>Assignments Due</b>	<b>Topic</b>	<b>Reading Assignment</b>
Week 1		Introduction and Background	Chapters 1-4 (CT)
Week 2		Background	Atwood 1963 (BB) Chapter 16-18 (HH) Callary 1971 (BB)
Week 3	<b>Short Assignment #1</b>	Social Variation	Chapters 5-6 (CT) Tyler (BB)
Week 4	<b>**Submit article for presentation**</b>	Isoglosses and Transitions	Chapters 7-8 (CT) ANAE ch. 6 (BB)
Week 5		Doing Dialectology	Labov 1972 (BB) Abrams, Leary, and Stickle 2013 (BB) Chapters 1-3, 14 (HH) ANAE ch. 4 (BB)
Week 6	<b>Short Assignment #2</b>	Perceptual Dialectology	Montgomery and Cramer (BB) Stoeckle 2012 (BB) <b>+student article(s)</b>
Week 7		Sociophonetics	Chapter 8 (HH) ANAE, ch. 5 (BB) Dinkin 2013 (BB) Sirsa and Redford 2013 (BB) <b>+student article(s)</b>
Week 8		Corpus Analysis and Stats	Chapters 7 and 13 (HH) Wieling, Upton, and Thompson 2014 (BB) Zaidan and Callison-Burch 2014 (BB) <b>+student article(s)</b>
Week 9	<b>Short Assignment #3</b>	Discourse Analysis	Chapter 12 (HH) Dajko and Carmichael 2014 (BB) <b>+student article(s)</b>
Week 10	<b>**NO CLASS**</b>	<b>**SPRING BREAK**</b>	<b>**NO CLASS**</b>
Week 11		Experimental Methods	Chapter 4 (HH) Levon 2014 (BB) <b>+student article(s)</b>

Week 12	<b>Short Assignment #4</b>	Variability	Chapter 9 (CT) Paolillo 2013 (BB) Preston 2013 (BB) <b>+student article(s)</b>
Week 13		Diffusion	Chapter 10 (CT) Boberg 2004 (BB) José 2010 (BB) <b>+student article(s)</b>
Week 14		Diffusion	Chapter 11 (CT) Stanford and Kenny 2013 (BB) <b>+student article(s)</b>
Week 15	<b>Short Assignment #5</b>	Individual Research Presentations	
Week 16		Individual Research Presentations	

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

### **References for readings from Blackboard**

- Abrams, Kelly D, Erin E. Leary, and Trini Stickle. 2013. The People within the Dictionary: Demographics of the DARE Informants. *American Speech* 88 (3): 302-339.
- Atwood, E. Bagby. 1963. The Methods of American Dialectology. *Zeitschrift für Mundartforschung*, 30, Jahrg., H. 1 (Oct., 1963): 1-30.
- Boberg, Charles. 2004. Real and Apparent Time in Language Change: Late Adoption of Changes in Montreal English. *American Speech* 79 (3): 250-269.
- Callary, Robert E. 1971. Dialectology and Linguistic Theory. *American Speech* 46 (3/4): 200-209.
- Dajko, Nathalie and Katie Carmichael. 2014. *But qui c'est la différence?* Discourse markers in Louisiana French: The case of *but* vs. *mais*. *Language in Society* 43: 159-183.
- Dinkin, Aaron J. 2013. What's Really Happening to Short-A before L in Philadelphia? *American Speech* 88 (1): 7-31.
- José, Brian. 2010. The Apparent-Time Construct and stable variation: Final /z/ devoicing in northwestern Indiana. *Journal of Sociolinguistics* 14 (1): 34-59.
- Labov, William. 1972. Some Principles of Linguistic Methodology. *Language in Society* 1 (1): 97-120.
- Labov, William, Sharon Ash, and Charles Boberg. 2006. *The Atlas of North American English: Phonetics, Phonology and Sound Change; a Multimedia Reference Tool*. Berlin: Mouton de Gruyter.
- Levon, Erez. 2014. Categories, stereotypes, and the linguistic perception of sexuality. *Language in Society* 43: 539-566.
- Montgomery, Chris and Jennifer Cramer. Forthcoming. Developing methods in Perceptual Dialectology. In J. Cramer and C. Montgomery (eds.), *Cityscapes and Perceptual*

- Dialectology: Global perspectives on non-linguists' knowledge of the dialect landscape.* Berlin: Mouton de Gruyter.
- Paolillo, John C. 2013. Individual effects in variation analysis: Model, software, and research design. *Language Variation and Change* 25: 89-118.
- Preston, Dennis R. 2013. The influence of regard on language variation and change. *Journal of Pragmatics* 52: 93-104.
- Sirsa, Hema and Melissa A. Redford. 2013. The effects of native language on Indian English sounds and timing patterns. *Journal of Phonetics* 41: 393-406.
- Stanford, James N. and Laurence A. Kenny. 2013. Revisiting transmission and diffusion: An agent-based model of vowel chain shifts across large communities. *Language Variation and Change* 25: 119-153.
- Stoeckle, Philipp. 2012. The folk linguistic construction of local dialect areas – linguistic and extra-linguistic factors. In S. Hansen, C. Schwarz, P. Stoeckle, T. Streck (eds.), *Dialectological and Folk Dialectological Concepts of Space*. Berlin: Mouton de Gruyter, 142-163.
- Tyler, Joseph. In Progress. Gender, questions and phonetic variation in uptalk: A corpus analysis of terminal rising pitch in the Santa Barbara Corpus of Spoken American English.
- Wieling, Martijn, Clive Upton, and Ann Thompson. 2014. Analyzing the BBC Voices data: Contemporary English dialect areas and their characteristic lexical variants. *Literary and Linguistic Computing* 29 (1): 107-117. [Pre-published version]
- Zaidan, Omar F. and Chris Callison-Burch. 2014. Arabic Dialect Identification. *Computational Linguistics* 40 (1): 171-201.