SYLLABUS: 01:615:381:90
SOCIOLINGUISTICS
FALL 2021

Course Overview

Instructor

Instructor: Prof. Crystal Akers

Email address: cakers@rutgers.edu

Student Support/ Office Hours: On Zoom, Thursdays from 11am – 12pm. Also available by appointment.

Throughout the semester, I will communicate with you via either **Canvas Announcements** or your **Rutgers email account**. Please review the following link for Accessing Rutgers Email:

https://canvas.rutgers.edu/documentation/general/accessing-rutgers-email/

Course Description

Sociolinguistics investigates the interactions between language and society. Generative linguistics studies the nature of grammatical systems. This course brings the two together, introducing students with prior training in linguistic theory to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, class and power, the development of pidgins and creoles, code choices in bi-dialectal and bilingual communities, and language change. Students will also draw connections with research methods and approaches to data analysis used in other areas of linguistics and examine attitudes toward language and culture and their social and political consequences. The course emphasizes the insights into the use of language in society provided by a generative linguistics approach to natural language.

Prerequisites

- 01:615:201 Introduction to Linguistic Theory

Important Dates

- The course begins on 9/1/2021 and ends on 12/13/2021, and the last day to drop the course without a "W" grade is 9/8/2021.

- The open-book final exam will be available on Thursday, Dec. 16 from 12-3 pm and Sunday, Dec. 19 from 4-7 pm. You may take the exam on whichever date you choose. Please contact me in advance if you have a conflict with those times.

Department Learning Goals

Students will be able to:

- reason about language scientifically
- demonstrate knowledge of cross-linguistic variability and universal patterns in language
- evaluate a range of views on the nature, origin, and/or structure of language
- identify what someone knows when they know a language.

Source: Linguistics Department Learning Goals page

Course Learning Objectives

By the end of this course, students should successfully be able to:

- Apply sociolinguistics terminology and concepts accurately to research and real-world examples
- Identify major researchers and studies in sociolinguistics and recognize their connections to current research
- Analyze the effects of attitudes toward language use in everyday interactions

Course Delivery & Technical Support

This course is delivered fully online. To access the course, please visit canvas.rutgers.edu and log in using your NetID. Information about course access and support for technical issues is available from the Rutgers OIT Help Desk. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at https://financialaid.rutgers.edu/.

- Phone: 833-648-4357
- Email: help@oit.rutgers.edu
- Canvas Help

Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult the resources available here: https://rlc.rutgers.edu/remote_instruction. Also visit the Rutgers Student Tech Guide page for resources available to all students.

Course Materials

Required Text

Meyerhoff, Miriam. (2018*). Introducing Sociolinguistics* (3rd ed.). Routledge. ISBN: 978-1138185593

The 2nd edition of the textbook is available online from the [Rutgers University Libraries](#).

Textbook companion website: [Routledge Sociolinguistics](#)

Additional readings will be available on the course website.

Required Videos and/or Website Materials

Lecture videos and additional resources are provided in the "Readings & Multimedia" pages in each Canvas module.

Optional Materials

Additional resources are provided as "Optional Resources" in each Canvas module.

Assessment

Assignment Summary

This course will require you to spend roughly the same amount of time on the instructional resources, activities, and assessments each week as you would in a traditional classroom course, about 8 hours per week.

Below are the assignments required for this course and the percentage each assignment contributes to the final course grade. Please refer to the course calendar on Canvas and/or the course schedule below for specific due dates.

Assignment	Points
Midterm Project: Language Variation in the U.S.	**30**
Final Exam	**20**
Discussions & Group Activities	**20**
Individual Responses	**20**
Quizzes/ Participation	**10**
Total	**100**

See course schedule, below, for due dates.

Assignment Overview

Midterm Project: Language Variation in the U.S.: 30%

- The midterm project contributes 30% toward your final grade. For this project, you will select a set of recorded interviews conducted with speakers in the U.S. from corpuses available online (e.g. *Dictionary of American Regional English*, the Corpus of Regional African American Language, etc). You will use these interviews to develop an understanding of sociolinguistic interviews, identify linguistic variables, and explore social factors associated with variation. Your project will consist of a series of four milestone assignments (3% each), peer reviews (3%), and a presentation (15%). Details for each assignment will be available on Canvas. You may choose to work with one other person. Please contact me if you are interested in working in a pair.

  - Milestone 1 (3%): Use a graphic organizer to compare and contrast the participants and methods used in your selected interviews with those used in one of the studies discussed in the course.

  - Milestone 2 (3%): Analyze your selected interviews for speech style and discuss in relation to audience design and/or attention to speech.

  - Milestone 3 (3%): Examine attitudes toward and perceptions of others in speech.

  - Milestone 4 (3%): Identify forms of politeness in the selected recordings and discuss possible factors in the speakers' politeness strategies.

Final Exam: 20%

- The cumulative final exam contributes 20% toward your final grade.

- The final exam will be un-proctored and open-book, but you may not work with other students. The final exam will ask you to demonstrate your ability to apply sociolinguistics terminology and concepts, interpret graphs, and discuss sociolinguistics research by asking questions about an assigned research article. Questions on the exam may be similar to those seen on the weekly quizzes or individual response assignments.

- The exam will be accessed through Canvas and is available Tuesday, Dec. 15 from 4-7 pm, and Sunday, Dec. 20, from 4-7 pm. You may take the exam on whichever date you choose. Please contact me in advance if you have a conflict with those times.

Discussions & Group Activities: 20%

- Eight highest of twelve discussions or collaborative group activities; 2.5% each.
  - Pick and choose which discussions you want to participate in. My intent is for you to have the ability to opt out of discussions as needed so that you can pace yourself and manage your workload across all your courses. Thus, if you need to

miss a discussion or activity here or there, it will not adversely affect you. And if you want to participate in all the discussions, great! 😊

- Discussions and group activities will allow us to learn with and from each other. Full participation in a discussion will require submitting two or more posts that show thoughtful engagement with the course resources and promote discussion with other students. For some discussions or activities, I may require that everyone respond to the same prompt, but in most discussions, you will have the opportunity to post one of your own questions. This option is intended to allow you as students the freedom to move class conversations in the direction that most interest you – and I am looking forward to some great conversations about these deeply relevant topics!

- For full credit, you must submit at least two posts. Your first must be submitted by Thursday, 11:59 pm, and your additional replies are due by Sunday, 11:59 pm. In most discussions, you will have the option of asking your own question as one of your posts.

- See the discussion rubric provided on Canvas for more information about grading.

Individual Responses: 20%

- Four highest of six individual responses; 5% each.

- The individual response assignments will require you to grapple with sociolinguistic concepts more deeply. For example, you may be asked to interpret or explain graphs of linguistic variation, identify examples of variation and provide an account for them, write a short essay response to a question, or summarize an article you have read. Assignments will typically require no more than 500 words.

- For these assignments, you may discuss concepts with others in the class; however, you must complete the assignments individually, in accordance with the Academic Integrity Policy.

Knowledge Check Quizzes/ Participation: 10%

- Eight highest scores of nine or more quizzes; 1.25% each.

- These short quizzes are low-stakes checks on your knowledge of the modules' required instructional resources. Some may be administered through the Canvas Quizzes tool; others may be administered through PlayPosit. These quizzes will assess usually address factual knowledge, such as the definitions of key terms from the module or recognition of notable sociolinguists or their research. Prepare for quizzes by completing the required instructional resources, which may include readings, videos or audio recordings, and by answering any formative questions associated with the required resources. Some quizzes may be cumulative, using questions from prior quizzes to review key terms or concepts.

- Quizzes will be available from Thursday through Sunday. You will have the opportunity to retake each quiz one time during the quiz availability period, with the higher grade recorded.
- Note: You will not always be supplied automatically with the correct answers to the quiz after it is graded, as some questions may be reused; however, the quizzes do contain feedback for incorrect responses. I am always willing to discuss quiz questions and answers with you on an individual basis after you have had a chance to try to determine the correct answer for yourself. You may email your revised answers for additional feedback or visit during office hours for further discussion.

Grading Scale

Grade	Range
A	90 – 100
B+	85 – 89.9
B	80 – 84.9
C+	75 – 79.9
C	70 – 74.9
D	60 – 69.9
F	Below 60

Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**: **AT LEAST TWICE PER WEEK**
  Be sure you are logging in to the course in Canvas each week, including weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Time Commitment**
  To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.

- **Final Exam: REQUIRED**

  The final exam is an *unproctored, open-book exam.* You will have at least 2 hours to take the exam once you begin it. The open-book final exam will be available on Thursday, Dec. 16 from 12-3 pm and Sunday, Dec. 19 from 4-7 pm. You may take the exam on whichever date you choose. Please contact me in advance if you have a conflict with those times.

- **Office hours and live sessions**: **OPTIONAL**
  Any live, scheduled events for the course, including my office hours, are optional. If you are required to discuss an assignment with me, please contact me if you need a time outside my scheduled office hours.

- **Participating in discussion forums**: **2 OR MORE TIMES PER DISCUSSION**
  As participation, during a week with an assigned discussion you can expect to post at least three times as part of our substantive class discussion on the week's topics.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write professionally, with appropriate grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, include at least the title and page numbers or section heading. For online sources, include the site name and a link.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Canvas discussion.

Support and Policies

Late Work and Make-up Exams

Because all work will be completed asynchronously for this course, there is no formal attendance policy; however, regular class engagement will be assessed through the assigned activities and assessments.

I have designed the course to incorporate flexibility in case your schedule or circumstances outside of class make it difficult for you to submit work on time. In the Assignment Overview, you will see that a certain number of low scores from the Discussions, Individual Response, and Quizzes categories will be dropped, just in case you need or choose to omit some of these assignments.

All quizzes are available for multiple days, and there are multiple sessions available for the exams. Please take note of the availability periods on the attached schedule and plan accordingly.

- **Midterm Project:** Your maximum score on the Milestone tasks and the Final Presentation will be reduced by 10% for each day late. After 5 days, late submissions can only earn up to 50% credit. Peer reviews must be submitted on time to receive any credit, since your peers will need to see your comments in time to use them in their work. Exception: I will remove the penalty, no questions asked, on one Milestone task.
- **Discussions and Group Activities**: Each class discussion will take place over 7 days. One post is due on Thursday. Canvas will reduce your score by 10% for each day that this initial post is late. Discussions will be locked after Sunday night, two days after the initial post is due.
- **Individual Response:** Your maximum score on Individual Responses will be reduced by 10% for each day late. After 5 days, late submissions can only earn up to 50% credit. I will remove the penalty, no questions asked, on one Individual Response.
- **Knowledge Check Quizzes:** Your maximum score on any Quiz will be reduced by 10% for each day late. After 5 days, late submissions can only earn up to 50% credit.

If you know that you will have difficulty accessing the course or submitting an assignment on time, please contact me >24 hours in advance.

No late work will be accepted for credit after the last official class day of the semester, as identified in the [Rutgers Academic Calendar](#).

Missing Work

Canvas is set to automatically record a "0" for any assignment that has no submission once the due date passes. This setting is intended to help give you an accurate picture of your current grade. Late work is accepted and encouraged, subject to the policy described above.

Extra Credit

You have the opportunity to **raise your final grade by up to 2 points.** If online experimental participation is offered, I will make the opportunity available to you, in accordance with the guidelines listed below. You also have the right to not participate in experiments to earn extra credit. You may speak with me about possible research alternatives, such as reading a pre-approved scholarly article in linguistics and writing a 2-page paper summarizing it. See the Extra Credit module on Canvas for more information.

- Some faculty and graduate students in the Department of Linguistics do experimental research on language. This research depends on the participation of undergraduate participants.

- You have the option of participating in Linguistics experiments during the semester. Each experiment usually takes between 20 and 45 minutes.

- You will get **1 point credit for every half hour** of experimental participation. It does not matter what subfield of Linguistics this experiment is in, but it must be in Linguistics.

- Experiments are offered through the Linguistics Department experimental management system (sona) website . Towards the beginning of the semester, your name and email will be added to the experiment system. You will be issued an anonymous ID to participate in experiments through this system. Once Linguistics experiments are posted, you can sign up online. Note that this system is different from the psychology pool, and you should not use a psychology ID to log in to the system.

- Any student enrolled in a Linguistics undergraduate course is eligible to participate in Linguistics experiments, regardless of gender, race, ethnicity, language status, or impairments, disorders, or disabilities (as long as his/her instructor provides the opportunity). You cannot be denied participation for any of these reasons.

- If you are taking multiple Linguistics courses that allow for experimental participation to count towards extra credit, you are responsible for making sure you have assigned the credit correctly through the experiment system online. This is not your instructor's, the experimenter's or the experiment system administrator's job!

- If you sign up for, but fail to show up for, two or more experiments, you may be barred from further participation and restricted to research alternatives as described above, so please note the time and location of your experiments and take your schedule and transportation time into account. Many experiments have restrictions on how late you may cancel online.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email help@oit.rutgers.edu or call 833-648-4357 if you have a technical problem.)

Grading and Feedback

For quizzes, discussions, individual responses, milestone tasks, and other graded items, you can generally expect feedback within **7-10 days** of the assignment's due date.

E-mail

I will reply to e-mails within **24 hours** during the work week and by the next business day on weekends and holidays.

Please include the course number or name (eg. 381; Socioling) in the subject line.

Discussion Forum

Some activities or assignments may involve posting in discussion forums or other online spaces where you can interact with your classmates. I view these spaces as your places to talk amongst yourselves, and while I will check these spaces regularly, I may not post a response myself every time.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the Rutgers academic integrity policy.

Academic integrity means, among other things:

- Develop and write all of your own assignments.

- Show in detail where the information you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number or section heading within the assignment.

- Do not fabricate information or citations in your work.

- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with me. Other sources of information to which you can refer include:

- *Rutgers' Academic Integrity website*
- *Code of Student Conduct*
- *Eight Cardinal Rules of Academic Integrity*

Please note: collaboration and interaction are expected and often integral aspects of work in this class and outside of it in the highly-connected world we live in today. I encourage you to work together whenever possible and to make the most of the collaborative tools available on our course site and social media – or just get together in person if you're on campus.

Here is some specific guidance on where collaboration is and is not permitted in this course:

- Do not work on quizzes together

- Do not talk about quiz questions and answers during quiz availability periods, including those contained in the "Questions for the Required Resources."

- Submit your own work for discussions and collaborative assignments.

- Cite your sources, including classmates whose thoughts have informed your own opinions.

  - *This point is especially important for discussions and individual responses. Identifying a classmate who has changed or expanded your thinking in some way not only gives them proper attribution, it helps us build an online learning community that recognizes and values participation.*

Consult the following links for tips on how to improve your note-taking to avoid accidental plagiarism:

- *[Don't Plagiarize! Document Your Research](#)*

- *[Resources for Students (Rutgers Academic Integrity)](#)*

Protecting intellectual property of students and instructors

Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which are protected by U.S. statutes. Copying this work or posting it online without the permission of the author may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and for the author's intellectual property rights is an important value that members of the university community take seriously.

For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Accommodations for Accessibility

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#) section of the [Office for Disability Services](#) website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration Form on the Office for Disability Services website.

Visit the Student section of the Office of Disability Services website for more information.

Student Support Services

Academic Services

- For academic support visit Rutgers Academics Student Support at https://www.rutgers.edu/academics/student-support
- Any student can obtain tutoring and other help at the Learning Centers on each campus. Check the website at https://rlc.rutgers.edu/
- For coaching help with writing skills and assignments visit the Writing Coaching webpage at https://rlc.rutgers.edu/student-services/writing-coaching
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website at https://www.libraries.rutgers.edu/

Rutgers Student Health Services:

Rutgers Student Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. Services are available at several locations throughout the New Brunswick-Piscataway area. For more information visit: http://health.rutgers.edu/

Veteran Services:

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the Office of Veteran and Military Programs and Services website for more information: https://veterans.rutgers.edu/

Links for Additional Rutgers Resources:

- Resources (from the Division of Student Affairs)
- Student Success Essentials
- Student Tech Guide

Course Schedule and Deadlines

I may make small changes in the instructional resources during the semester. See Canvas for the most up to date information.

Week	Topics & Objectives	Instructional Resources	Assignments
1 Semester begins Wed. 9/1	*Course Introduction* 1. Identify important dates & course policy information 2. Identify & practice using tools that will be used throughout the course	*Read* • Syllabus	*Due Sunday:* 1. Course Intro quiz 2. Student introductions
2 Tues 9/7	*Variation & language* 1. Identify linguistic variables 2. Identify factors that can explain linguistic variation 3. Discuss how sociolinguists study variation, including the factors that may explain variation 4. Calculate index scores for a variant 5. Identify major researchers & studies in regional & social dialectology	*Read* • Ch 2. "Variation and language" *Watch* • 2.1 Introduction to Variation and Language • 2.2 Regional Variation • 2.3 Social Variation • 2.4 Awareness of Variation • 2.5 Calculating Index Scores	*Due Thursday:* 1. Disc. 1: First post *Due Sunday:* 2. Quiz 1 (Ch. 2) 3. Disc. 1: Second post 4. Milestone 1
3 Mon 9/13	*Variation and style* 1. Identify instances of style-shifting 2. Analyze style-shifting as attention to speech 3. Identify linguistic variants 4. Calculate index scores 5. Identify major researchers & studies in intraspeaker variation	*Read* • Ch 3 "Variation and style" *Watch* • 3.1 Intro to Variation and Style (6:33) • 3.2 Attention to Speech (16:27)	*Due Thursday:* 1. Disc. 2: First post 2. Disc./Activity 3: First post *Due Sunday:* 3. Quiz 2 (Ch 3) 4. Disc. 2: Second post 5. Disc./Activity 3: Second post 6. Individual Response 1

Week	Topics & Objectives	Instructional Resources	Assignments
4 Mon 9/20	*Variation and style* 1. Identify instances of style-shifting 2. Analyze style-shifting as audience design 3. Examine obstacles to understanding the underlying causes of intraspeaker variation 4. Identify major researchers & studies in intraspeaker variation	*Read* • Ch 3 "Variation and style" *Watch* • 3.3 Audience Design (12:19)	*Due Thursday:* 1. Disc. 4: First post *Due Sunday:* 2. Disc. 4: Second post 3. Milestone 2
5 Mon 9/27	*Attitudes toward language use* 1. Apply sociolinguistics terminology & concepts to research & real-world examples 2. Identify major researchers & studies in language attitudes & the perception of variation 3. Analyze the effects of attitudes toward language use in everyday interactions	*Read* • Ch 4, "Language attitudes *Watch* • 4.1 Introduction to Language Attitudes (8:55) • 4.2 Perceptual Dialectology (7:11) • 4.3 Identities and Accommodation (14:39)	*Due Thursday:* 1. Disc 5: First post *Due Sunday:* 2. Quiz 3 (Ch 4) 3. Disc. 5: Second post 4. Milestone 3
6 Mon 10/4	*Being polite as a variable in speech* 1. Identify terminology used in the study of politeness 2. Identify the causes for different forms of politeness 3. Identify major researchers & studies in politeness 4. Analyze the different forms of politeness used in everyday interactions	*Read* • Ch 5, "Politeness" *Watch* • 5.1 Introduction to Politeness (13:14) • 5.2 Practice Exercises for Politeness (4:04)	*Due Thursday:* 1. Disc. 6: First post *Due Sunday:* 2. Disc. 6: Second post 3. Milestone 4
7 Mon 10/11	*Multilingualism & language choice* 1. Identify terminology related to multilingualism & language vitality 2. Analyze how values, beliefs, & identity are reflected in real-world debates on language policies	*Read* • Ch 6, "Multilingualism and language choice" *Watch* • Multilingualism and Language Policy	*Due Thursday* 1. Disc. 7: First post *Due Sunday* 2. Disc. 7: Second post

Week	Topics & Objectives	Instructional Resources	Assignments
8 Mon 10/11	*Presentation Week* 1. Apply sociolinguistics terminology & concepts to research & real-world examples 2. Identify major researchers & studies in sociolinguistics 3. Analyze the effects of attitudes toward language use in everyday interactions	• Review course resources as needed	*Due Thursday:* 1. Upload presentation *Due Sunday:* 2. Peer reviews
9 Mon 10/25	*Real time and apparent time* 1. Distinguish between real time & apparent time studies. 2. Synthesize knowledge of language change with prior topics such as research methods & intraspeaker variation to propose a plan to investigate language change in a given fictional speech community. 3. Interpret trends in language change from graphs	*Read* • Ch 7 "Real time and apparent time" *Watch* • 7.1 Introduction to Real and Apparent Time (4:31) • 7.2 Interpreting Apparent Time Data (5:01) • 7.3 Real time tests of the apparent time construct: Montreal French (6:07) • 7.4 Real time tests of the apparent time construct: Martha's Vineyard (5:35)	*Due Thursday* 1. Final draft of presentation 2. Disc. 8: First post *Due Sunday* 3. Disc. 8: Second post
10 Mon 11/1	*Social class* 1. Identify characteristics that have been used to evaluate social class 2. Apply terminology related to social class to given scenarios or descriptions 3. Analyze graphs & tables for evidence of variation associated with social class 4. Identify major researchers & studies in variation associated with social class 5. Analyze the effects of attitudes toward language use in everyday interactions	*Read* • Ch 8, "Social class" *Watch* • Social Class	*Due Thursday:* 1. Disc. 9: First post *Due Sunday:* 2. Disc. 9: Second post 3. Individual Response 2

Week	Topics & Objectives	Instructional Resources	Assignments
11 Mon 11/8	*Social networks & communities of practice* 1. Distinguish between different kinds of membership in a social network 2. Identify major researchers & studies in the sociolinguistics of social networks	*Read* • Ch 9, "Social networks and communities of practice" • "Mobility versus social class in dialect levelling: Evidence from new and old towns in England" *Watch* • 9.1 Introduction to Social Networks (9:53)	*Due Thursday:* 1. Disc. 10: First post *Due Sunday:* 2. Quiz 7 (Ch 9) 3. Disc. 10: Second post 4. Individual Response 3
12 Mon. 11/15	*Gender* 1. Apply terminology to descriptions of characteristics, scenarios, or phenomena associated with how gender manifests in language 2. Evaluate the reasoning & studies used to support generalizations about language variation associated with gender 3. Identify major researchers & studies in language variation associated with gender	*Read* • Ch 10, "Gender" *Watch* • Gender	*Due Thursday:* 1. Disc. 11: First post *Due Sunday:* 2. Disc. 11: Second post 3. Quiz 8 (Ch 10)
13 Mon 11/22	*Gender / Thanksgiving Week* 1. Apply terminology to descriptions of characteristics, scenarios, or phenomena associated with how gender manifests in language 2. Evaluate the reasoning & studies used to support generalizations about language variation associated with gender 3. Identify major researchers & studies in language variation associated with gender	Review course resources as needed Have a happy Thanksgiving Break!!	*Due Tuesday:* 1. Individual Response 4

Week	Topics & Objectives	Instructional Resources	Assignments
14 Mon. 11/29	*Language contact* 1. Identify terms associated with variation based on language contact 2. Interpret a graph for information about variation associated with language contact 3. Discuss how linguistic & social constraints, including attitudes toward variation, affect the use & maintenance of language varieties	*Read* • Ch 11, "Language Contact" • Bayley 2017: "Presidential Address: Dialectology in a Multilingual America" *Watch* • 11.1 Intro and Contact Between Dialects (7:37) • 11.2 Contact Between Languages (3:19) • 11.3 Case Studies - Tok Pisin and Bislama (6:03) • 11.4 Sociolinguistic Constraints on Contact and Conclusion (5:50)	*Due Thursday* 1. Disc. 12: First post *Due Sunday* 2. Quiz 9 (Ch 11) 3. Disc. 12: Second post 4. Individual Response 5
15 Mon 12/6	*Wrap-up & Review* 1. Apply sociolinguistics terminology & concepts to research & real-world examples	Review course resources as needed	*Due Thursday:* 1. Individual response 6
Mon 12/13 (Last day of classes)	*Final Exam Week*		• Thursday, Dec. 16, 12-3 pm, OR • Sunday, Dec. 19, 4-7 pm