

# CD 506

## Sociolinguistics in Speech Language Pathology

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### Course Description

This course examines the relationship between language and society, with a primary focus on regional variation and social variation resulting from the interaction between various social constructs such as gender, class, culture, and ethnicity, with an emphasis on how variation might impact a clinical setting. We will also examine the linguistic ramifications of language contact and change, again with an emphasis of a clinical setting. And, we will explore the nature of conversational interaction. Finally, we will consider language attitudes and how notions of power and prestige influence societal evaluations of language varieties, again emphasizing the clinical implications of said attitudes and notions.

### Course Objectives

At the end of the course, students will be able to:

- Describe some of the main areas of interest relating to sociolinguistics
- Identify and describe linguistic variation and change as it relates to regional and social factors, particularly how it intersects with SLP
- Identify some of the basic methodologies used in sociolinguistic research
- Understand how to incorporate notions from sociolinguistics into an SLP therapy program

## ASHA Knowledge Outcomes

- Standard IV-A - The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the **social/behavioral sciences**.
- Standard IV-B - The applicant must have demonstrated knowledge of **basic human communication** and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and **linguistic and cultural bases**. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
- Standard IV-C - The applicant must have demonstrated knowledge of **communication** and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and **linguistic and cultural correlates** in the following areas:
  - ...
  - **receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;**
  - ...
  - **social aspects of communication;**
  - ...

The course will be a combination of assigned readings, lectures, exercises, small group discussions and individual projects. No prior knowledge of linguistics or language description is assumed.

## Required Text

- Wardhaugh, R. and Fuller, J. 2015. *An introduction to sociolinguistics*. 7<sup>th</sup> ed. Malden, MA: Wiley-Blackwell.

## Course Readings

Additional readings will be provided on the course website (or on the teaching page of my website)

## Course Policies

- **Attendance and punctuality** — Attendance is a requirement in this course. Although there is no specific penalty for missing a class, you will be held responsible for the content of every lecture and for knowing about assignments. If you should need to miss a class, be certain to check with me to ascertain what you will be missing. If you should miss a class or arrive late, be sure to find out what you missed. It is very important that you come to class **on time**. Failure to do so is disruptive and impacts negatively on the rest of class.

- **Electronic distractions** — Laptops, tablets, and smart phones are almost becoming like extended parts of our bodies; however, please respect the institution of the University, the instructor, and yourself by using electronic devices appropriately. You may use your laptop/tablet to take notes and participate in class activities, but you are required to be responsible with respect to sites visited during class. Further, please silence your cell phones before entering the classroom. Use of any technological devices during exams will result in a zero on that exam. Failure to adhere to these policies may result in dismissal from class.
- **Grading of homework assignments** — Grading criteria vary according to the assignment (rubrics for each assignment will be provided on the class website or the teaching tab of my website), though you should always aim for originality, relevance (use proper citation methods), style, grammar, and well-crafted presentation of arguments and counter-arguments. It is your responsibility, whether you are present or not, to be aware of due dates and times for assignments ('It's in the syllabus'). Late assignments (when accepted) will be lowered one letter grade (10%) for each day late (including weekend days).
  - No make-up exams will be given.

## Grading Policy

- **15% Participation**
- **25% Assignments**
- **60% Exams (3 - 20% each)**

## Grading Scale

A	91.5-100.0	excellent, exceptional
B+	87.5-91.49	very good, admirable
B	81.5-87.49	good, commendable
C+	77.5-81.49	adequate, passable
C	71.5-77.49	marginal
D+	67.5-71.49	unsatisfactory
D	61.5-67.49	more unsatisfactory
F	< 61.49	über unsatisfactory

## Course Requirements

- **Participation:** Please read and come prepared to discuss the readings. Much of the class will be spent putting the reading into practice.
- **Assignments:** There will several short assignments designed to allow you to practice the concepts covered in readings and lectures. They will be posted on the class website and/or on the teaching tab at my academic website at least one week prior to the due date. Additionally, each student will present one research article from the reading lists, with a 1-2 page summary and critique. All assignments are due at the beginning of class on the specified date.

- **Exams:** The course is roughly divided into thirds. The first exam will cover the material from the first half, and the second exam will cover the second third, and the final will be cumulative, but weighted more toward the final third.

### **Academic Dishonesty Policy**

You are encouraged to work together, but are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes: (a) copying another student's work or letting another student copy your work and (b) copying passages or ideas directly from another source and passing them off as your own; that is, without properly referencing them. If you have been academically dishonest, and violated the Honor Pledge and Code (<https://goo.gl/6j2E2F>), I will be required to report you to the Office of Academic Affairs. Each student must write up her/his assignment independently; copying and pasting is not allowed.

If you decide to collaborate with others, please describe the nature of this collaboration, whether in the capacity of having your assignment proofread, receiving assistance with the analysis, or simply 'throwing around ideas'. A brief sentence at the top of your assignment will be sufficient. You will not be 'marked down' if you received assistance, but it is important to acknowledge those who have directly helped you develop your ideas.

### **Statement on Accommodation**

In keeping with the University of Alabama's commitment to non-discrimination and providing program accessibility for qualified students with disabilities, I am happy to provide reasonable accommodation in collaboration and guidance with the Office of Disability Services. Students wishing to make such arrangements should contact the Office at 348-4285.

## Tentative Schedule

**Week 01, 08/28 - 09/01:** Course Overview

- **Reading:** None

**Week 02, 09/04 - 09/08:** What is Sociolinguistics?

- **Reading:** Wardhaugh Chapter 1
- **Reading:** Mesthrie et al. 2000 (on website)

**Week 03, 09/11 - 09/15:** Regional Variation

- **Reading:** Wardhaugh pp. 137-147
- **Reading:** Dumas 1999, Wolfram and Schilling 2003 (on website)

**Week 04, 09/18 - 09/22:** Social Variation

- **Reading:** Wardhaugh pp. 148-166
- **Reading:** Labov 1997 (on website)

**Week 05, 09/25 - 09/29:** Social Variation

- **Reading:** Wardhaugh pp. 169-194
- **Reading:** Trudgill 1997; Cheshire 1997 (on website)

**Week 06, 10/02 - 10/06:** Variation and Change

- **Reading:** Wardhaugh 196-221
- **Reading:** Milroy and Milroy 1997 (on website)

**Week 07, 10/09 - 10/13:** Review and Exam 1

**Week 08, 10/16 - 10/20:** Gender

- **Reading:** Wardhaugh pp. 309-334

**Week 09, 10/23 - 10/27:** Culture/Ethnicity

- **Reading:** Herbert 1997, Pullum 1999 (on website)
- **Reading:** Fought 2002 (on website)

**Week 10, 10/30 - 11/03: Politeness/Speech Acts**

- **Reading:** Wardhaugh pp. 248-276
- **Reading:** Wardhaugh pp. 280-305

**Week 11, 11/06 - 11/10: Accommodation/Style-shifting**

- **Reading:** Giles and Powesland 1997 (on website)
- **Reading:** Bell 1997, Trudgill 1997 (on website)

**Week 12, 11/13 - 11/17: Review and Exam 2**

**Week 13, 11/20 - 11/24: Language Attitudes**

- **Reading:** Hewstone and Giles 1997, Baugh 2005 (on website)
- **Reading:** Lippi-Green 1997, Purnell, Isardi, and Baugh 1999 (on website)

**Week 14, 11/27 - 12/01: Language Attitudes**

- **Reading:** Graff, Labov, and Harris 1986 (on website)
- **Reading:** Preston 2010 (on website)

**Week 15, 12/04 - 12/08: Review**

**Final Exam, 12/11 - 12/15: TBA**