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ENG 525: Variety in Language
Fall 2006, M 6:00-8:45, Winston 020

Instructor: Erik Thomas

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Office Hours: TTh 11:45-12:00 and 1:15-2:45 and W 1:30-3:00, and by appointment; if I'm not in my office during office hours, I'll be in the lab or in a committee meeting. I'll be glad to help you any other time that you catch me if time permits.

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It is recommended that students wishing to contact the professor outside of class use e-mail whenever office hours are not being held.

SYLLABUS

COURSE OBJECTIVES

By the end of this course, students should:

Recognize how language varies according to ethnicity, socioeconomic class, gender, geography, and style.

Be able to conduct a sociolinguistic interview and a sociolinguistic analysis of it.

Be able to address the most controversial issues in sociolinguistics, including methodology and issues related to ethnic varieties.

Recognize language variety and its uses in their day-to-day interactions with other people.

TEXTS

The primary textbooks for this course are Ronald Wardhaugh's *An Introduction to Sociolinguistics* (4th ed., 2002) and J. K. Chambers' *Sociolinguistic Theory: Linguistic Variation and its Social Significance* (1995). Recommended but not required is Walt Wolfram and Natalie Schilling-Estes' *American English* (1998). In addition, several articles and excerpts from other books will also be covered, as noted in the schedule below; all but one are available on electronic reserve at <http://www.lib.ncsu.edu/reserves>. You will want to consult some of these sources as well as others for your term paper. Important academic journals related to language variation include *American Speech*, *English World-Wide*, the *Journal of English Linguistics*, the *Journal of Pidgin and Creole Languages*, the *Journal of Sociolinguistics*, *Language in Society*, *Language Variation and Change*, and the *Southeastern Journal of Linguistics* (formerly *The SECOL Review*). Not all of these journals are available in the D. H. Hill Library, but the library at UNC should have the rest (probably).

REQUIREMENTS

The final grade will be computed as follows:

Interview analysis project with accompanying short paper:	20%
Midterm test:	20%
Final exam:	20%
Long paper:	40%

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The interview analysis project involves transferring a pre-existing transcript of an interview to the NCSLAAP website (<http://ncslaap.lib.ncsu.edu>), which houses the sound files. We will discuss how to carry this out later. The accompanying short paper involves describing dialectal (geographical, class-related, ethnic, gender, etc.) features found in your subject's speech. We will discuss in class how to format the description of dialect features. There will be a short, informal class presentation on the interview analysis projects.

The long paper should be 15 to 20 pages long and should pertain to topics we cover in class. It may be an expansion of your analysis project, perhaps analyzing more interviews and comparing them, or it may be on a completely different topic, such as interviews you conduct yourself, analysis of other recordings, incorporation of topics we cover into teaching, analysis of an author's use of language variation, and/or library research. You should clear your paper topic with the instructor before starting it. Included in the project for the long paper is a 10-to-15-minute formal oral presentation.

It is the instructor's understanding and expectation that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. The university's academic integrity statement can be found at the following website:

<http://www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm>

The policy on working with students with disabilities can be found at:

http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html

TENTATIVE CLASS SCHEDULE (All dates on this list are subject to change.)

8/28: Introduction to the course; review of linguistic concepts; how dialects can differ.

9/4: Labor Day holiday.

9/11: More on how dialects differ; what is sociolinguistics?

READ chapter 2 of Wolfram and Johnson, *Phonological Analysis: Focus on American English* (on electronic reserve); Thomas, "Sociophonetics" (don't panic about the technical aspects); chapter 3 of *American English* by Wolfram and Schilling-Estes; chapter 1 of Wardhaugh.

9/18: Geographical variation.

READ Wardhaugh, pp. 134-40; Labov, "The Three Dialects of English" (in *New Ways of Analyzing Sound Change*, ed. Eckert); Bailey, Wikle, Tillery, & Sand, "Some patterns of linguistic diffusion;" chapter 4 of Carver, *American Regional Dialects: A Word Geography*.

9/25: Variation in North Carolina, historically and presently; (probably, depending on availability of VCR) movie, *Voices of North Carolina*; African-American Vernacular English: creoles and history of AAVE.

READ Wardhaugh, chapter 3; Montgomery and Bailey, Introduction to *Language Variety in the South: Perspectives in Black and White*.

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10/2: African-American Vernacular English: AAVE today and educational applications; a case study of African-American Vernacular English in North Carolina.

READ Bailey & Maynor, "Decreolization?;" Wardhaugh, chapter 14; Labov, "The Logic of Nonstandard English" (chap. 5 in *Language in the Inner City*); Wolfram, Thomas, and Green, "The Regional Context of Earlier African-American Speech: Evidence for Reconstructing the Development of AAVE."

10/9: Bilingualism and code-switching; Hispanic English.

READ Wardhaugh, chapter 4; Wolfram & Johnson, chapter 12; Santa Ana A., "Chicano English and the Nature of the Chicano Language Setting;" Penfield & Ornstein-Galicia, "Speech Aspects of Chicano English" (chapter 3 of *Chicano English: An Ethnic Contact Dialect*); Fought, "A Majority Sound Change in a Minority Community: /u/-Fronting in Chicano English."

10/16: Native American English: Lumbee, Cherokee, Keres, Tewa; Quantitative sociolinguistics and sociological conventions.

READ Dannenberg and Wolfram, "The Roots of Lumbee Language;" Wolfram, "Dynamic Dimensions of Language Influence: The Case of American Indian English" (in *Language: Social Psychological Perspectives*, ed. Giles et al.); Chambers, chapter 1.

10/23: Midterm test (first half of class); class and network (second half).

READ Chambers, pp. 34-84; SKIM Wardhaugh, pp. 160-82.

10/30: Isolated communities and mobility. Each student will give a short description of their fieldwork project in class.

READ: Labov, "The Social Motivation of a Sound Change" (chap. 1 of *Sociolinguistic Patterns*); Kerswill, "Children, Adolescents and Language Change;" Thomas, "A Rural/Metropolitan Split in the Speech of Texas Anglos."
FIELDWORK PROJECT AND SHORT PAPER DUE.

11/6: Individuation; sex and gender

READ: Chambers, pp. 84-101 and chapter 3; Wardhaugh, pp. 182-88 and chapter 13; Eckert, "The Whole Woman: Sex and Gender Differences in Variation."

11/13: Diachrony.

READ: Chambers, chapter 4; Wardhaugh, chapter 8.

11/20: Causes of linguistic change; quantitative sociolinguistics; use of politeness.

READ: Ohala, "Sound change is drawn from a pool of synchronic variation" (in *Language Change*, ed. Breivik & Jahr); Thomason & Kaufman, "Contact-Induced Language Change: An Analytic Framework" (chap. 3 in *Language Contact, Creolization, and Genetic Linguistics*); Wardhaugh, chapter 11.

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11/27: Conversation and discourse analysis; the speech community; ethnography of communication.

READ: Wardhaugh, chapters 12 , 5, and 10 (in that order); Wieder and Pratt, "On Being a Recognizable Indian among Indians" (in *Cultural Communication and Intercultural Conact*, ed. Carbaugh).

12/4: Relationship between language and culture; oral presentations on long papers.

READ: Wardhaugh, chapter 9.

LONG PAPER DUE.

Final Exam: Monday, December 11, 6:00-9:00 P.M.