

**DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**MLCS 621 B2: APPLIED LINGUISTICS: LANGUAGE AND SOCIETY  
WINTER TERM 2019**

Instructor: Dr. Yvonne Lam  
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Time: T 2:00-4:50  
Place: HC 3 78  
Office Hours: by appointment

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**Course Prerequisite:**

LING 101 or equivalent and consent of department. It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

**Course Description and Objectives:**

This course is an introduction to the study of the relationship between language and society as done in the fields of Sociolinguistics and Discourse Studies. The way people use language in different social contexts tells us not only about how language works but also about the social relationships in the community. Through class discussions and readings, we will examine some of the many social factors that can influence our everyday linguistic choices as well as how the way we express ourselves linguistically can impact our social relationships.

The course will be conducted as a seminar. Each session will be based on the critical reading and discussion of the assigned readings. The course project will involve the design of an empirical study on a topic of your choice related to language use in a particular social context.

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

- explain how social factors influence the way people use language
- discuss how people can use their linguistic choices to shape their social relationships
- identify some of the current research trends in sociolinguistics and discourse studies
- design a research study on language use in society and write a detailed research proposal

**Texts:**

See reading list posted on eClass. Readings are available online or in print at the library.

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed, no such projects approved.

**Community Service Learning Component:**

Required     Optional     None

### Past or Representative Evaluative Course Material Available:

- Exam registry – Students' Union <http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- N/A

### Additional Mandatory Instructional Fees (approved by Board of Governors):

- Yes    No

### Grade Distribution (see Explanatory Notes):

Component	Value	Due date
Discussion facilitator (1 class)	10%	see schedule on eClass
Article presentation	15%	February 26 and March 5
Presentation of research proposal	25%	April 9
Term paper	50%	April 17 by 4:00pm

### Explanatory Notes on Assignments:

#### Discussion facilitator

You will be asked to lead the discussion of the assigned readings for one class. Everyone is required to do the readings. Your role as facilitator includes the following:

- Start the discussion with a general summary of the topic and share your questions and/or remarks to get others thinking.
- Encourage others to share their comments and questions. Try to think of **creative** ways to engage everyone in discussion, rather than relying on the traditional question-answer format. Emphasize **critical** discussion of the readings, not just mere comprehension.
- Make sure that everyone is actively engaged in the exchange of ideas and that everyone has an opportunity to share their questions and remarks with the group.
- You are not expected to teach nor to have all the answers. Everyone must work together for the class to be successful and productive.

#### Article presentation, presentation of research proposal and term paper

The project for this course involves the design of an original study on a topic of your choice related to language use in a particular social context. You will not collect the actual data for the study due to the time constraints of the course; you will simply go through the process of designing an original project from scratch and writing a detailed research proposal. You are, of course, encouraged to collect the data in the future and carry out the analysis!

Article presentation (approx. 45 minutes): Choose one of the research articles that will inform the study that you are designing to share with the class. **The full reference for the article must be shared with everyone at least one week prior to your presentation date.** The whole class will read the article; your job is to facilitate discussion (see "discussion facilitator" above).

Presentation of research proposal (15 minutes + 10 minutes for feedback): What is your proposed research question(s)? Why is this an interesting question(s)? How does it fit in with previous research on this topic? How will you collect the data needed to answer your research question? Give as much detail as possible. How do you plan to analyze the data you collect?

Term paper (approx. 20 pages, double-spaced): Write a research proposal detailing your study. Use any citation format you wish (e.g. *MLA*, *APA*), as long as citations are complete and consistently formatted. Include the following components:

- Research question(s)
- Rationale for the study (why is this topic interesting?)
- Literature review (only cite previous research that is relevant to your study)
- Methodology (give as much detail as possible about the potential participants (if applicable), instruments/corpus, plan for data analysis)
- Information letter and consent form for ethics, if applicable (use template provided)

Please submit a printed copy (not an emailed copy) of your paper. If I'm not in my office, you can leave it in my mailbox or slip it under my office door. I will return the paper to you with comments after I have graded it.

## Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

### “MLCS Graduate Grading Scale”

Descriptor	Letter	%
Excellent	A+	97-100
Excellent	A	93-96
Excellent	A-	90-92
Good	B+	87-89
Good	B	79-86
Satisfactory	B-	74-78
Satisfactory	C+	68-73
Failure	C	63-67
Failure	C-	58-62
Failure	D+	54-57
Failure	D-	50-53
Failure	F	00-49

## Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

## **Student Responsibilities:**

### **Academic Integrity**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask the instructor. Students should be aware that excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. Students must also note that assignments that have been submitted or are being submitted for credit in a course may not be submitted for credit in another course and constitutes a form of "cheating", with resulting negative consequences (Code of Student Behaviour, section 30.3.2(2)d).

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

### **Learning and Working Environment**

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### **Territorial Statement**

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

### **University of Alberta Sexual Violence Policy**

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment. As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover. To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

### **Recording of Lectures**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### **Attendance, Absences, and Missed Grade Components**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

### **Policy for Late Assignments**

All assignments are due on the scheduled date unless arrangements have been made **in advance** with the instructor. In cases of medical or other emergency, the student is responsible for notifying the instructor by email within two days. The instructor reserves the right not to accept a late assignment or to deduct 5% per day of lateness.

### **Disclaimer**

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

### **Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

#### **Accessibility Resources (1 – 80 SUB)**

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

#### **The Academic Success Centre (1-80 SUB)**

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

#### **The Centre for Writers (1-42 Assiniboia Hall)**

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

#### **Health and Wellness Support**

There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

#### **Office of the Student Ombuds**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.