



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS Department English
Subject ENG Number 312 Title English in its Social Setting Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? Yes If so, list all academic units offering this course New College West
Course description:

Introduces the sociolinguistic study of the English language.

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Karen Adams Phone 480-965-3013
Mail code 0302 E-mail: kladams@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mark James Date: Feb. 11/2015

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus and required readings list
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus and required readings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus and required readings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
ENG	312	English in its Social Setting	HU/SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Emphasizes the values and ideologies held about different ways of speaking and writing. Discusses how these ideologies develop and how they are maintained in institutional and media settings, and interpersonal interactions. Such ideologies can carry heavy penalties for those who are found wanting.	Syllabus/including readings associated with the weeks listed: Weeks 1&2 that discuss language myths and standardization and the ideologies associated with this. Student assignment gathers examples. Video Week 6 has additional examples. Weeks 3&4 present the descriptive analytic approach of why and how language use varies among speakers. Weeks 9-12 and 15 cover varieties of English with characteristics that are often devalued. Discussion of related ideologies. Week 14 covers how knowledge gleaned from a descriptive approach can be used to change such myths and ideologies previously held.
2	Covers the interpretation of written texts and the history of their development. It covers how different grammatical and lexical choices come into texts, both standard and non-standard ones historically. Also covers stylistic choices are related to our language/dialect background.	Syllabus/including readings associated with the weeks listed. Weeks 1&2 covers the tradition of standard and non standard perspectives. Weeks 3&4 discuss historical developments that affect these choices. Specifics on issues of history are discussed in weeks 7, 9,10 & 11. Week 13 discussion stylistic choices and 14 discusses how to apply this understanding in contexts where reception and interpretation of texts occurs.
4a	Language is considered one of the identifying characteristics of the human species. Our innate capacity for its development is something that unites us all. By bringing the logic of language structure into the discussion of linguistic variation, students can begin to challenge beliefs that are used to set individuals and communities apart. Our understanding of linguistic structure has grown tremendously over the last 100 years, and for linguists the times when a particular 'standard' variety was associated with religious texts and their purity should be past. However, there continues to	Syllabus and related readings: Weeks 1,2,4, 5,6 all address the logic of linguistic structure and use and shared structures across the human race. Once introduced, these issues are repeated during the course in the discussions about dialect differences. Weeks 12 (language and gender) and 14 again are points where the development of human thought is squarely addressed.

Humanities and Fine Arts [HU]

Page 4

	exist an association of certain varieties of language with lack of human moral and intellectual development that is held with fervor by some.	

course catalog & class search

Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1

Collapse

Term: Summer '15 (v)

Search: Course catalog (v)

Subject: ENG Num: 312

Level: (v)

Gen Studies: (v)

Keywords: (v)

Offerings: in-person & IC (v)

Search

Clear

Advanced Search

Course	Title	Units	General Studies
ENG 312	English in its Social Setting Introduces the sociolinguistic study of the English language. Allow multiple enrollments: No Primary course component: Lecture Repeatable for credit: No Grading method: Student Option Offered by: New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts, and Cultural Studies College of Liberal Arts and Sciences -- Department of English Prerequisite(s): ENG 102, 105 or 108 with C or better Prerequisite(s): ENG 102, 105 or 108 with C or better	3	L or HU or SB

Feedback

ENG 312: English in its Social Setting

Spring 2015, MW 10:30-11:45, LL10

Karen L. Adams, LL211B, kladams@asu.edu, 480-965-3013

Office Hours: T 10:30-12:30, W 12-1 and by appointment

This course meets both the HU and SB General Studies requirements. Its goal is for you to understand that language use and our attitudes towards language are a part of everyday social practice. We will look at the varieties of speech patterns among speakers of American English and how they relate to issues of location and history, second language contexts, social expectations and identity. We will also consider how speakers alter their language for different social purposes.

Required Texts: 1) Walt Wolfram and Natalie Schilling-Estes, *American English: Dialects and Variation*. Second Edition, 2004. Blackwell Publishers.
2) Postings to Blackboard (BB)

1/12-1/21 (Monday, 1/19: MLK Day, no classes)

Weeks 1 & 2: Introduction to Language Variation and Standardization. A discussion on the myths that we hold about the different ways people speak and the use of the terms dialect, language, standard usage and prescriptive norms.

Wolfram and Schilling-Estes: Chapter 1

BB: Lippi-Green, R. Language subordination: Chapter 5 in *English with an Accent*.

Mapping activity due for discussion 1/26 and to turn in

1/26-2-4

Weeks 3 & 4: How do dialects develop? A discussion about the historical and social reasons behind language variation as well as the features of language structure and learning that also affect language differences.

Wolfram and Schilling-Estes: Chapter 2

BB: R. Bailey: Chapter 9: Los Angeles, in *Speaking American*

2/9-2/18

Weeks 5 & 6: Levels of dialects: What varies and how? More in-depth discussion about what can vary among dialects in terms of the words we use, the way we pronounce words, our grammatical choices and how we structure our conversations and work at being polite.

Wolfram and Schilling-Estes: Chapter 3, Phonetic Symbols

Video/film: *American Tongues* [This film has examples of speakers using derogatory ethnic and social class terms. You will be offered alternatives should you choose.]

2/23-25

Week 7: Dialects in the USA: Specifics about the history of English dialects in the USA and the possible future of dialects.

Wolfram and Schilling-Estes: Chapter 4

BB: Wolfram and Ward, Chapters 23-26 in *American Voices*.

3/2-4

Week 8: Regional Dialects and how they are studied. Discussions on the research methods used to study dialects including how to elicit unedited usages, how to map them and different types of dialect studies.

Wolfram and Schilling-Estes: Chapter 5

Mapping activity for discussion and to turn in

[Spring Break: March 8-15]

3/16-3/25

Weeks 9 & 10: Social and Ethnic Dialects in the USA: A discussion of how dialects vary due to ethnicity and social status. Includes discussions of Chicano and other Latino Englishes, Native American Englishes, variation according to social class and other markers of social status.

Wolfram and Schilling-Estes: Chapter 6;

BB: *Scollon and Scollon.*

3/30-4/1

Week 11: African American English: Discussion of a historically important dialect and the linguistic attitudes that accompany it.

Wolfram and Schilling-Estes: Chapter 7

Video/films: *Black on White: The Story of English*

4/6-4/8

Week 12: Language and Gender: How and why does language vary according to gender identity, ethnicity, social status and linguistic context? Includes discussions of widely held and often incorrect stereotypes.

Wolfram and Schilling-Estes: Chapter 8

Questionnaire about language reference for discussion 4/15 and to turn in

4/13-4/15

Week 13: Dialects and Style: Why and how does language change depending on our audience and the identity we want to convey?

Wolfram and Schilling-Estes: Chapter 9

4/20-4/22

Week 14: Applying Dialect Study: What use can we make of all this knowledge?

Wolfram and Schilling-Estes: Chapter 10

BB: Lippi-Green, R. The educational system, Chapter 6 in *English with an Accent.*

4/27-4/29

Week 15: World Englishes:.

BB: Kachru, B. 2006. English: World Englishes. In *Encyclopedia of Language and Linguistics*, 2nd Edition, pp.195-202.

Grading: Your grades will be based on a standard percentage scale, 90-100% = A, 80-89% = B,

70-79% = C, etc. I do give pluses and minuses for final grades.

Assignments:

- 1) Reflections: 25% (50 pts each) There will be two 500 word reflections, one due week 6, one due week 12. Instructions will be posted.
- 2) Assignments and participation: 18.75% (75 pts for written assignments and discussion). There are 3 of them.
- 3) Midterm: 25% (100 pts.) Your midterm will be a take-home, and there will be time for review questions before you take it home. Due date will be before or after spring break. (To be discussed.)
- 4) Final exam and proposal: 25% (100 pts.) This also will be a take home and there will be time for review questions.
- 5) Attendance: 6.25% (25 pts for attendance)

Assignments and participation: Your grades are based on your sincere attempt to apply the concepts we have been discussing and on your participation in the discussion. Your grade is not based on whether you ‘got it right or wrong’ but on your effort and involvement.

Reading and Attendance: You are expected to attend class regularly and to keep up with readings and assignments. If you have to miss class for extenuating reasons, please inform me as early as possible, preferably within 1-2 days after your absence. We will want to arrange for any help with make-up as quickly as possible.

Please review the following classroom policies:

- 1) Please no texting or cell phone use in class, and any use of a laptop must be related to class information.
- 2) If you request accommodation for a disability you must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.
- 3) For the policy requiring academic integrity and against plagiarism, please see [Student Academic Integrity Policy](#). Plagiarism means presenting someone else’s ideas and words as though they were your own – and this includes (but is not limited to) copying and pasting material from the Web into your own work without properly quoting, paraphrasing, and/or citing them. Instances of plagiarism will be reported.
- 4) Observance of Religious Holidays: Students should notify me at the beginning of the semester about the need to be absent from class due to religious observances.
- 5) **Academic, Professional, and Personal Support Resources:** I want you to enjoy this class and succeed in your learning. If you experience difficulty in this course for any reason, please talk to me or send me an email right at any time.

Student Support Services available here at ASU:

Writing Support: If you need support for your writing, please talk to me and I will work with you on some issues and direct you to good resources on campus to support you as a writer . ASU Writing Resources: <https://studentsuccess.asu.edu/writing/resources>

Other Helpful Writing Resources for Teaching and Learning:

<http://studentsuccess.asu.edu/node/19>

Counseling and Career Services: This center offers counseling for personal and career concerns, self-help information, and connections to off-campus mental health resources. See <https://eoss.asu.edu/counseling>

Disability Resource Center (DRC): DSP provides academic support services to eligible students with temporary and permanent disabilities. Please inform me, if you require special classroom accommodations due to a disability. (480-965-1234).
<http://www.asu.edu/studentaffairs/ed/drc/>

Commitment to a Positive and Safe Learning Environment:

In the rare event that there is a disruptive, threatening, or violent individual in class or in proximity of class, it is important to understand that all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students.

ENG 312: General directions for doing the three assignments involving maps and linguistic usages

Your assignments ask you to gather examples of language use from other speakers of English. When you gather these examples from people, it is important for you to be sensitive about several issues. First, please don't give me or your colleagues the names of the people who volunteer to help you. Let them remain anonymous. What affects the choices they make has to do with where they were raised, their social identity, their age, etc. In your assignments you will often be asked to keep track of that information because it will affect a speaker's responses, but that is all you need to know in order to understand their usage.

Second, please also be aware of something called the observer's paradox. People change their language choices when they are being observed and when they think that you might be making judgments about the way they speak. You shouldn't suggest usages or answers to those who help you or comment on what they are saying or doing as they do it. Lastly, when you are finished gathering the information you need, if your volunteers have questions go ahead and answer them, but try to remain 'objective.' These people, friends, family members have been kind enough to help you, and they are probably interested in what you have learned, but they aren't looking to be critiqued.

Please remember as people are volunteering if they say they are too busy, find someone else who has the time.

Required Readings for ENG 312

Required Text:

Walt Wolfram and Natalie Schilling-Estes. 2004. *American English: Dialects and Variation*. Second edition. Malden MA: Blackwell Publishers.

Additional Required Readings:

Lippi-Green, Rosina. 2012. Language subordination: Chapter 5 in *English with an Accent: Language, Ideology and Discrimination in the United States*, pp. 56-77. New York: Routledge: Taylor and Francis Group.

Bailey, Richard. 2012. Chapter 9: Los Angeles, in *Speaking American: A History of English in the United States*, pp. 161-182. Oxford: Oxford University Press.

Bowie, David, and Morkel, Wendy. 2006. Desert Dialect (Utah). In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 144-148. Malden MA: Blackwell Publishers.

Conn, Jeff. 2006. Dialects in the Mist (Portland, OR). In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 149-155. Malden MA: Blackwell Publishers.

Hall-Lew, Lauren. 2006. Arizona's not so Standard English. In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 156-161. Malden MA: Blackwell Publishers.

Meyerhoff, Mariam. 2006. Topics from the Tropics (Hawai'i). In Wolfram, Walt and Ward, Ben, eds. *American Voices: How Dialects Differ From Coast to Coast*, pp. 165-171. Malden MA: Blackwell Publishers.

Scollon, Ronald and Scollon, Suzanne. 1981. Chapter 2: Athabaskan Interethnic Communication. In *Narrative, Literacies and Face in Interethnic Communities*, pp. 11-37. Norwood NJ: Ablex Publishers.

Lippi-Green, Rosina. 2012. The educational system: fixing the message in stone: Chapter 6 in *English with an Accent: Language, Ideology and Discrimination in the United States*, pp. 78-100. New York: Routledge: Taylor and Francis Group.

Kachru, B. 2006. English: World Englishes. In *Encyclopedia of Language and Linguistics*, 2nd edition, pp.195-202. Elsevier Ltd.

Language in Society

GENERAL EDITOR
Peter Trudgill, Chair of English Linguistics,
University of Fribourg

ADVISORY EDITORS

J. K. Chambers, Professor of Linguistics,
University of Toronto
Ralph Fasold, Professor of Linguistics,
Georgetown University

William Labov, Professor of Linguistics,
University of Pennsylvania
Lesley Milroy, Professor of Linguistics,
University of Michigan, Ann Arbor

- 1 Language and Social Psychology, *edited by Howard Giles and Robert N. St Clair*
- 2 Language and Social Networks (2nd edn.), *Lesley Milroy*
- 3 The Ethnography of Communication (3rd edn.), *Muriel Saville-Troike*
- 4 Discourse Analysis, *Michael Stubbs*
- 5 The Sociolinguistics of Society: Introduction to Sociolinguistics, Vol. I, *Ralph Fasold*
- 6 The Sociolinguistics of Language: Introduction to Sociolinguistics, Vol. II, *Ralph Fasold*
- 7 The Language of Children and Adolescents, *Suzanne Romaine*
- 8 Language, the Sexes and Society, *Philip M. Smith*
- 9 The Language of Advertising, *Torben Vestergaard and Kim Schrader*
- 10 Dialects in Contact, *Peter Trudgill*
- 11 Pidgin and Creole Linguistics, *Peter Mühlhäusler*
- 12 Observing and Analysing Natural Language: A Critical Account of Sociolinguistic Method, *Lesley Milroy*
- 13 Bilingualism (2nd edn.), *Suzanne Romaine*
- 14 Sociolinguistics and Second Language Acquisition, *Dennis R. Preston*
- 15 Pronouns and People, *Peter Mühlhäusler and Rom Harré*
- 16 Politically Speaking, *John Wilson*
- 17 The Language of the News Media, *Allan Bell*
- 18 Language, Society and the Elderly, *Nikolas Coupland, Justine Coupland, and Howard Giles*
- 19 Linguistic Variation and Change, *James Milroy*
- 20 Principles of Linguistic Change, Vol. I: Internal Factors, *William Labov*
- 21 Intercultural Communication (2nd edn.), *Ron Scollon and Suzanne Wong Scollon*
- 22 Sociolinguistic Theory (2nd edn.), *J. K. Chambers*
- 23 Text and Corpus Analysis, *Michael Stubbs*
- 24 Anthropological Linguistics, *William Foley*
- 25 American English: Dialects and Variation (2nd edn.), *Walt Wolfram and Natalie Schilling-Estes*
- 26 African American Vernacular English, *John R. Rickford*
- 27 Linguistic Variation as Social Practice, *Penelope Eckert*
- 28 The English History of African American English, *edited by Shana Poplack*
- 29 Principles of Linguistic Change, Vol. II: Social Factors, *William Labov*
- 30 African American English in the Diaspora, *Shana Poplack and Sali Tagliamonte*
- 31 The Development of African American English, *Walt Wolfram and Erik R. Thomas*
- 32 Forensic Linguistics, *John Gibbons*
- 33 An Introduction to Contact Linguistics, *Donald Winford*
- 34 Sociolinguistics: Method and Interpretation, *Lesley Milroy and Mathew Gordon*
- 35 Text, Context, Pretext: Critical Issues in Discourse Analysis, *H. G. Widdowson*
- 36 Clinical Sociolinguistics, *edited by Martin J. Ball*

American English

Dialects and Variation

Second Edition

Walt Wolfram
and

Natalie Schilling-Estes

© 1998, 2006 by Walt Wolfram and Natalie Schilling-Estes
 Parts of this book are based on *Dialects and American English*
 (Prentice Hall, 1991).

BLACKWELL PUBLISHING
 350 Main Street, Malden, MA 02148-5020, USA
 9600 Garsington Road, Oxford OX4 2DQ, UK
 550 Swanston Street, Carlton, Victoria 3053, Australia

The right of Walt Wolfram and Natalie Schilling-Estes to be identified as the
 Authors of this Work has been asserted in accordance with the UK Copyright,
 Designs, and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced,
 stored in a retrieval system, or transmitted, in any form or by any means,
 electronic, mechanical, photocopying, recording or otherwise, except
 as permitted by the UK Copyright, Designs, and Patents Act 1988,
 without the prior permission of the publisher.

First edition published 1998
 Second edition published 2006 by Blackwell Publishing Ltd

1 2006

Library of Congress Cataloging-in-Publication Data

Wolfram, Walt, 1941–
 American English : dialects and variation / Walt Wolfram and Natalie Schilling-
 Estes. — 2nd ed

p. cm. — (Language in society ; 25)
 Includes bibliographical references and index.
 ISBN-13: 978-1-4051-1265-9 (hardcover : alk. paper)
 ISBN-10: 1-4051-1265-4 (hardcover : alk. paper)
 ISBN-13: 978-1-4051-1266-6 (pbk. : alk. paper)
 ISBN-10: 1-4051-1266-2 (pbk. : alk. paper)

1. English language—Dialects—United States. 2. English language—Variation—
 United States. 3. Americanisms. I. Schilling-Estes, Natalie. II. Title. III. Series:
 Language in society (Oxford, English) ; 25.

PE2841.W63 2006
 427'.973—dc22
 2005009840

A catalogue record for this title is available from the British Library.

Set in 10.5/12pt Ehrhardt
 by Graphcraft Limited, Hong Kong
 Printed and bound in the United Kingdom
 by TJ International Ltd, Padstow, Cornwall

The publisher's policy is to use permanent paper from mills that operate
 a sustainable forestry policy, and which has been manufactured from pulp
 processed using acid-free and elementary chlorine-free practices. Furthermore,
 the publisher ensures that the text paper and cover board used have met acceptable
 environmental accreditation standards.

For further information on
 Blackwell Publishing, visit our website:
www.blackwellpublishing.com

Contents

Series Editor's Preface	ix
Preface	x
Phonetic Symbols	xiv
1 Dialects, Standards, and Vernaculars	1
1.1 Defining Dialect	2
1.2 Dialect: The Popular Viewpoint	2
1.3 Dialect Myths and Reality	7
1.4 Standards and Vernaculars	9
1.5 Vernacular Dialects	14
1.6 Labeling Vernacular Dialects	17
1.7 Why Study Dialects?	19
1.8 A Tradition of Study	23
1.9 Further Reading	26
2 Why Dialects?	28
2.1 Sociohistorical Explanation	29
2.1.1 Settlement	29
2.1.2 Migration	30
2.1.3 Geographical factors	31
2.1.4 Language contact	32
2.1.5 Economic ecology	34
2.1.6 Social stratification	35
2.1.7 Social interaction, social practices, and speech communities	36
2.1.8 Group and individual identity	41
2.2 Linguistic Explanation	43
2.2.1 Rule extension	46
2.2.2 Analogy	47

2.2.3	<i>Transparency and grammaticalization</i>	51			
2.2.4	<i>Pronunciation phenomena</i>	54			
2.2.5	<i>Words and word meanings</i>	60	6.9	<i>Cajun English</i>	202
2.3	The Final Product	62	6.10	Lumbee English	206
2.4	Further Reading	63	6.11	Further Reading	209
3	Levels of Dialect	64	7	African American English	211
3.1	Lexical Differences	64	7.1	The Status of European American and African American Vernaculars	213
3.2	Slang	70	7.2	The Origin and Early Development of AAE	219
3.3	Phonological Differences	74	7.3	The Contemporary Development of AAE	224
3.4	Grammatical Differences	85	7.4	Conclusion	230
3.5	Language Use and Pragmatics	93	7.5	Further Reading	232
3.6	Further Reading	101			
4	Dialects in the United States: Past, Present, and Future	103	8	Gender and Language Variation	234
4.1	The First English(es) in America	104	8.1	Gender-based Patterns of Variation as Reported in Dialect Surveys	237
4.2	Earlier American English: The Colonial Period	114	8.2	Explaining General Patterns	241
4.3	American English Extended	118	8.3	Localized Expressions of Gender Relations	243
4.4	The Westward Expansion of English	122	8.4	Communities of Practice: Linking the Local and the Global	245
4.5	The Present and Future State of American English	124	8.5	Language-use-based Approaches: The "Female Deficit" Approach	248
4.6	Further Reading	132	8.6	The "Cultural Difference" Approach	253
5	Regional Dialects	134	8.7	The "Dominance" Approach	255
5.1	Eliciting Regional Dialect Forms	135	8.8	Further Implications	256
5.2	Mapping Regional Variants	138	8.9	Talking about Men and Women	257
5.3	The Distribution of Dialect Forms	140	8.9.1	<i>Generic he and man</i>	258
5.4	Dialect Diffusion	153	8.9.2	<i>Family names and addresses</i>	259
5.5	Perceptual Dialectology	159	8.9.3	<i>Relationships of association</i>	260
5.6	Region and Place	163	8.9.4	<i>Labeling</i>	260
5.7	Further Reading	165	8.10	The Question of Language Reform	262
6	Social and Ethnic Dialects	167	8.11	Further Reading	264
6.1	Defining Class	168	9	Dialects and Style	266
6.2	Beyond Social Class	170	9.1	Types of Style Shifting	266
6.3	The Patterning of Social Differences in Language	172	9.2	Attention to Speech	271
6.4	Linguistic Constraints on Variability	177	9.2.1	<i>The patterning of stylistic variation across social groups</i>	272
6.5	The Social Evaluation of Linguistic Features	182	9.2.2	<i>Limitations of the attention to speech approach</i>	276
6.6	Social Class and Language Change	188			
6.7	Ethnicity	190			
6.8	Latino English	194			

9.3	Audience Design	279
9.3.1	<i>The effects of audience on speech style</i>	281
9.3.2	<i>Limitations of the audience design approach</i>	283
9.3.3	<i>Newer approaches to audience design</i>	285
9.4	Speaker Design Approaches	286
9.5	Further Considerations	290
9.6	Further Reading	291
10	On the Applications of Dialect Study	
10.1	Applied Dialectology	294
10.2	Dialects and Testing	294
10.2.1	<i>Language achievement</i>	296
10.2.2	<i>Speech and language development tests</i>	297
10.2.3	<i>Predicting dialect interference</i>	301
10.3	Testing Language	303
10.3.1	<i>Using language to access information</i>	304
10.3.2	<i>The testing situation</i>	305
10.3.3	<i>The language diagnostician</i>	308
10.4	Teaching Standard English	310
10.4.1	<i>What standard?</i>	312
10.4.2	<i>Approaches to standard English</i>	312
10.4.3	<i>Can standard English be taught?</i>	316
10.5	Further Reading	318
		327
11	Dialect Awareness: Extending Application	
11.1	Dialects and Reading	329
11.1.1	<i>Dialect readers</i>	329
11.2	Dialect Influence in Written Language	333
11.3	Written Dialect	335
11.4	Proactive Dialect Awareness Programs	339
11.5	A Curriculum on Dialects	344
11.6	Community-based Dialect Awareness Programs	346
11.7	Scrutinizing Community Partnerships	354
11.8	Further Reading	356
		359
	Appendix: An Inventory of Distinguishing Dialect Features	361
	Glossary	385
	References	410
	Index	432

Series Editor's Preface

Perhaps now is the time to confess that the Language in Society series has always had as one of its secret ambitions the signing up of all the major, significant players in the arena of world sociolinguistics. With the addition of Walt Wolfram to our team, this dream has come one step closer to being achieved, since we now have on our side one of the veterans from the original squad of young scholars who contributed to that first large-scale flowering of American sociolinguistics in the early 1970s, to which many aspects of work in modern sociolinguistics owe so much. That Walt Wolfram has been joined in the authoring of this book by one of the most energetic and gifted scholars from the latest generation of American sociolinguists, Natalie Schilling-Estes, is a source of additional excitement and satisfaction.

The book is very much, as is only appropriate when working with dialectology, a data-based work, with a great deal of the data being – as is typical of practicing sociolinguists – the authors' own, but it is also a ground-breaking work full of important new theoretical contributions and insights. The book is obviously aimed primarily at an American audience, but it will also be of very considerable importance and interest indeed outside the United States. Not only will it be essential for any non-American concerned to learn more about American English; it will also be vital reading for scholars with theoretical interests in historical linguistics, new-dialect formation, variation theory, language and gender, African American Vernacular English, creolization, and many other issues, as well as for practitioners involved in issues to do with mother-tongue education, speech therapy, and dialectological research itself. There is nothing quite like the writings on dialectology of linguists who have been out there and done the fieldwork with real live human beings and analyzed the data themselves. And there are very few dialectologists who have done as much of this type of work – and used the results of their work to do their best to improve the lot of the communities from which they have obtained their data – as these authors.

Peter Trudgill