

**UNIVERSITY OF GUAM  
UNIBETSEDĀT GUĀHAN  
CLASS – Division of English & Applied Linguistics**

**Fanuchanan/Fall 2024 Syllabus  
Hybrid  
MW 5:30-6:50 – EC206**

**LN460/560-01 Sociolinguistics**

Clarisa Quan, Ph.D

Office Hours: MW: 8-9; 12:30-2; T: 1-2  
Or by appointment  
Office: EN213 F; Tel.# 671 735-2730

Email: [cquan@triton.uog.edu](mailto:cquan@triton.uog.edu); [REDACTED]  
All emails must include “LN460/560” under “Subject”

Fall 2024 semester Office Hours: Instructor will respond as student emails requesting office meetings are received. Students can choose face-to-face as well as zoom office appointments.

The class will be a combination of Monday Face-to-Face meetings on campus and Wednesday Face-to-Face meetings or Zoom lessons/meetings.

All Zoom meetings will be announced ahead of time in class and via email.

**N.B. All emails sent to me must have “LN460/560” under “Subject”. This will make it easier to keep track of and respond to students’ emails.**

**Course Description**

This course is an introduction to current sociolinguistic studies. Emphasis is placed on the nature of the speech community, speech events, societal bilingualism, and language constraints. Additional emphasis is placed on the practical application of basic sociolinguistic concepts.

**Course Objectives**

Student Learning Objectives	Program Learning Objectives and Institutional and Gen Ed Learning Objectives	Assessment Tools
<p>Through the projects and exams in this course, students will demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• the historical development of sociolinguistics and its place within theoretical linguistics &amp; applied linguistics</li> <li>• the relationship between language attitudes, language use, and language-in-education use in culture &amp; society</li> <li>• social interactional sociolinguistics /Pragmatics</li> <li>• the quantitative study of speech or variational sociolinguistics</li> <li>• the ethnographic approach to the study</li> </ul>	<p><b>Students will demonstrate:</b></p> <ul style="list-style-type: none"> <li>• the ability to Speak, read, write and listen effectively;</li> <li>• the ability to observe, clarify, organize, analyze, synthesize and evaluate data individually and in a group;</li> <li>• mastery of critical thinking and problem solving;</li> <li>• understanding of the concepts, structures, and functions of human languages and learning</li> <li>• the aesthetic, rhetorical, structural, and multicultural qualities of literary texts, as well as critical and historical approaches to those texts</li> <li>•knowledge of the concepts, structures,</li> </ul>	<ul style="list-style-type: none"> <li>•Exams that cover sociolinguistic studies in various areas with different analytical approaches: e.g., ethnographic, variational/quantitative; interactional/conversational, among others.</li> <li>•Research paper</li> <li>•Summaries For undergraduates: 2 Summaries with reactions/comments</li> <li>For graduate students: 5 summaries (3 from P&amp;T or other sources relevant to their focus/foci; and 2 from research methods in soclx)</li> <li>Class Discussion</li> </ul>

of language and culture; <ul style="list-style-type: none"> <li>• the role of culture in literature, literacy, and second language teaching &amp; learning</li> <li>• sexism in language, bi and multilingualism, language policy and planning</li> <li>• the tools offered by the different sociolinguistic approaches in the analysis of actual speech situations in speech communities</li> </ul>	and functions of human languages <ul style="list-style-type: none"> <li>• understanding of culturally diverse people, ideas and values in a democratic context</li> </ul>	
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### **Texts**

#### **Required:**

Wardhaugh, R. & Fuller, J. (2015) *An Introduction to Sociolinguistics*. 7<sup>th</sup> edition. NY: John Wiley & Sons. (WF)

Online link:

[https://repository.dinus.ac.id/docs/ajar/\(2015\)\\_Blackwell\\_Textbooks\\_in\\_Linguistics\)\\_An\\_Introduction\\_to\\_Sociolinguistics\\_7th\\_Ed\\_Ronald\\_Wardhaug\\_Janet\\_M.\\_Fuller\\_.pdf](https://repository.dinus.ac.id/docs/ajar/(2015)_Blackwell_Textbooks_in_Linguistics)_An_Introduction_to_Sociolinguistics_7th_Ed_Ronald_Wardhaug_Janet_M._Fuller_.pdf)

Bratt Paulston, C., & Tucker, R. (2006) *Sociolinguistics: The Essential Readings*. Blackwell. (PT)

Online link: <https://www.slideshare.net/slideshow/sociolinguistics-the-essential-readingspdf/253359407#3>

For graduate students only:

Holmes & Hazen. (2014). *Research Methods in Sociolinguistics: A Practical Guide*. Wiley Blackwell. (kindle)

Both Wardhaugh/Fuller and Paulston/Tucker books are available on Amazon in E-Textbook format.

#### **Recommended: Selections from**

Trudgill, P. (2001) *Sociolinguistics: An Introduction to Language & Society*. Penguin. (easy intro to variational soclx)

Can be purchased online.

Trudgill, P. & Cheshire, J. eds. (1998) *The Sociolinguistics Reader: Gender and Discourse. (TCGD) & Multilingualism and Variation. (TCMV)*

Meyerhoff, M. & Schlee, E. (2010) *The Routledge Sociolinguistics Reader*. Routledge. (MS)

Baugh, J. & Sherzer, J. *Language in Use: Readings in Sociolinguistics*. (BS)

### **Methods of Evaluation**

1. Two take home tests, the first to be handed out around the first week of October, and the second in November before final exam week.

Graduate students will be required to answer additional questions in the exams.

2. A research paper on a sociolinguistics topic approved by the instructor. Graduate students will include an annotated bibliography with their research papers. In previous semesters, a few students who were taking or had taken, Applied Linguistics (LN400) designed a SCRATCH project that covered a sociolinguistics topic.
3. Written summaries with students' personal reactions / comments from the assigned readings in Paulston & Tucker and or other recommended readings:
  - A. UNDERGRADUATE students must summarize TWO (2) scholarly articles/ studies from Paulston & Tucker's selected readings of different soclx subfields grouped separately below (w/ underlines). Summaries must NOT be from the same soclx group/subfield! So for example, students cannot choose 2 articles from ethnography but rather, must choose one from ethnography and one from Speech Acts/ Conversational Analysis or another subfield; Or one from Discourse Analysis and another from Variational Sociolinguistics/Quantitative Study of Speech.

Summaries can also come from the other recommended list of readings.

B. GRADUATE students must summarize FOUR (4) articles, from original studies in sociolinguistics focused on / relevant to their research. Additionally,

C. GRADUATE students will read the book on *Research Methods in Sociolinguistics* and, based on their choice and “gut” observations of Guam’s multicultural, multilingual, multiracial community, propose a possible subject/topic for their research.

Plan: students will orally present their written summaries and discuss their reactions and comments. They must also email their written summaries to their classmates and the instructor.

4. ONE week after the instructor covers the following topics from Wardhaugh and Fuller (WF)’s Intro to Soclx, students will submit short written responses to Wardhaugh and Fuller’s (WF) EXPLORATION EXERCISES at the end of each chapter/section indicated below, to be submitted via email. The homework/exercises will reinforce comprehension of the theory/topic/subfield covered in the readings.
5. List/Summary of EXPLORATIONS HOMEWORK from Wardhaugh and Fuller: Short responses are fine.

From WF: Part I.3: Lgs and Communities: Defining Groups

Homework (responses): WF p. 9 Exploration 1.3, Idiolects OR  
p.21 #2 on PC language (Choose one only).

Part I.4: Lgs and Communities: Lgs in Contact: multilingual societies and discourse;  
HW: Exploration 4.4 Unmarked Code in the Classroom

Part I.5: Contact Lgs: Structural Consequences of Social Factors  
HW: Exploration 5.1 Lingua Francas & Foreign Languages

Part II.6: Inherent Variety: Language Variation / Quantitative Study of Speech  
HW: Exploration 6.3 p.155 Social Class

Part II.7 : 3 Waves of Variation Studies  
HW: Exploration 7.3 p.189 OR  
Exploration 7.4 p.190 Variation in Formality/Standardness  
To be handed distributed: Also additional exercises in the comprehension of GRAPHS and statistical data that will help prepare students for the final exam!

Historically, students have found the Quantitative Study of Speech as the most fascinating but challenging subfield of Soclx!

Part II.8 Language Variation and Change – Graph and figures discussion  
HW: Exploration 8.1 Borrowing p.198 OR  
Exploration 8.2 Youth Language p.204

Part III.9: Language and Interaction: Ethnographic Approaches in Soclx  
HW: Exploration 9.2 p.234

Part III.10: Pragmatics  
HW: Exploration 10.2 Implicature p.255

Part III.11: Discourse Analysis  
HW: Exploration 11.3 What is natural? P.294

Part IV.12: Soclx and Social Justice: Language, Gender, and Sexuality  
HW: Exploration 12.3 Labels p.331

Part IV.13: Soclx and Education

Part IV.14: Language Policy and Planning

Homework/Explorations are due ONE week after the subfields/ topics are discussed in class.

5. For graduate students only: Summarize one each from Parts 1 and 2 of *Research Methods in Soclx*. OR write a book review of the whole book, then justify your choice(s) for your thesis.

Graduate students will answer additional exam questions and submit a research paper with an annotated bibliography + summary / review of the literature that will address their respective research interests, research methods, and topic(s). If possible, the project can include preliminary exploratory research findings.

### Grading Breakdown

#### Undergraduates:

Exams:	50%
Research paper	25%
Summaries/ Explorations HW/discussions	25%

#### Graduate students

Exams:	40%
Research Paper w/ annotated bib	20%
Research Methods and proposal	20%
Summaries/Explorations HW & Discussions	20%

### Attendance

In this semester's face-to-face and Zoom meetings, student attendance is required because tests will be based on class notes, discussions, and lectures. During Zoom meetings, it is important for the instructor to SEE students' faces so please turn your videos on! Students whose faces are not visible during Zoom meetings may be counted as absent. The Division of English & Applied Linguistics stipulates that having more than 2 unexcused absences are grounds for possible failure in the course.

**Since LN460/560 meetings this semester are 60% face-to-face and the rest are conducted via Zoom, attendance is mandatory.**

### UOG RESOURCES FOR STUDENTS

DEAL Writing Center:

<https://sites.google.com/view/dealwritingcenter>

The Writing Center is run by students for students. They offer support for writers of all abilities and at all stages of the writing process. They could be very helpful if you're struggling with a writing assignment. They offer walk-in hours, or you can schedule an appointment ahead of time via the program's web page.

Classroom Accommodations / Americans With Disabilities Act:

<https://www.uog.edu/administration/administration-finance/human-resources/eoatitleix-office>

Americans with Disabilities Act Amendments Act (ADAAA) Accommodation Services. If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss your specific accommodation needs confidentially. If you are not registered, you should do so immediately at the Student Center, Rotunda office #4, Ph/TTY.: 735-2460, to coordinate your accommodation request. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or

[eeo-ada@triton.uog.edu](mailto:eeo-ada@triton.uog.edu).

Isa Psychological Services Center:

<https://www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-socialsciences/isa/index.php>

The Isa (“Rainbow”) Psychological Services Center provides a variety of free services to University of Guam “students, staff, faculty, and members of their families, as well as to adults, children, and families from the local community who are not able to access services elsewhere.” Services include: individual and couples therapy, group therapy, clinical assessment, crisis services, consultation, and outreach programs. Students can seek therapy for a variety of issues.

I Pinangon Suicide Prevention Program:

<http://www.uogsuicideprevention.org/> (website appears down as of Aug, 2018)

<https://www.sprc.org/grantees/university-guam-2> <https://www.facebook.com/pages/biz/I-Pinangon-482641241760989/>

Micronesia’s suicide rate is about 1½ times higher than the rate on the US mainland. I Pinangon (“awakening” in Chamorro) strives to educate the community about suicide prevention measures and practices in order to decrease this rate.

Sexual Misconduct:

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions, including from instances of violence and harassment based on sex and gender. If you, or someone you know, have been the victim of sexual misconduct or assault, reach out, even though it may be difficult. Staying silent after an incident only helps repeat offenders to continue harming others.

Resources and people available at the University of Guam:

<https://www.uog.edu/administration/administration-finance/human-resources/eooadatitle-ix-office>

The UOG Title IX Coordinator is Joseph Gumataotao, who can be reached at [gumataotaoj@triton.uog.edu](mailto:gumataotaoj@triton.uog.edu)

Or contact the office:

Dorm 2 Iya Hami Hall, Room 104 UOG Station, Mangilao, Guam 96923 Telephone: (671) 735-2244

### **Student Support Information for MOODLE:**

For MOODLE Technical Support: contact information is below.

Email Address (24 hours): [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu) Telephone # (Monday-Friday, 8:00am-5:00pm, G.S.T.): (671) 735-2620/21

### **Student Evaluation of Faculty Information.**

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues please refer inquiries to OIT staff to assist at 735-2630/40.

### **Plagiarism Statement**

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism is [up to the instructor – the most common penalties are no credit for the assignment or failure in the course].

### **Communication Policy**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning,

scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University.

### **No Recording Policy**

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights.

### **Tentative Schedule for the Semester:**

Below is a summary of the EXPLORATIONS Homework that students must submit for the whole semester. The weekly schedule that follows assigns the specific Exploration homework due for that week.

### **Wardhaugh and Fuller (WF) Explorations/Homework assignments are summarized below:**

#### **Homework (HW) Summary is below. Students' short responses must be submitted via email.**

From WF: Part I.3: Lgs and Communities: Defining Groups

Homework (HW/responses): WF p. 9 Exploration 1.3, Idiolects OR  
p.21 #2 on PC language (Choose one only).

Part I.4: Lgs and Communities: Lgs in Contact: multilingual societies and discourse;  
HW: Exploration 4.4 Unmarked Code in the Classroom

Part I.5: Contact Lgs: Structural Consequences of Social Factors  
HW: Exploration 5.1 Lingua Francas & Foreign Languages

Part II.6: Inherent Variety: Language Variation / Quantitative Study of Speech  
HW: Exploration 6.3 p.155 Social Class

Part II.7 : 3 Waves of Variation Studies

HW: Exploration 7.3 p.189 OR

Exploration 7.4 p.190 Variation in Formality/Standardness

To be handed distributed: Also additional exercises in the comprehension of GRAPHS and statistical data that will help prepare students for the final exam!

Historically, students have found the Quantitative Study of Speech as the most fascinating but challenging subfield of Soclx!

Part II.8 Language Variation and Change – Graph and figures discussion

HW: Exploration 8.1 Borrowing p.198 OR  
Exploration 8.2 Youth Language p.204

Part III.9: Language and Interaction: Ethnographic Approaches in Soclx

HW: Exploration 9.2 p.234

Part III.10: Pragmatics

HW: Exploration 10.2 Implicature p.255

Part III.11: Discourse Analysis

HW: Exploration 11.3 What is natural? P.294

Part IV.12: Soclx and Social Justice: Language, Gender, and Sexuality

HW: Exploration 12.3 Labels p.331

Homework/Explorations are due ONE week after the subfields/ topics are discussed in class. They must be submitted via Email!

### **Below are the weekly readings and Explorations homework:**

**Lines after articles indicate lists of articles that students can choose to summarize!**

Week 1

Syllabus Distribution

Week 2

**Preassessment, Self-Introduction**  
**historical background of sociolinguistics**  
**WF Chapter I.1 & P&T Part I** (lecture/notes)

Weeks 3-5 **Languages & (Speech) Communities**

**Wardhaugh and Fuller – Lecture/ notes from the instructor and homework.**

**WF: Part I.2 Lgs, Dialects, Varieties**

**Part I.3 Defining Groups**

**Homework (HW/responses): WF p. 9 Exploration 1.3, Idiolects OR p.21 #2 on PC language (Choose one only).**

**Part I.4 Lgs. In Contact: Multilingual Societies & Multilingual Discourse**

HW: Exploration 4.4 Unmarked Code in the Classroom

**Part I.5 Contact Languages: Structural consequences of social factors**

HW: Exploration 5.1 Lingua Francas & Foreign Languages

Ferguson, Diglossia (PT); Language vs. dialect (lecture)

**Possible Student Summaries: Students can choose from the following:**

Fishman, bilingualism with and without Diglossia; Diglossia with and without Bilingualism PT359 \_\_\_\_\_

Hudson, "Toward the Systematic Study of Diglossia" PT367 \_\_\_\_\_

Poplack, Contrasting patterns of code switching in 2 communities (TCMV) \_\_\_\_\_

Gal, Cultural bases of language use among German Speakers in Hungary (TCMV) \_\_\_\_\_

Chambers, dialect acquisition. (TCMV) \_\_\_\_\_

**Intro to Pidgins & Creoles**

**Videos**

\*\**The Speech Community*; code switching vs. style shifting vs. language mixing; TokPisin example (lecture / notes)

Schiefflin, *Ade*: a Sociolinguistic analysis of a relationship (BS). \_\_\_\_\_

Reinecke, Trade jargons and creole dialects a marginal languages (PT) \_\_\_\_\_

Bailey & Maynor, Decreolization (TCMV) \_\_\_\_\_

Film: "My Fair Lady" and / or "Pidgin da Hawaiian Way" (Frank de Lima) & Discussion Questions

**The different approaches to soclx analyses:**

Week 6

**Ethnography of Communication:** (lecture)

**WF: III Language & Interaction**

**Verbal Art, Speech Play**

**HW under III.9:**

**Hymes. SPEAKING model**

**articles**

**III.9: Ethnographic Approaches in Soclx**

HW: Exploration 9.2 p.234

Labov, Rules for Ritual Insults (signifying, playing the dozens among AfroAmerican male adolescents) (These are the ROOTS of today's RAP music)

**Also possibly: Turkish boys' verbal dueling article.**

Feld, Sound and Sentiment. (lecture, audio, video, photos)

**Student Summaries below: Students can choose from the following articles**

Intro: *Ethnography*: Hymes. Models of the Interaction of Language & Social Life (PT)

Pagliai, "Lands I Came to Sing.." PT 48; \_\_\_\_\_

Ochs, "A Sliding Sense of Obligatoriness: Polystructure of Malagasy Oratory (BS) \_\_\_\_\_

Sherzer, "Kuna Kaa Kuento" (BS) \_\_\_\_\_

McDonald. "Invoking Spirits in Palawan: ethnography & pragmatics" OR, another article online on Palawan beliefs and practices titled, Collecting w/Communities: Promoting Indigenous Voices in Museum Spaces  
[https://discovery.ucl.ac.uk/id/eprint/10054095/1/Iskander\\_JME29.7\\_ISKANDER\\_FINAL.pdf](https://discovery.ucl.ac.uk/id/eprint/10054095/1/Iskander_JME29.7_ISKANDER_FINAL.pdf)

Gal. "Peasant Men Can't Get Wives" (BS) \_\_\_\_\_

Bauman, "Any man who keeps more'n one hound'll lie to you": Dog trading and storytelling in Canton, Texas. (BS) \_\_\_\_\_ -

N.B.: a number of these articles may be found online!

Discussion Questions / Class Practice: applying the SPEAKING model to a specific situation

Research Topics Due

Weeks 7-8

**Pragmatics, conversational analysis, & Discourse Analysis**

**WF: III.10: Pragmatics**

HW: Exploration 10.2 Implicature p.255

**WF: III.11 Discourse Analysis**

HW: Exploration 11.3 What is natural? P.294

*Pragmatics/Speech Act* (Intro):

Lectures/notes: Grice, Conversational Implicature;

What is a speech act? Politeness

Searle, Levinson.

Schegloff, Conversational Analysis;

Gumperz, The retrieval of sociocultural knowledge in conversation. (BS) (lecture notes)

**Student Summaries can be chosen from the articles below:**

Goffman, Response Cries. (BS) \_\_\_\_\_

Labov & Waletzky, "Narrative Analysis: Oral Versions of Personal Experience" (PT74) \_\_\_\_\_

Schegloff, "Narrative Analysis 30 Years Later" PT \_\_\_\_\_

Holmes, "Narrative Structure: Contrasts between Maori & Pakeha" PT 114 \_\_\_\_\_

Gumperz, "Contextualization Conventions" PT139 \_\_\_\_\_

Brown & Gilman, "Pronouns of Power & Solidarity" PT156 \_\_\_\_\_

Holmes, "Complimenting: A positive politeness strategy" PT177 \_\_\_\_\_

MIDTERMS for distribution. Due Week 11

Week 9

Semester Break Oct. 7-11. No classes!

Weeks 10-11

**Language and Variation / Quantitative sociolinguistics – study of language**

**WF: Part II.6 Language Variation (intro – lecture)**

HW: Exploration 6.3 p.155 Social Class

**Part II.7 Three Waves of Variation Studies. (intro-lecture)**



HW: Exploration 7.3 p.189 OR  
Exploration 7.4 p.190 Variation in Formality/Standardness

**Part II.8 Language Variation and Change**

HW: Exploration 8.1 Borrowing p.198 OR  
Exploration 8.2 Youth Language p.204

\*Labov, "Postvocalic [r] in New York City" (lecture – a classic study)  
Labov. Field Methods of the Project on LX Change (BS) (lecture)  
Baugh, A reexamination of the Black English copula. (BS) (lecture & discussion)

Discussions; examination / analysis of tables and graphs referring to language use  
Possible quantitative soclx studies on Guam: what possible variables can we examine?  
e.g., Guam English; Filipino English, Korean, Japanese, Micronesian EN on Guam and elsewhere

**Student summaries can be chosen from the articles below:**

Wolfram, "On the Construction of Vernacular Dialect Norms"  
PT251 \_\_\_\_\_

Johnstone, "The Linguistic Individual in an American Public-  
Opinion Survey" PT 272 \_\_\_\_\_

**Language, Gender & Sexuality**

Week 11

**WF Part IV.12 Lg. Gender & Sexuality**

HW: Exploration 12.3 Labels p.331

**Students can choose their summaries from the articles below:**

Lakoff, "Selections from *Language and Woman's Place*" PT203 \_\_\_\_\_

Tannen, "The Relativity of Lx Strategies: Rethinking Power  
and Solidarity in Gender Dominance PT208 \_\_\_\_\_

Labov, The intersection of sex and social class in the course of linguistic change (TCGD) \_\_\_\_\_

Herbert, Sex based differences in compliment behavior (TCGD) \_\_\_\_\_

Brooks Gardner, Passing by: street remarks, address rights, and the urban female. (BS) \_\_\_\_\_

Week 11

Film/Video: Tannen: Language and gender

Discussion Questions:

Week 12

**Individual Bilingualism**

**WF: Part IV.13 Soclx and Education**

Cummins, "BICS and CALP: Origins and Rationale for the Distinction"  
PT322 \_\_\_\_\_

MacSwan and Rolstad, "Lx Diversity, Schooling, and Social Class: Rethinking our  
conception of language proficiency in language  
minority education" PT329 \_\_\_\_\_

Weeks 13-15

**Language Policy and Planning**

**WF Part IV.14 Language Policy and Planning**

**Group Multilingualism**

Lecture /notes on the Philippine experience. With Gonzalez's article.

**Students can choose to summarize one of the articles listed under different headings below:**

Paulston, "Linguistic Minorities and Language Policies" PT394 \_\_\_\_\_

**Language Policy & Planning**

Haugen, "Dialect, Language, Nation" PT411 \_\_\_\_\_

Nahir, "Language Planning Goals: A Classification" PT423 \_\_\_\_\_

Hornberger, "Literacy & Language Planning" PT449 \_\_\_\_\_

Issue:

What about language use / planning proposals for Guam? English? Chamoru?

**Multilingualism, Policies, and Education**

Tucker, "A Global Perspective on Bilingualism and  
Bilingual Education" PT \_\_\_\_\_

Paulston, "Language Policies and Language Rights" PT \_\_\_\_\_

Gee, Two styles of narrative construction and their linguistic and educational implications  
(TCGD) \_\_\_\_\_

Weeks 15-end

Final Exam handed out

**Research papers / projects are due Monday of Final exam week - December 10-12, 2024.**

**Final exams are due on Friday of final exam week. Avoid late submissions of exams please.**

**Students graduating this semester must inform the instructor!**

**All required work must be submitted for students to pass the class.**