BLOCK TAUGHT SEMINAR, GRADED

Instructor: Dr. Koczogh Helga Vanda
Contact: koczoghh@gmail.com
Office: Room 12, Main Building

Time: Friday 9.00-12.40
Place: Room 56, Main Building

Course description:
This advanced-level course aims at providing a comprehensive introduction to the study of language and gender. Building upon the knowledge of basic terminology and concepts in sociolinguistics as well as an understanding of how situational factors affect language use, the course will provide cross-cultural insights into how language use varies according to gender. The goals of this course are to introduce students to a wide range of linguistic analyses of language used by and used about women and men and to examine models of explanation for gender differences. The course invites a critical approach to the readings on language and gender (especially with regard to the possibility of author's bias).

Within a research-based framework, the course will investigate the effect of gender on language use: it will look at features of language applied by the two sexes in mixed-sex and same-sex interactions in various settings; the differences between the communicative competence of women and men; the likely social consequences deriving from these; the interplay of gender and im/politeness; the ways identity can be constructed in discourse; sexism in language; the strongly related question of politically correct language use.

Grading will be based on:

- an individual article presentation 10%
- participation in class discussions 5%
- a written test 35%
- an individual presentation on research project 10%
- a take-home essay (write-up of research project) 40%

Research project:
Students will choose a certain topic to investigate. This project will require the individual to frame a research question, develop a hypothesis, collect data, make an analysis, and present the results to the class. You will need to meet the instructor to have the project approved by November 20; you will present its findings in class on December 4.

Essay submission:
The submission deadline is December 18. Your take-home essay must be received by the instructor on or before the due date, by the beginning of the class period. Late work will result in grade reduction. The essay must be typed (in 12-point Times New Roman font), double-spaced, and stapled when submitted; essays will not be accepted via email. Further specifications to be announced in class.

Make-up tests/Late work:
All assignment deadlines and scheduled test paper dates are provided at the beginning of the semester; therefore, no make-up tests will be offered and late papers are highly discouraged. Assignments submitted later than the assigned due date will be automatically reduced 5% per day. Excuses such as “crashed computers,” “lost flash drives,” or “empty printer ink cartridges” will not be accepted. It is
suggested that all computer work be saved both on your computer’s hard drive and again on removable storage device.

**Plagiarism and Cheating:**
Plagiarism includes copying or paraphrasing another’s words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one’s own work; or submitting work previously submitted for another course or instructor. Plagiarism, cheating, or other forms of academic dishonesty on any assignment will automatically result in failure for the course.

**Attendance:**
Students are not allowed to miss more than three classes (one occasion) during the semester. Attendance at the test is mandatory.

**Syllabus:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READING ASSIGNMENTS</th>
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<tbody>
<tr>
<td>November 13</td>
<td>Introduction, orientation, <em>sex vs. gender</em>, folklinguistic beliefs</td>
<td>PRA1 &amp; SRA1</td>
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<td>Fact checking: verbosity, verbal superiority, gossiping</td>
<td>(see on pages 2-3)</td>
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<td>Sociolinguistic Universals</td>
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<td>Sexism, Political Correctness</td>
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<td>November 20</td>
<td>Gender differences in pronunciation, grammar, lexicon, syntax</td>
<td>PRA2 &amp; SRA2</td>
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<td>Explanations: dominance, difference</td>
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<td>Gender Differences in Conversational Style: turn-taking, interruptions,</td>
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<td>feedback, tag questions</td>
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<td>November 27</td>
<td>Gender and Politeness I: Hedges, boosters</td>
<td>PRA3 &amp; SRA3</td>
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<td>Gender and Politeness II: Compliments, Apologies</td>
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<td>Gender and Impoliteness: Swearing, Conflict talk</td>
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<td>December 4</td>
<td><strong>Research presentations</strong></td>
<td>PRA4 &amp; SRA4</td>
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<td>The Importance of Context: Academic discourse</td>
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<td>Community of Practice</td>
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<td>December 11</td>
<td><strong>Test</strong></td>
<td>PRA5 &amp; SRA5</td>
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<td>Gender and Power: Workplace and Medical Interaction</td>
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<tr>
<td>December 18</td>
<td><strong>Essay deadline</strong>, conclusion, evaluation</td>
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*Primary reading assignments (PRAs):*

**PRA1:**
- Pilkington, J. 1998. ’Don’t try and make out that I’m nice!’ The Different Strategies Women and Men Use when Gossiping in *Language and Gender: A Reader* pp. 254-269.

**PRA2:**

**PRA3:**
- Coates, J. 1996. 'You know so I mean I probably…': Hedges and hedging in *Women Talk* pp. 152-173.

**PRA4:**

**PRA5:**

**Secondary reading assignments (SRAs):**

**SRA1:**

**SRA2:**
- Fishman, P. M. 1997. Interaction: the work women do in *Sociolinguistics. A Reader and Coursebook* pp. 397-405
SRA3:

SRA4:

SRA5: