

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Sociolinguistics 1: Varieties of English**
2. Course code: **15-LT-SOC1-VE-EL-11** ([Link USOSWeb](#))
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English linguistics: Theories, interfaces, technologies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): **1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 30 hours**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: **Jarosław Weckwerth, PhD (wjarek@amu.edu.pl)**
11. Language of instruction: **English**
12. Online learning - yes (partially / fully) / no : **no**

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)

- To give a general overview of dialectal variation in English.
- To make the Students more acutely aware of dialectal phenomena.
- To provide a first introduction to selected topics and methods in linguistic analysis, in particular in sociolinguistics, such as the concept of the variable and corpus research.
- To learn about the specific features of selected English dialects on the basis of literature and work with real language data (textual and audiovisual).
- To prepare the Students for advanced courses in sociolinguistics offered at the later stages of the programme.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

Knowledge of basic linguistic notions, as covered in the secondary school; B1 English proficiency.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student will:	Reference to study programme learning outcomes
EU_01	Have an awareness of the dialectal variation in English and is sensitized to dialectal features.	K_W01, K_W02, K_W03, K_W04, K_W06, K_U10
EU_02	Understand the basic concepts and topics associated with the description and analysis of dialectal features.	K_W01, K_W02, K_W03, K_W04, K_U10
EU_03	Be capable of using basic dialectological methodologies to describe real language data.	K_U07, K_U10, K_U11
EU_04	Know the distinguishing features of the major dialects of English.	K_U07, K_U10, K_U11

EU_05	Recognize the cultural and social significance of dialectal variation.	K_U07, K_U10, K_U11
EU_06	Recognize the need to further develop their skills and have a capability of doing so.	K_U11, K_U12, K_U14, K_U15, K_K01, K_K02, K_K07, K_K10

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol(s) (EU)
The concept of dialect vs. language. The concept of accent in English dialectology. The place of dialectal variation in language description and social awareness.	EU_01, EU_02
Sources of variation: Dialects and language change.	EU_01, EU_02
Describing variation: The concept of the variable and variant.	EU_01, EU_02
Selected examples of dialectal variation in the lexicon.	EU_01, EU_02, EU_04
Selected examples of dialectal variation in morphosyntax.	EU_01, EU_02, EU_04
Selected examples of dialectal variation in phonetics and phonology.	EU_01, EU_02, EU_04
Describing selected dialects and accents of English.	EU_01, EU_02, EU_03, EU_04, EU_07
The significance of dialectal variation in culture (including popular culture).	EU_01, EU_05, EU_07

5. Reading list

- Bauer, Laurie. 2002. *An introduction to international varieties of English*. Edinburgh: Edinburgh University Press.
- Gramley, Stephan and Kurt-Michael Pätzold. 2004. *A survey of Modern English*. London: Routledge.
- Lippi-Green, Rosina. 2011. *English with an accent*. (2nd edition.) London: Routledge.
- Melchers, Gunnell and Philip Shaw. 2011. *World Englishes*. London: Hodder Education.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X
Problem-based lecture	

Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	X
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	X
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	X
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	X

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam		X		X		
Test		X		X		
Mini-project	X		X	X		
Multimedia presentation	X		X	X	X	X

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	15
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	10
	Term paper preparation	
	Exam preparation	10

TOTAL HOURS	90
Total ECTS credits for the course	3

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5.0): completed all in-class activities and mandatory homework activities; collected a minimum of 80% of the points in the final test; completed four extra credit tasks at the end of the semester.

Good plus (+db; 4.5): completed all in-class activities and mandatory homework activities; collected a minimum of 80% of the points in the final test; completed three extra credit tasks at the end of the semester.

Good (db; 4.0): completed all in-class activities and mandatory homework activities; collected a minimum of 80% of the points in the final test; completed two extra credit tasks at the end of the semester.

Satisfactory plus (+dst; 3.5): completed all in-class activities and mandatory homework activities; collected a minimum of 60% of the points in the final test; completed one extra credit task at the end of the semester.

Satisfactory (dst; 3.0): completed all in-class activities and mandatory homework activities; collected a minimum of 60% of the points in the final test.

Unsatisfactory (ndst; 2.0): all in-class activities and mandatory homework activities not completed; less than 60% of the points collected in the final test.