

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Introduction to linguistic fieldwork**
2. Course code: 15-ITLF-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): BA
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): 2BA
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 20h practical classes
9. Number of ECTS credits: 2
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: **prof. UAM dr hab. Agnieszka Kielkiewicz-Janowiak**, kagniesz@wa.amu.edu.pl (**prof. UAM dr hab. Magdalena Wrembel**)
11. Language of instruction: English
12. Online learning – yes, partially

II. Detailed information

1. Course aim (aims)
 - To make students familiar with the basics of methodology in sociolinguistic research
 - To make students familiar with the methods of doing fieldwork
 - To make students familiar with some important examples of fieldwork in sociolinguistics
 - To develop the ability to pose research problems and to apply adequate data collection methods
 - To develop the ability to work individually as well as in groups on data collection projects
 - To develop the ability to present these projects as well as critically assess own and other students' views in a debate
 - To make students familiar with the ethical principles of doing fieldwork

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

Being familiar with the topics in sociolinguistics previously introduced in the ELTIT courses

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:	Reference to study programme learning outcomes
15-ITLF-EL-11_1	knows the basics of sociolinguistic methodology	K_W03
15-ITLF-EL-11_2	knows the main fieldwork methods of sociolinguistics	K_W03, K_W04

15-ITLF-EL-11_3	knows the most important examples of doing fieldwork in sociolinguistics	K_W04, K_W05
15-ITLF-EL-11_4	is able to pose research questions and apply data collection methods appropriately	K_U02, K_U03, K_U04
15-ITLF-EL-11_5	is able to plan the data collection in a small research project and (individually and/or in groups)	K_U04, K_U07, K_U09, K_K10
15-ITLF-EL-11_6	knows and is able to apply appropriately the ethical principles of fieldwork	K_W08
15-ITLF-EL-11_7	is able to collect a data sample for the project planned	K_U08, K_U09, K_K06
15-ITLF-EL-11_8	is able to present their project and subject it to a critical debate	K_U06, K_U10, K_U11, K_U12, K_U14, K_K01

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

Course learning content:	Course learning outcome symbol(s) (EU)
Introduction: data collection in sociolinguistics	15-ITLF-EL-11_1
Participant sampling	15-ITLF-EL-11_2
Problem of the 'observer's paradox'	15-ITLF-EL-11_1
Classic sociolinguistic studies (Labov, Trudgill, Milroy, Eckert, etc.) as examples of the application of data collection methods (survey, interview, observation)	15-ITLF-EL-11_3
The role of the researcher; ethical dilemmas and responsibility	15-ITLF-EL-11_6
Principles of research ethics; confidentiality, giving back to community etc.	15-ITLF-EL-11_6
Informed consent	15-ITLF-EL-11_6
Posing the research question and designing data collection	15-ITLF-EL-11_4 15-ITLF-EL-11_5
Data recording; technical requirements and equipment	15-ITLF-EL-11_5
Individual data collection projects	15-ITLF-EL-11_7
Presenting research aims and the data collection procedures	15-ITLF-EL-11_8
Critical debate on students' research projects	15-ITLF-EL-11_8

5. Reading list – selected chapters from:

- Coulmas, Florian. (ed.). 1997. *The handbook of sociolinguistics*. Oxford: Blackwell.
- Coulmas, Florian. 2013. *Sociolinguistics: The study of speakers' choices* (2nd edition.). Cambridge: Cambridge University Press. (Chapter 14: Research ethics, 261-272).
- Coupland, Nikolas and Adam Jaworski (eds.). 2009. *The new sociolinguistics reader*. Basingstoke: Palgrave Macmillan.
- Dörnyei, Zoltan. 2007. *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Feagin, Crawford. 2002. "Entering the community: Fieldwork", in: J. K. Chambers and Peter Trudgill and Natalie Schilling-Estes (eds.), 20-39.
- Johnstone, Barbara. 2000. *Qualitative methods in sociolinguistics*. New York – Oxford: Oxford University Press. (Chp. 4 "Some legal and ethical issues", 39-57).
- Labov, William. 1972. *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press. (Chp. 2 "The social stratification of (r) in New York department stores", 43-69)
- Labov, William. 2013. *The language of life and death: The transformation of experience in oral narrative*. Cambridge: Cambridge University Press.
- Meyerhoff, Miriam. 2008. *Introducing sociolinguistics*. London: Routledge.
- Meyerhoff, Miriam and Erik Schlee. 2010. [The Routledge sociolinguistics reader](#). London and New York: Routledge. (Chapter 1 "Sociolinguistic methods for data collection and interpretation", 1-26)
- Milroy, Lesley and Matthew Gordon. 2003. *Sociolinguistics: Method and interpretation*. Oxford: Blackwell. (Chp. 3 "Data collection" 49-87)
- Mallinson, Christine, Becky Childs, and Gerard Van Herk (eds.). 2013. *Data collection in sociolinguistics: Methods and applications*. New York: Routledge.
<http://sociolinguisticdatacollection.com/teaching-tools/>
- Romaine, Suzanne. 2000. *Language in society: An introduction to sociolinguistics* (2nd edition.) Oxford: Oxford University Press.
- Schilling, Natalie. 2013. *Sociolinguistic fieldwork*. Cambridge: Cambridge University Press.

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	
Problem-based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	x
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
Other – please specify	

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							
	15-ITLF-EL-11_1	15-ITLF-EL-11_2	15-ITLF-EL-11_3	15-ITLF-EL-11_4	15-ITLF-EL-11_5	15-ITLF-EL-11_6	15-ITLF-EL-11_7	15-ITLF-EL-11_8
Written exam								
Oral exam								
Open book exam								
Written test	✓	✓	✓			✓		
Oral test								
Multiple choice test								
Project				✓	✓			
Essay								
Report							✓	
Individual presentation							✓	✓
Practical exam (performance observation)								
Portfolio								
Other (please specify) -							✓	✓

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	5
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	10
	Term paper preparation	

	Exam preparation	
	Other (please specify) -	
	...	
TOTAL HOURS		60
Total ECTS credits for the course		2

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

Very good (bdb; 5.0): ...
 Good plus (+db; 4.5): ...
 Good (db; 4.0): ...
 Satisfactory plus (+dst; 3.5): ...
 Satisfactory (dst; 3.0): ...
 Unsatisfactory (ndst; 2.0): ...

Very good (bdb; 5,0): the student has excellent knowledge and understanding of the methodology of doing fieldwork in sociolinguistics, has in-depth knowledge of classic sociolinguistic studies, is very well able to formulate a research question, select and apply adequate data collection methods, conduct the data collection as well as present the project in class; is able to discuss it using very good spoken and/or written language

Good plus (+db; 4,5): the student has very good knowledge and understanding of the methodology of doing fieldwork in sociolinguistics, has very good knowledge of classic sociolinguistic studies, is very well able to formulate a research question, select and apply adequate data collection methods, conduct the data collection as well as present the project in class; is able to discuss it using very good spoken and/or written language, yet commits minor mistakes

good (db; 4,0): the student has good knowledge and understanding of the methodology of doing fieldwork in sociolinguistics, has good knowledge of classic sociolinguistic studies, is able to formulate a research question, select and apply adequate data collection methods, conduct the data collection as well as present the project in class; is able to discuss it using good spoken and/or written language, yet commits occasional errors

satisfactory plus (+dst; 3,5):
 the student has a little more than satisfactory knowledge and understanding of the methodology of doing fieldwork in sociolinguistics, has satisfactory knowledge of classic sociolinguistic studies, is able to formulate a research question, select and apply adequate data collection methods, conduct the data collection as well as present the project in class; is able to discuss it using spoken and/or written language, yet commits errors

satisfactory (dst; 3,0):
 the student has only satisfactory knowledge and understanding of the methodology of doing fieldwork in sociolinguistics, has only satisfactory knowledge of classic sociolinguistic studies, is able to formulate a research question, select and apply adequate data collection methods, conduct the data collection as well as present the project in class, yet commits errors; is able to discuss it using spoken and/or written language, yet commits major errors

unsatisfactory (ndst; 2,0):
 the student does not have satisfactory knowledge and understanding of the methodology of doing fieldwork in sociolinguistics, does not have satisfactory knowledge of classic sociolinguistic studies, is hardly able to formulate a research question, select and apply adequate data collection methods, conduct the data collection or present the project in class; is not able to discuss it using spoken and/or written language without major errors